STATE BOARD OF EDUCATION MEETING

August 9-10, 2007
College of Southern Idaho
Herrett Center
Rick Allen Community Room
Twin Falls, Idaho

Thursday, August 9, 2007, 10:00 a.m.

EXECUTIVE SESSION (Closed to the Public)

Pursuant to Idaho Code Section 67-2345(1), the State Board of Education will meet in executive session to discuss one or more of the following:

(a) to consider hiring a public officer, employee, staff member or individual agent. This paragraph does not apply to filling a vacancy in an elective office;
(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student
(c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
(d) to consider records that are exempt by law from public inspection
(e) To consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations;
(f) to consider and advise its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.

Thursday, August 9, 2007 1:00 p.m. and

Friday, August 10, 2007 8:00 a.m.

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval

OPEN FORUM

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www. boardofed.idaho.gov

CONSENT AGENDA

BAHR – SECTION I - HR

1. Boise State University – New Positions and Changes to Positions
2. Idaho State University – New Positions and Changes to Positions
3. University of Idaho – New Positions and Reactivated Positions
4. Lewis-Clark State College – New Positions
5. Eastern Idaho Technical College – New Positions
6. Request to Accept Honorarium

PPGAC

7. Alcohol Permits Issued by University Presidents

IRSA

8. Second Reading, Amendment to Idaho State Board of Education Governing Policies and Procedures, Section II.G.6.B.2, Acquisition of Tenure
9. Second Reading of Proposed Amendment to Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., Approval Procedures
10. Idaho Council for Technology in Learning (ICTL) Appointments

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Presidents' Council Report
2. College of Southern Idaho
3. Idaho Commission for Libraries Progress Report
4. Approval of Legislative Idea Forms
5. Approval of State Board of Education Strategic Plan
6. Approval of Agency and Institution Agency Profiles and Performance Measure Reports
    a. Office of the State Board of Education
        i. WICHE
        ii. Scholarships and Grants
        iii. University of Utah
    b. Boise State University
        i. Small Business Development Center
        ii. Idaho Council on Economic Education
        iii. Tech Help

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.idahoboardofed.org

c. Idaho State University
    i. ISU Family Medicine Residency
    ii. Family Medicine Residency of Idaho
    iii. Idaho Dental Education Program
    iv. Museum of Natural History
d. University of Idaho
    i. WOI (WI) Veterinary Medicine Program
    ii. WWAMI – Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program
    iii. Forest Utilization Research Program
    iv. Idaho Geological Survey
    v. Agriculture Research and Extension
e. Lewis Clark State College
f. Eastern Idaho Technical College
g. College of Southern Idaho
h. North Idaho College
i. Professional Technical Education
j. Vocational Rehabilitation
k. Public Television
l. School for the Deaf and the Blind
m. Historical Society
n. Commission for Libraries

7. University of Idaho Alcohol Waiver Request for the 2007 Football Season
8. Boise State University Alcohol Waiver Request for the 2007 Football Season
9. College of Western Idaho Update

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

Higher Education

1. Idaho Class of 2007 ACT College Readiness Review
2. Approval of Amendments to the University of Idaho's Mission Statement
3. Approval of the Temporary and Proposed Rules Governing the Idaho Promise Scholarship Program, IDAPA 08.01.05

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.idahoboardofed.org

4. Round III – Idaho Technology Incentive Grant Program FY 2008 Grant Funding Recommendations
5. Final Progress Report on the FY 2005 Center for Research on Invasive Species and Small Populations

K-12

6. Idaho GEAR UP Update
7. Approval of Service Delivery Model for the Blind/Visually Impaired
8. Approval of Service Delivery Model for Deaf/Hard of Hearing Education
9. Approval of the Proposed Rules Governing Thoroughness
10. Approval of Temporary and Proposed Rules Governing Charter Schools

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. University of Idaho – Co-Head Coach, Track and Cross Country Teams
2. University of Idaho – Multi-Year Contract Addendum - Director of Athletics

Section II – Finance (4 Hours 10 minutes)

1. Idaho State University – Purchase and Finance Enterprise Resource Planning (ERP) System
2. Idaho State University – Authorization to Issue General Revenue Bonds
3. University of Idaho – Selection of Bond Counsel and Investment Banker
4. University of Idaho – Revisions to Employee Health Plan
5. University of Idaho – Ground Lease Assignment and Assumption
6. University of Idaho – Sandpoint Facilities Project
7. University of Idaho – Irrigation Canal Easement
8. University of Idaho – Service Agreement Extension, RuffaloCody –
9. Lewis-Clark State College – Property Purchase
10. FY 2009 Budget Requests

    Description of Budget Process

    a. College & Universities
    b. Community Colleges
    c. Agricultural Research and Extension
    d. Special Programs

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.idahoboardofed.org

e. Health Programs
f. Agencies
g. Capital Budget Requests

DEPARTMENT OF EDUCATION

1. Superintendent's Report
2. Post Falls School District Trustee Zone Boundary Change
3. Curricular Materials Selection Committee Appointment
4. Adoption of Curricular Materials
5. Science Content Standards Rule – Approval of Temporary and Proposed Amendment – IDAPA 08.02.03.004 – Rules Governing Thoroughness
6. Certification Rule – Approval of Temporary and Proposed Rule – IDAPA 08.02.02.015 – Rules Governing Uniformity
7. Accreditation Rules – Approval of Temporary and Proposed Rule – IDAPA 08.02.02.140 – Rules Governing Uniformity

OTHER / NEW BUSINESS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.idahoboardofed.org

1. Agenda Approval

   Does the Board have any changes or additions to the agenda?

2. Minutes Approval

   BOARD ACTION

   To approve the minutes from June 13-14, 2007, July 9, 2007, and July 16, 2007 as submitted.

3. Rolling Calendar

   BOARD ACTION

   To approve August 21-22, 2008 as the date and North Idaho College in Coeur d'Alene, ID as the location for the August 2008 regularly scheduled Board meeting.

STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

DRAFT MINUTES
STATE BOARD OF EDUCATION
June 13-14, 2007
Lake Coeur d'Alene Room
Edminster Student Union Building
North Idaho College
Coeur d'Alene, Idaho

A regular meeting of the State Board of Education was held June 13-14, 2007 at North Idaho College in Coeur d'Alene, Idaho. Board President Milford Terrell presided. Members present were:

Milford Terrell, President
Paul Agidius, Vice President
Sue Thilo, Secretary
Blake Hall
Rod Lewis
Laird Stone
Richard Westerberg
Tom Luna, State Superintendent

EXECUTIVE SESSION

M/S (Hall/Thilo): To move into Executive Session, pursuant to Idaho Code Section 67-2345(1), on June 13, 2007 at 12:00 p.m. *A roll call vote was taken; motion carried unanimously.*

M/S (Agidius/Stone): To go out of Executive Session at 2:50 p.m. and enter into the Open Session. *Motion carried unanimously.*

In executive session, the Board did one or more of the following: (a) considered hiring a public officer, employee, staff member or individual agent; (b) considered the

evaluation, dismissal or disciplining of, or complaints or charges brought against a public officer, employee, staff member of individual agent, or public school student; (c) conducted deliberations concerning labor negotiation or to acquire an interest in real property which is not owned by a public agency; (d) considered records that are exempt from public inspection; (e) considered preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations; (f) considered and advised its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

OPEN SESSION

Board President Milford Terrell called the Open Session portion of the meeting to order at 3:00 p.m.

BOARDWORK

1. Agenda Approval

M/S (Thilo/Agidius): To approve the agenda as submitted. *Motion carried unanimously.*

2. Minutes Approval

M/S (Westerberg/Lewis): To approve the minutes from April 18-20, 2007, May 11, 2007, and May 22, 2007, as submitted. *Motion carried unanimously.*

Note: Later in the meeting it was brought up that there was an error in the May 10-11, 2007 set of minutes, specifically under item 5 of the Business Affairs and Human Resources agenda (Compensation for Institution Presidents). It was pointed out that in the written motion for Dr. Robert Kustra's salary, the institution name needed to be corrected to read Boise State University, not Idaho State University. **By unanimous consent, the Board agreed to the correction of the May 10-11, 2007, Board minutes relative to that item**.

3. Rolling Calendar

M/S (Thilo/Hall): To approve June 19-20, 2008 as the date, and Idaho Falls, ID as the location for the June 2008 regularly scheduled Board meeting. *Motion carried unanimously.*

OPEN FORUM

Doug Fowler, representing the Harris Family Limited Partnership (HFLP) addressed the Board regarding the land swap between Boise State University and the Boise School

District. He noted that HFLP was strongly opposed to the tactics used by the Boise School District to obtain the property in question. He summarized events related to HFLP's original agreement with Boise State University for the purchase of land in the Barber Valley. He asked the Board to investigate the transaction between Boise State University and the Boise School District prior to granting approval of the land swap between those two entities to ensure that there were no questionable points left unaddressed.

CONSENT AGENDA

M/S (Agidius/Thilo): To approve the Consent Agenda as submitted. *Motion carried unanimously.*

1. BAHR – Section I – Boise State University New Positions & Changes to Positions, Deletions of Positions

By unanimous consent, the Board agreed to approve the request by BSU for twenty-four (24) new positions supported by appropriated and local funds; title, term, salary and FTE changes to five (5) positions; and the deletion of one (1) position.

2. BAHR – Section I – Idaho State University New Positions & Changes to Positions

By unanimous consent, the Board agreed to approve the request by Idaho State University for twenty-two (22) new positions (21.4 FTE), to increase the FTE on two (2) positions (2.0 FTE), and decrease the FTE on one (1) position (.50 FTE).

3. BAHR – Section I – University of Idaho New Positions

By unanimous consent, the Board agreed to approve the request by the University of Idaho to establish fourteen (14) new positions supported by appropriated and non-appropriated funds and reactivate one (1) deleted PCN supported by non-appropriated funds.

4. BAHR – Section I – Lewis-Clark State College New Positions & Deletion of Positions

By unanimous consent, the Board agreed to approve the request by Lewis-Clark State College for eight (8) new positions and seven (7) deleted positions.

5. FY 2008 Room and Board Rates (Information Item)

a. Boise State University
b. Idaho State University
c. University of Idaho
d. Lewis-Clark State College

This was an information item only.

6. Second Reading of Amendment to Board Policy – Section III.T.4., Intercollegiate Athletics

By unanimous consent, the Board agreed to approve for second reading the changes to Idaho State Board of Education Governing Policies and Procedures, Section III.T.4., Intercollegiate Athletics.

7. IRSA – Quarterly Report – Program Changes Approved by the Executive Director

This was an information item only.

8. IRSA – Annual Federal Funds Distribution

By unanimous consent, the Board agreed to approve the distribution of the 2007 federal grants by the State Board of Education (the State Education Agency) to the State Department of Education, the local education agencies, and the higher education institutions as described in the charts in the discussion; and to delegate authority to the State Department of Education to administer these funds in accordance with federal law and regulations.

9. PPGAC – Alcohol Permits Issued by University Presidents

This was an information item only.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section I

1. Boise State University – Head Women's Basketball Coach

M/S (Agidius/Stone): To approve the request by Boise State University for Board approval of a multi-year employment contract for Gordon Presnell as Varsity Women's Basketball Coach, for a five year term beginning April 1, 2007, at a salary of $134,900, to be paid for by appropriated funds.

Substitute Motion/S (Agidius & Thilo): To approve the request by Boise State University for Board approval of a multi-year employment contract for Gordon

Presnell as Varsity Women's Basketball Coach, for a five year term beginning April 1, 2007, at a salary of $134,900, to be paid for by appropriated funds and institutional funds. *Motion carried unanimously.*

It was clarified by Boise State University that the multi-year contract would be paid for by both appropriated and institutional funds. A substitute motion was made as a result of that clarification.

2. This item was pulled from the agenda

3. First Reading of Amendment to Board Policy – Section I.E., Executive Officers

M/S (Thilo/Agidius): To approve the first reading of the amendment to Board Policy I.E., Executive Officers. *Motion carried unanimously.*

Jeff Shinn of the Board office presented this item. He indicated that changes to the amended policy reflected the comments and concerns expressed by the Board at their April meeting. Further clarification was made for the benefit of the Board. It was noted that several changes may still be needed prior to the second reading.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section II

1. Boise State University – Software Licensing and Maintenance Fees

M/S (Hall/Agidius): To approve a one-time payment of incremental licensing and maintenance fees of $477,229, and an annual software maintenance fee of $534,618 for FY 2008, for a total amount of $1,011,847. The source of funding is appropriated funds. *Motion carried 7-1 (Stone voted Nay).*

Stacy Pearson of Boise State University presented this item and discussed the maintenance fees.

2. Boise State University – Land Swap with Boise School District

M/S (Agidius/Lewis): To approve the exchange of the Barber Valley parcel with the Boise School District in exchange for the East Junior High parcel, and approval of the Land Exchange and Joint Use Agreement with the Boise School District in the form presented to the Board. The Board delegates authority to the BSU Vice President for Finance and Administration to sign the Land Exchange and Joint Use Agreement with the Boise School District on behalf of the Board. *Motion carried unanimously.*

State Superintendent Tom Luna pointed out that this item related to the open forum comments made earlier, and asked what the Board should do in light of those

comments. Board member Hall explained that, in reviewing the materials, it appeared that Boise State University had followed the appropriate process, complied with the Board policies, and obtained Board approval in this matter. He indicated that this is an appropriate and reasonable exchange of property, and that the issues raised by HFLP representative are confined to a civil litigation matter over which the Board has no jurisdiction.

3. Boise State University – Agreement with Collegiate Licensing Company (CLC)

M/S (Hall/Thilo): To approve the contract between Boise State University and the Collegiate Licensing Company, for licensing and marketing of logo merchandise. *Motion carried unanimously.*

4. Idaho State University – Addition to Student Recreation Center

M/S (Hall/Thilo): To rescind action taken by the Board in April 2005 to authorize the design and construction of an aquatics center at Idaho State University. *Motion carried unanimously.*

M/S (Hall/Westerberg): To approve the request by Idaho State University to direct the State Division of Public Works to provide preliminary design (through design development), and creation of a project budget, for an addition to the student recreation center located in the Reed Gymnasium complex. This addition will be for an elevated indoor track, multipurpose rooms, weight area and new administrative offices. The amount authorized for this phase is not to exceed $700,000. Funding will come from student fees already collected. *Motion carried unanimously.*

M/S (Hall/Thilo): To approve that Idaho State University retain student fees, in the amount of $1,319,000, previously collected for a Recreation Center expansion, to be used for: (1) an equipment/furnishings fund for the Center expansion, and (2) for future student capital projects. *Motion carried unanimously.*

Idaho State University Student Body President Jennifer Brown and Outgoing President Ryan Sargent came forward to present this item. Ryan Sargent discussed the request and noted that a committee was appointed last year to look at options for students to consider related to the project. In the end it was determined that the final plan would include an elevated track, multipurpose rooms, a weight area, new administrative offices and an open area, but no aquatics addition or locker room upgrades. Mr. Sargent explained that through a referendum, students clearly said that they do not want any fee increases.

There was discussion about where the funds collected to date will go. It was explained that these funds have always been intended for capital projects. President Vailas said

that while the University has oversight of the funds, involving the student body ensures everything remains open and transparent, and encourages positive student leadership.

5. University of Idaho – Purchase of Microscope

M/S (Agidius/Westerberg): To approve the request by the University of Idaho to purchase a Confocal/Multiphoton Microscope. The equipment will be purchased with grant funds in the amount of $719,175.40. *Motion carried unanimously.*

Lloyd Mues of the University of Idaho presented this item.

On a separate note, it was indicated by Board President Terrell and Jeff Shinn of the Board office that the Financial Vice Presidents have asked that the dollar amount currently set as the threshold for bringing financial requests to the Board be increased. A proposal will be brought forward at a later date.

6. University of Idaho – Energy Services Performance Contract

M/S (Agidius/Thilo): To approve the request by the University of Idaho to proceed with the energy performance contract concept and to pursue financing; and to finalize the energy audit and subsequent performance contract once the Board has approved the method of financing for the performance contract. *Motion carried unanimously.*

Lloyd Mues discussed this item and noted that the University of Idaho desired to continue planning related to their energy conservation efforts.

7. University of Idaho – Health Benefits Program Revision

This was an information item only.

8. University of Idaho—Designation of Matriculation Fees for 1999 Student Recreation Center Bonds

M/S (Thilo/Hall): To approve the request to designate matriculation fees as an additional pledged source of revenue for the 1999 Student Recreation Center bonds. *A roll call vote was taken; motion carried 7-0 (Luna absent).*

Lloyd Mues presented this item and explained that for FY 2007, the student fees collected to support the Student Recreation Center will be approximately $80,000 less than what is required to meet the pledged revenues to cover the debt service. As a result, the University is asking to broaden the pledged revenue base to permanently include student matriculation fees which will ensure that pledged revenues are always sufficient to cover the 120% ratio on the debt.

9. University of Idaho – Restructure of Relationship with Idaho Research Foundation (IRF)

M/S (Agidius/Hall): To approve the request by the University of Idaho to restructure its technology transfer enterprise and its relationship with the Idaho Research Foundation, as described in the agenda materials submitted to the Board. This includes authority to extend the University's line-of-credit with the Foundation (with no further draws) for a time sufficient to complete the restructuring, and authority to enter into the Transition Agreement and the Revised Operating Agreement in substantial conformance with the drafts presented to the Board. *Motion carried unanimously.*

Lloyd Mues presented this item and noted the restructuring plan is essential to the University of Idaho and its outreach operations.

10. University of Idaho – Timber Sale from Experimental Forest

Lloyd Mues presented this information item.

11. Approval of FY 2008 Operating Budgets

M/S (Hall/Agidius): To approve the FY 2008 operating budgets for the Office of the State Board of Education, Idaho School for the Deaf and Blind, Idaho State Historical Society, Idaho Commission for Libraries, Idaho Public Television, Division for Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research/Extension, Health Education and Special Programs, as detailed on pages 9-65 in Tab 11. *Motion carried unanimously.*

Jeff Shinn presented this item.

12. FY 2009 Budget Request Guidelines

M/S (Agidius/Thilo): To direct the agencies and institutions of the State Board of Education to prepare Maintenance of Current Operations budget requests for FY 2009 according to the guidelines established in the Budget Development Manual and relevant Board policy. This includes the rate for employee compensation, as indicated by the Division of Financial Management. *Motion carried unanimously.*

M/S (Agidius/Thilo): To direct the Business Affairs and Human Resources Committee and staff of the State Board of Education to immediately begin to discuss potential line item budget priority areas with all agencies and institutions of the State Board of Education, including Special and Health Programs, and

Community Colleges. Following these discussions, the Committee will bring its recommendation for line item budget priority areas to the August 2007 Board meeting for final determination by the Board. This will result in direction being provided to all entities regarding budget requests which will be submitted to the Executive and Legislative budget agencies by September 1, 2007. Each agency or institutional line items, if any, will be submitted in priority order. *Motion carried unanimously.*

Jeff Shinn presented this item.

13. NCAA Academic Progress Rate (APR) Report

Specific details of the institution reports were provided to the Board in their agenda materials. During comments, the institutions discussed the various areas of success and noted the areas where there were needs for improvement.

14. FY 2007 Intercollegiate Athletic Reports

a. BSU
b. ISU
c. UI
d. LCSC

M/S (Agidius/Lewis): To accept the NCAA APR Reports as submitted. *Motion carried unanimously.*

15. FY 2008 Student Health Insurance

a. Boise State University

M/S (Hall/Thilo): To authorize Boise State University to enter into a contract for student health insurance coverage for FY 2007 – FY 2008 in accordance with the terms herein. *Motion carried 7-1 (Stone voted Nay).*

Boise State University explained that it had issued an RFP for student health services in February 2007 for FY 2007-2008 because the current vendor's contract was to expire at the end of the current fiscal year. After the contract was awarded, a non-responsive bidder appealed the award. As a result, BSU must wait for an opinion by the Attorney General before it can award the final contract.

b. Idaho State University

M/S (Agidius/Stone): To authorize Idaho State University to continue the contract with Academic Health Plans to provide student health insurance for 2007-2008 at

a rate of $523 per full-time student, per semester. *Motion carried unanimously.*

c. University of Idaho

M/S (Thilo/Agidius): To authorize University of Idaho to continue the contract with Mega Life and Health Insurance Company to provide student health insurance for 2007-2008 at a rate of $649 per full-time student, per semester. *Motion carried unanimously.*

d. Lewis-Clark State College

M/S (Agidius/Thilo): To grant approval for Lewis-Clark State College to renew its contract with Renaissance Agencies, Inc., to provide student health insurance for 2007-2008 at a rate of $1,240 per full-time student, per academic year. *Motion carried unanimously.*

At this time, Ken Prolo of Idaho State University was congratulated on his upcoming retirement. He was thanked and commended by Dr. Vailas, members of the Board, and his fellow Financial Vice Presidents.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Presidents' Council Report

Dr. Tim White of the University of Idaho reported on behalf of the Presidents' Council. At their last meeting, the Presidents discussed the technology transfer and agreed to study models from around the country. Their retreat is scheduled for August 7. At that time they will discuss legislative priorities, higher education financing, strategic planning, and budget priorities. It was also noted that the Colleges of Education will present their report to the Board during this meeting per the Board's request. The Colleges of Business will report in the fall. In closing,
Dr. White introduced Dr. Art Vailas as the next chair of the Presidents' Council.

2. North Idaho College Progress Report

President Priscilla Bell, Interim President of North Idaho College, reported to the Board. She introduced Judy Meyer of the North Idaho College Board of Trustees, and Rolly Jergens, the Vice President of Administrative Services. Dr. Bell discussed NIC's current services, programs, and regional growth issues. She pointed out that NIC's current strategic plan has five initiatives: (1) student success; (2) educational programs; (3) leadership and responsiveness to the community; (4) planned growth; and, (5) continuous planning, assessment, and improvement. Dr. Bell discussed the workforce training and distance education efforts of the institution. As for concurrent credits for high school students, Dr. Bell indicated that North Idaho College has had positive

discussions regarding that issue with the regional superintendents.
Board member Thilo thanked Dr. Bell and complimented her for a very aggressive schedule during the four months of her term.

Judy Meyer indicated that the NIC trustees are available to work with the trustees of the newly formed community college, and to share their experiences and lessons learned. The Board thanked Ms. Meyer.

3. Idaho Public Television Progress Report

Peter Morrill reported to the Board. He discussed the status and impact of digital conversion statewide. IPTV has discussed the anticipated problems related to the final shut-off with Idaho's federal congressional delegation. Mr. Morrill indicated that IPTV secured 26 competitive grants towards covering the cost of the digital conversion, thus lessening the fiscal burden on the state.

Mr. Morrill highlighted several new programs and efforts of IPTV. He showed brief clips from the documentary, "State Legislature," and also talked about a new feature, based on the trial of Harry Orchard, aptly named, "Trial." IPTV won four Emmy awards this past year, which is the largest number for any public television organization in the northwest.

4. Eastern Idaho Technical College Advisory Council Vacancy

M/S (Agidius/Stone): To approve the appointment of David E. Fry to the Eastern Idaho Technical College Advisory Council for a term beginning immediately, and ending December 31, 2010. *Motion carried unanimously.*

5. Reappointment of R. Rognas to the Idaho Board of Library Commissioners

M/S (Westerberg/Stone): To approve the reappointment of Richard Rognas to the Idaho Board of Library Commissioners for the term beginning July 1, 2007, and ending June 30, 2012. *Motion carried unanimously.*

6. Approval of Idaho State University Alcohol Waiver Request for 2007 Home Football Games

M/S (Thilo/Terrell): To approve the request by Idaho State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2007 home football season. The conditions are as follows:
1. A secured area surrounded by the fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.

3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.
4. A color-coded wristband or pass-admission-system that would identify attendees and invited guests.
5. Companies involved in the pre-game location will be sent a letter outlining the pre-game location/State Board of Education alcohol policy. The letter will state that the minimum drinking age in Idaho is twenty-one, and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. One entry/exit point will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education, and Idaho State University for a minimum of $2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2007 home football games, including the sales and service of alcohol.
11. A review of the 2007 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

SUBSTITUTE M/S (Lewis/Luna): To approve the request by Idaho State University to establish secure areas under the conditions set forth in the request, as stated in the agenda materials, for the purpose of allowing pre-game activities for the 2007 home football season, the conditions being as follows: those listed in the agenda materials as items one through eleven; plus any other items which are also consistent with providing a restricted environment associated with prior approvals for other institutions in like situations; also, an agreement to abide by all terms and conditions of the Board's existing alcohol policy and regulations.
Motion carried 7-1 (Terrell voted Nay).

Board member Hall noted that this item was similar to what is being done at BSU and UI, and that it appeared to be consistent to waiver approvals granted to those institutions. Board member Lewis made a substitute motion to ensure that the waiver was, indeed, consistent.

7. Proprietary School Legislation

Dr. Mike Rush presented this information item. He discussed problems with Idaho's proprietary school legislation and proposed two radically different approaches to address those problems. One is to eliminate the legislation entirely, and the other is to change the legislation significantly. Dr. Rush noted that there are a number of schools

that fall outside of this legislation altogether. He will put together a study committee to look at what needs to be done and to make possible recommendations.

At 6:50 p.m., the Board adjourned for the evening; it reconvened at 8:00 a.m. on June 14, 2007.

8. Institution/Agency Strategic Plans

M/S (Terrell/Lewis): To approve the 2007 Institution, Agency, and Small Program Strategic Plans as submitted. *Motion carried unanimously.*

Board member Hall presented this item and asked that the agencies and institutions make sure their plans are available for the Board when they present their progress reports. Board member Westerberg noted that the strategic plans don't have as much linkage to the Board's strategic plan as one might expect. He recommended that work continue on the plans to remedy that situation, particularly in respect to making budget requests to the Legislature.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Idaho State Board of Education Report on Commonalities and Differences Among Colleges and Schools Within Idaho's Public Higher Education Institutions

The Deans of the Colleges of Education were invited to present to the Board. Paul Rowland of the University of Idaho, Jann Hill of Lewis-Clark State College, Diane Boothe of Boise State University, and Deborah Hedeen of Idaho State University came forward. Together, they discussed the process followed to identify the specific missions, goals, and responsibilities of each institution. They overviewed the similar and different ways each institution functions to meet the student, regional, and statewide needs. They discussed the types of degrees and the program areas each institution offers. They recognized common challenges for the future which include: educator supply; recruitment of future teachers in high need fields such as math, science, and special education; changing policy landscape; and competition from out-of-state institutions. Lengthy discussion between the institutions and the Board followed.

State Superintendent Luna noted that education is not immune to what is going on with the workforce in general, in that people move in and out of professions in all arenas. He suggested that our education system needs to be able to prepare for, and adapt to that trend.

In discussing the need for more math and science teachers, Dr. Rowland talked about the approaches the UI is taking to attract and certify science teachers. Dr. Hill explained about the various opportunities that LCSC has initiated to bring in more math and science teachers. Dr. Hedeen noted that ISU has put programs into place to

provide access to teachers in those fields.

In regards to the incentives the institutions offer related to math and science, Dr. Rowland noted that UI has fairly steady enrollments in math and science. He went on to point out that keeping teachers in Idaho after they complete their degrees is a challenge that the state needs to address.

State Superintendent Luna indicated that there is a perception that the Colleges of Education are not addressing the need to prepare teachers for the 21st century. Dr. Hill noted that LCSC's advisory board has added a two-credit math methods class that requires students to work in the local schools with elementary students.

In regards to meeting with the superintendents, Dr. Hedeen noted that ISU meets with their regional superintendents regularly, and that they are looking at ways to bring the principals together. Dr. Boothe indicated that BSU recently conducted an education forum to discuss concerns. Dr. Hill explained that LCSC does meet with the regional superintendents, and because their interns are in the schools, LCSC does get constant feedback. Dr. Rowland pointed out that the UI has faculty representatives meeting with regional superintendents on a monthly basis, and that the institution also sends out an annual survey as part of their annual review cycle.

Board member Hall indicated that some superintendents have reported resistance from the Colleges of Education when it comes to making changes suggested by the superintendents. The institutions asked to know specifically which superintendents and went on to point out that communication is a two-way effort; some issues and complaints are never forwarded to the Colleges. Dr. Hill reported that LCSC's accreditation requires them to collect and address concerns. All the institutions agreed it would be helpful to have a state data base in place so that the institutions can accurately assess the quality of their graduates rather than relying on anecdotal information. In referring to placement rates, Dr. Rowland noted that this is the most difficult data for the institutions to collect because they have no way to really force or control the collection of that data.

State Superintendent Luna emphasized how critical this conversation is to the K-12 system and asked that the Board continue the discussion with the Colleges. Board member Thilo and State Superintendent Luna agreed to meet with the deans of the Colleges prior to reporting back to the Board in August. Board President Terrell asked that the deans of the Colleges also attend the August Board meeting.

At this time the Board recognized Senator John Goedde and former Speaker of the House Bruce Newcomb in the audience.

2. First Reading, Amendment to Idaho State Board of Education Governing Policies and Procedures, Section II.G.6.b.2., Acquisition of Tenure

M/S (Thilo/Terrell): To approve the first reading of amendments to Idaho State Board of Education Governing Policies and Procedures, Section II.G.6.b.2., Acquisition of Tenure as presented. *Motion carried 7-1 (Hall voted Nay).*

Dr. Stuart Tennant presented this item. He noted that it had been discussed in CAAP.

3. First Reading of Proposed Amendment to Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., Approval Procedures

M/S (Terrell/Agidius): To approve the request by the Idaho Division of Professional-Technical Education to amend State Board Policy Section III.G.5., Instructional Program Approval and Discontinuance, as detailed on Attachment 1 of this request. *Motion carried unanimously.*

Dr. Mike Rush of the Division of Professional-Technical Education noted that there were two issues being addressed. First, there was confusion as to which Board staff had responsibility to review PTE programs. This policy change aligns that responsibility with Idaho Code, which identifies the Division of Professional-Technical Education as the Board staff for PTE programs. Also, according to Idaho Code, the Division of Professional-Technical Education is required to advocate for PTE programs, so at some point the Division needs to have the ability to bring programs to the Board for their consideration. It was noted that while CAAP is an advisory council, the way the policy is currently written, CAAP may veto a PTE program and prevent it from coming before the Board. Dr. Rush emphasized that it is important for the Division to be able to bring PTE programs to the Board if there is an overwhelming and compelling reason to do so, even if CAAP isn't in full agreement. Tony Fernandez of Lewis-Clark State College noted that the policy change means that the Board may receive two different recommendations and thus, be the deciding body.

4. First Reading of Proposed Policy -- Amendment of Board Policy III.N., Private In-State, Out-of-State, Non-Accredited Institutions, and Other Educational Source Offerings

M/S (Terrell/Agidius): To approve the First Reading of the Proposed Policy Amendment of Board Policy III.N., Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings. *Motion carried unanimously.*

First Reading of Proposed Policy – Amendment of Board Policy III.M., Accreditation

M/S (Thilo/Agidius): To approve the First Reading of the Proposed Policy Amendment to Board Policy III.M., Accreditation. *Motion carried unanimously.*

5. Annual Reports of Postsecondary Programs and Memorandums of Understanding

Board member Lewis thanked the institutions for providing this helpful information.

6. Approval of the Temporary and Proposed Rules Governing the Opportunity Scholarships

M/S (Terrell/Agidius): To approve the Temporary and Proposed Rules Governing the Opportunity Scholarships Program. *Motion carried unanimously.*

Board member Stone indicated this was a good start and urged that the Board and other entities continue to encourage more scholarship money to come in.

7. University of Washington School of Medicine Committee on Admissions for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Program

M/S (Thilo/Agidius): To approve increasing the Committee to a four-member committee; and, appointments of Dr. David Anderson, Dr. Peter Kozisek, Dr. Jennifer Garwick, and Dr. Mary Barinaga as Idaho members of the Committee. *Motion carried unanimously.*

The candidates' resumes were provided in the Board materials. In explaining why two more committee members were being added, Board member Thilo noted that the responsibilities and assignments of this committee are time-intensive. By increasing the number of members, there will be better coverage and also representation from other regions. It was noted that committee members need to be willing to take time off from their practices in order to meet the requirements of serving on this committee.

8. Approval of Research Center Grant Program FY 2008 Recipient

M/S (Thilo/Hall): To approve funding of the Center for Musculoskeletal Research, Molecular, Cellular, and Biomechanical Studies at Boise State University as recommended by HERC and the on-site review panel. *Motion carried unanimously.*

9. Approval of Higher Education Research Council (HERC) FY 2008 Budget

M/S (Terrell/Westerberg): To approve the FY 2008 HERC Budget Allocation as presented. *Motion carried unanimously.*

10. Round II – Idaho Technology Grant Program FY 2008 Grant Funding Recommendations

M/S (Terrell/Stone): To approve funding for projects as exhibited in the amount of $511,500 and direct Board staff to solicit additional proposals for the remaining funding available. *Motion carried unanimously.*

Board President Terrell explained that this is round two of the grant review. In order to distribute the remaining funds, there will be a round three. New proposals will be accepted.

11. Approval of Proposed Rules Governing Thoroughness – Accountability, Assignment of Responsibility for AYP Determination

M/S (Thilo/Agidius): To approve the Proposed Rules Governing Thoroughness – Assignment of AYP Responsibilities, IDAPA 08.02.03.112 and 113, Accountability and Rewards. *Motion carried unanimously.*

12. Decision Regarding 2007-2008 Title IIA Improving Teacher Quality State Activities Fund

M/S (Thilo/Terrell): To have the Title IIA funds for 2006-2007 be administered by the Office of the State Board of Education as proposed. *Motion carried unanimously.*

13. Standards for the Deaf and Hard of Hearing (DHH) and Standards for the Blind and Visually Impaired (BVI)

M/S (Thilo/Terrell): To approve the Standards for the Deaf and Hard of Hearing as presented. *Motion carried unanimously.*

M/S (Terrell/Hall): To approve the Standards for the Blind and Visually Impaired as presented. *Motion carried unanimously.*

Board member Thilo and Board President Terrell presented the standards and discussed the steps taken to put them together.

Approval of Temporary and Proposed Rule 08.02.03.004 – Incorporation by Reference

M/S (Thilo/Terrell): To approve the temporary and proposed Rule, IDAPA 08.02.03.004 – Incorporation by Reference. *Motion carried unanimously.*

At this time, Board member Westerberg was excused from the meeting due to scheduling conflicts.

STATE DEPARTMENT OF EDUCATION

1. Superintendent's Report

State Superintendent Luna requested an adjustment be made to the Department's agenda specifically to remove Tabs C, D, and E from Section 7; to move Section 7 and 8 before Section 6; and, to add Tab J (McCall/Donnelly School District) to Section 6.

By unanimous consent, the Board agreed to the adjustments in the Department's agenda.

State Superintendent Luna briefly shared about his recent visit to the Lapwai School District in response to disparaging remarks made by some community members at an earlier Board meeting. He noted that the district is rural, has a large Native American population, and has a high level of poverty. He noted that in 2000, less than 30 percent of the students were proficient in reading; however, today, 90% are proficient. He commended the school for their remarkable story and for the approach that they have taken in believing that because every child can learn, every child does learn. State Superintendent Luna noted that the teachers meet each month with every parent. He applauded the great things that are going on in that district. Board President Terrell agreed that it would be appropriate to send a letter under the Board's signature commending the Lapwai District for their good work.

At this time the Board recognized Senator Jim Hammond who was in the audience.

2. Accreditation Final Summary Report

M/S (Agidius/Stone): To approve the Final 2006-2007 Accreditation Summary Report of Idaho Districts and Schools as submitted. *Motion carried unanimously.*

3. Accreditation Revision Discussion

State Superintendent Luna indicated he plans to bring this item before the Board in August. It is regarding reducing paperwork and eliminating duplication having to do with accreditation. Board members Thilo and Agidius agreed that they looked forward to seeing this happen.

4. Idaho Reading Indicator (IRI)

M/S (Terrell/Thilo): To approve the change in test vendor for the Idaho Reading Indicator. *Motion carried unanimously.*

5. Transportation – Student Less Than One and One Half Miles

M/S (Agidius/Thilo): To approve the requests by ninety-seven school districts and eight charter schools to transport students less than one and one-half miles.

Ray Merical of the Department of Education explained the criteria and the process each district used to identify their safety busing needs. The requirement in statute is for districts to set the goals, and for the Department to conduct spot inspections to make sure that those goals are met. It was pointed out that this item pertains to safety issues related to the transportation of students. It was noted that the Department reimburses for buses, but not for crossing guards. State Superintendent Luna agreed to look at what it would take to be able to reimburse other safety options besides buses. Board member Stone noted that the Board should look at state liability issues related to funding crossing guards before going that route.

At this time the Board moved to Items 7 and 8 of the Department's agenda.

7. Certification Rules – Approval of Temporary and Proposed Rules – IDAPA 08.02.02 – Rules Governing Uniformity

a. Docket Number 08-0202-0701 – Adding Definition to Requirements for Professional Growth

M/S (Terrell/Agidius): To approve the temporary and proposed rules, Docket Number 08-0202-0701 – Adding Definition to Requirements for Professional Growth. *Motion carried unanimously.*

b. Docket Number 08-0202-0702 – Out-of-State Certificate Holders Praxis II Waiver

M/S (Thilo/Agidius): To approve the temporary and proposed rules, Docket Number 08-0202-0702 – Out-of-State certificate Holders Praxis II Waiver. *Motion carried unanimously.*

Board member Thilo thanked the Department for forwarding this. Board member Agidius noted that many highly qualified teachers have been turned away, and this will open the door to lifting an unnecessary restriction.

NOTE: Items c, d, and e were PULLED from the agenda.

f. Docket Number 08-0202-0706 – Extension onto Designation Period for Pupil Personnel Services

M/S (Hall/Lewis): To approve the temporary and proposed rule, Docket Number 08-0202-0706 – Extension onto Designation Period for Pupil Personnel Services. *Motion carried unanimously.*

Board member Hall noted that by removing the barriers, the pool of potential applicants can be increased. It remains up to the local districts as to who they will hire, however.

g. Docket Number 08-0202-0707 – Certification to Meet Special Needs of Virtual Schools and Distance Education and Public School/Postsecondary Partnerships

M/S (Agidius/Hall): To approve the temporary and proposed rule, Docket Number 08-0202-0707 – Rules Governing Certification to Meet Special Needs of Virtual Schools and Distance Education and Public School/Postsecondary Partnerships. *Motion carried unanimously.*

h. Docket Number 08-0202-0708 – Sunset Idaho Technology Competency Assessment

M/S (Agidius/Terrell): To approve the temporary and proposed rule, Docket Number 08-0202-0708 – Sunset Idaho Technology Competency Assessment. *Motion carried 6-1 (Hall voted Nay).*

i. Docket Number 08-0202-0709 – Education Requirements to Begin the Alternative Authorization Qualified Para-Professionals

M/S (Hall/Lewis): To approve the temporary and proposed rule, Docket Number 08-0202-0709 – Education Requirements to Begin the Alternative Authorization Qualified Para-Professionals. *Motion carried unanimously.*

8. Professional Standards Commission Nominations

M/S (Hall/Agidius): To approve Brad Patzer as a member of the PSC for a term of three years representing secondary classroom teachers.

M/S (Thilo/Agidius): To approve Jann Hill as a member of the PSC for a term of three years representing public higher education.

M/S (Thilo/Agidius): To approve Dennis Cartwright as a member of the PSC for a term of three years representing private higher education.

M/S (Hall/Thilo): To approve Tama Bergstrand as a member of the PSC for a term of three years representing secondary classroom teachers.

M/S (Lewis/Stone): To approve Laurie Snyder as a member of the PSC for a term of three years representing school counselors.

M/S (Lewis/Agidius): To approve Stephanie Olson as a member of the PSC for a term of three years representing exceptional child educators.

M/S (Lewis/Agidius): To approve Carolyn Rapp as a member of the PSC for a term of three years representing secondary principals.

6. Transportation – Waiver of Student Transportation Funding Cap

There was lengthy discussion between the Board and the Department regarding the waiver requests. Ray Merical of the Department noted that waivers are based on one-time exceptional circumstances or on geographical hardship. Mr. Merical indicated that the Department reviewed the requests for waivers and looked at all the transportation related parameters. As a point of information, it was noted that whenever a district receives a waiver, the Department goes to that district in order to assess what has been done to lessen the costs.

Board President Terrell asked the districts to remember that the Board must adhere to the intent of the legislation. New rules passed by the Legislature will go into effect July 1, 2007, however, the waivers being considered at this meeting are for the previous school year. State Superintendent Luna explained that the districts are only eligible for 85% of what they are requesting; and whatever percentage the Board approves today will be that percentage of the 85%. State Superintendent Luna reaffirmed that the Department had carefully reviewed each waiver request. He recommended that the Board fund all of the waiver requests at 100%.

a. Buhl School District

M/ (Terrell): To deny the request by the Buhl School District. *FAILED for lack of a second.*

M/S (Terrell/Hall): To approve the request by Buhl School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%. *FAILED 3-4 (Agidius, Hall, Lewis, and Luna voted Nay).*

Substitute M/S (Lewis/Hall): To approve the request by Buhl School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 20%. *FAILED 3-4 (Agidius, Luna, Stone, and Terrell voted Nay).*

Second M (Luna): To approve the request by Buhl School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 100%. *FAILED for lack of a second.*

Third M/S (Terrell/Thilo): To approve the request by Buhl School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 40%. *FAILED 3-4 (Agidius, Hall, Lewis, and Luna voted Nay).*

Fourth M/S (Agidius/Lewis): To approve the request by Buhl School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 25%. *Motion carried 4-3 (Luna, Stone, and Terrell voted Nay).*

A representative from the district came forward for comments.

At this time Representative Nonini was recognized in the audience.

b. Dietrich School District

M/S (Lewis/Hall): To deny the request by Dietrich School District for a waiver. *WITHDRAWN.*

M/S (Agidius/Stone): To approve the request by Dietrich School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%.

Substitute M/S (Terrell/Thilo): To approve the request by Dietrich School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 30%. *Motion carried 4-3 (Agidius, Luna, and Stone voted Nay).*

c. Kellogg School District

M/S (Thilo/Stone): To approve the request by Kellogg School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%. *Motion carried 5-2 (Lewis and Hall voted Nay).*

A representative from the district came forward for comments.

d. Meadows Valley School District

M/S (Terrell/Luna): To approve the request by Meadows Valley School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 100%. *FAILED 3-4 (Agidius, Hall, Stone, and Thilo voted Nay).*

Second M/S (Hall/Thilo): To approve the request by Meadows Valley School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%.

Motion to Table (Terrell): To table this item until representatives can be present to make a presentation. *FAILED for lack of a second.*

Substitute M/S (Stone/Terrell): To fund Meadows Valley at 100%. *Motion carried 5-2 (Agidius and Hall voted Nay).*

Motion to Reconsider/S (Terrell/Luna): To reconsider the approved motion. *Motion carried unanimously.*

M/S (Terrell/Lewis): To approve the request by the Meadows Valley School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 90%. *Motion carried 6-1 (Hall voted Nay).*

During the Board's review of this informational item, there was lengthy discussion about whether or not this was an actionable item. Board member Hall voiced his understanding that the wording of the motion from last year meant that the Board intended to review and reconsider the waiver this year. Board member Lewis noted that districts which were granted five-year waivers last year did not have any indication from the Board, prior to this meeting, that the Board intended to take another vote this year. Thus, the matter was adamantly unfair because representatives who might otherwise have attended the meeting were not present to make a case for themselves this year. During follow-up discussion, it was pointed out again that whatever the intent or understanding of Board members last year in approving the motion, there was a lack of notice to the districts this year that the waivers would be voted on again this year.

The motion to approve the funding at 100% passed. However, based on discussion during the vote on the Moscow School District waiver, concerns about the Meadows Valley motion were brought up again. A motion to reconsider the 100% funding made and approved. That was followed by a motion to fund the district at 90%. That motion was passed.

e. Moscow School District

M/S (Luna/Terrell): To approve request by Moscow School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 100%. *FAILED 0-7(Lewis changed is vote to Nay).*

Second Motion (Luna/Terrell): To approve the request by Moscow School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 16%. *Motion carried 6-1 (Stone voted Nay).*

During discussion, it was clarified that the motion from last year was for 16%. A substitute motion was made with that in mind. Also, as a result of their discussion during this item, the Board reconsidered the waiver for Meadows Valley.

f. Mountain Home School District

M/S (Lewis/Stone): To approve the request by Mountain Home School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 35%. *Motion carried unanimously.*

A representative from the district came forward for comments.

g. Salmon School District

M/S (Lewis/Terrell): To approve the request by Salmon School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%. *Motion carried unanimously.*

A representative from the district came forward for comments.

h. Valley School District

M/S (Terrell/Lewis): To approve the request by Valley School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%.

Substitute M/S (Hall/Agidius): To approve the request by Valley School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 35%. *Motion carried 5-2 (Luna and Terrell voted Nay).*

A representative from the district came forward for comments.

i. Wendell School District

M/S (Stone/Terrell): To approve the request by Wendell School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 20%. *Motion carried unanimously.*

Substitute M (Luna): To approve the request by Wendell School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 60%. *WITHDRAWN.*

A representative from the district came forward for comments.

j. McCall/Donnelly District

M/S (Terrell/Luna): To approve the request by McCall/Donnelly School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 60%.

Substitute M/S (Hall/Thilo): To approve the request by McCall/Donnelly School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 40%.

Second Substitute M/S (Lewis/Agidius): To approve the request by McCall/Donnelly School District for a waiver of the 103% transportation funding cap at a percentage rate that will reduce the funding cap penalty for fiscal year 2006 by 50%. *Motion carried 5-2 (Agidius and Hall voted Nay).*

A representative from the district came forward for comments.

OTHER BUSINESS

College of Western Idaho Trustee Appointments

By unanimous consent, the Board agreed to allow the Board President to select Board members to review all the applicants who have applied for the job of trustee of the new community college; and, to invite the Board to give the names of other local people to serve on that committee as well. The Board members appointed to that committee are: Tom Luna from Canyon County, Rod Lewis from the Eagle area, and Milford Terrell as the President of the Board.

Board member Hall clarified that the committee will review the applicants and then will make recommendations to the full Board as to who might be appropriate for further consideration. It was agreed that the committee will bring forward at least ten names to the full Board.

Board Committee Appointments

Board President Terrell announced the committee assignments for the Board, for the coming year.

a. Instruction, Research, and Student Affairs: Thilo (as Chair), with Lewis and Luna

b. Planning, Policy, and Governmental Affairs: Hall (as Chair), with Stone and Agidius

c. Business Affairs and Human Resources: Stone (as Chair), with Westerberg and Hall

d. Audit Committee: Lewis (as Chair), with Westerberg and Thilo

e. Athletics Committee: Agidius, Terrell, and Thilo (no chair was named)

f. Medical Education Study: Hall (as Chair), with Stone and Lewis

g. Native American Program: Stone (as Chair), plus individuals from the Native American population to coordinate higher education opportunities for Native Americans.

h. Council for Academic Affairs and Programs: Thilo and Terrell (It was clarified that any Board member can attend any committee meeting; further, that it would be particularly appropriate for Board member Lewis, as a member of IRSA, to also participate in the CAAP meetings.)

i. Technology Advisory Committee Assessments: Thilo and Terrell

Adjournment

There being no further business, Board President Terrell adjourned the meeting at 1:05 p.m.

STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

DRAFT MINUTES
STATE BOARD OF EDUCATION
Special Meeting
July 9, 2007
Boise, Idaho

A special teleconference meeting of the State Board of Education was held July 9, 2007 and originated from the East Conference Room of the J.R. Williams Building in Boise, Idaho. Board President Milford Terrell presided. Members present in person or by phone were:

Milford Terrell, President
Paul Agidius, Vice President
Blake Hall
Rod Lewis
Tom Luna, State Superintendent

Absent:
Richard Westerberg
Sue Thilo
Laird Stone

The meeting began at 9:02 a.m. with a roll call. Immediately following, Board President Terrell explained to the audience that an unforeseen circumstance made it necessary to postpone the meeting indefinitely. The meeting was adjourned at 9:07.

STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

DRAFT MINUTES
STATE BOARD OF EDUCATION
Special Meeting
July 16, 2007
Boise, Idaho

A special teleconference meeting of the State Board of Education was held July 16, 2007 and originated from Office of the State Board of Education in Boise, Idaho. Board President Milford Terrell presided. Members present in person or by phone were:

Milford Terrell, President
Paul Agidius, Vice President
Sue Thilo, Secretary
Rod Lewis
Tom Luna, State Superintendent
Laird Stone
Richard Westerberg

Absent: Blake Hall

The meeting was called to order at 9:30 a.m. with a roll call of members.

STATE BOARD OF EDUCATION

Board President Terrell introduced the agenda and noted that there was only one item of business, the selection of trustees for the College of Western Idaho.

1. Trustee Selection for the College of Western Idaho

M/S (Lewis/Stone): To appoint the following people as trustees for the College of Western Idaho: Hatch Barrett, Mark P. Dunham, Jerry Hess, Guy G. Hurlbutt, and Mary Carol (M.C.) Niland. *A roll call vote was taken; motion carried unanimously.*

Board President Terrell introduced Board member Lewis to speak on behalf of the

Board committee that was appointed to review applications for the Trustee Board of the College of Western Idaho. Board member Lewis recommended five people for the Board's consideration.

Board member Lewis thanked all of the people who applied, and noted that there were many qualified applicants for the committee to consider and choose from. He indicated that the names presented at this time were people with strong backgrounds and outstanding experience, in addition to representing a broad variety of stakeholders, groups, and constituencies in both Ada and Canyon Counties. He noted that they demonstrated a strong interest in the community college effort and had worked actively to bring it to pass in the Treasure Valley area.

OTHER / NEW BUSINESS

There being no further business, the meeting was adjourned at 9:40 a.m.

CONSENT AGENDA
AUGUST 9-10, 2007

TAB	DESCRIPTION	ACTION
1	**BAHR-SECTION I BOISE STATE UNIVERSITY** New Positions & Changes to Positions	Motion to approve
2	**BAHR-SECTION I IDAHO STATE UNIVERSITY** New Positions & Changes to Positions	Motion to approve
3	**BAHR-SECTION I UNIVERSITY OF IDAHO** New Positions & Reactivated Positions	Motion to approve
4	**BAHR-SECTION I LEWIS-CLARK STATE COLLEGE** New Positions	Motion to approve
5	**BAHR-SECTION I EASTERN IDAHO TECHNICAL COLLEGE** New Positions	Motion to approve
6	**BAHR-SECTION I REQUEST TO ACCEPT HONORARIUM**	Motion to approve
7	**PPGAC -** Alcohol Permits Issued By University Presidents	Information item
8	**IRSA –** Second Reading, Amendment to Idaho State Board of Education Governing Policies and Procedures, Section II.G.6.B.2, Acquisition of Tenure	Motion to approve
9	**IRSA –** Second Reading of Proposed Amendment to Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., Approval Procedures	Motion to approve
10	**IRSA** – Appointment of Idaho Council for Technology in Learning (ICTL) members	Motion to approve

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

A request by Boise State University for approval of new positions and changes in positions

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II. B. E.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Boise State University requests approval to:

- create nineteen (19) new positions (18.75 FTE)
- change to five (5) current position's FTE

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

ATTASCHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

This request includes additional positions relating to academic advising, faculty, research and other areas. Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University for nineteen (19) new positions supported by appropriated and local funds; title, term, salary and FTE changes to five (5) positions.

Moved by _____ Seconded by _____ Carried Yes____ No____

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

NEW POSITIONS

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$22,963
Funding Source	Appropriated
Area/Department of Assignment	Vice President, Student Affairs
Duties and Responsibilities	Provide administrative support, customer service and record keeping functions for the Office of Student Rights and Responsibilities
Justification of Position	The Office of Students Rights & Responsibilites is being created to meet the needs of student population in relation to student conduct, mediation and needs assessment services.

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	12/1/2007
Salary Range	$80,000
Funding Source	Appropriated
Area/Department of Assignment	Computer Science Department
Duties and Responsibilities	Provide instruction in Computer Science coursework.
Justification of Position	Additional faculty needed for the Electrical & Computer Engineering doctoral program.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Senior Research Administrator
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$55,000
Funding Source	Appropriated
Area/Department of Assignment	Research Administration
Duties and Responsibilities	Provide leadership and high level expertise in the grant proposal submission process.
Justification of Position	Additional position needed due to growth in research activity.

Position Title	Manager, Nampa BroncoShop
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$34,507
Funding Source	Local
Area/Department of Assignment	Bookstore
Duties and Responsibilities	Manage daily retail floor operations for Nampa BroncoShop.
Justification of Position	Manager needed for new retail outlet at the Treasure Valley Marketplace in Nampa to enhance sales revenue.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Academic Advisor - Academic Enhancement
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$36,500
Funding Source	Appropriated
Area/Department of Assignment	Academic Support
Duties and Responsibilities	Provide general academic advising to first year Boise State students; oversight for program development and maintenance.
Justification of Position	Additional position needed due to increase in volume of advising and to increase student retention.

Position Title	Academic Advisor - Major Exploration
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$36,500
Funding Source	Appropriated
Area/Department of Assignment	Academic Support
Duties and Responsibilities	Provide general academic advising to first year Boise State students.
Justification of Position	Additional position needed due to increase in volume of advising and to increase student retention.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Academic Advisor - At Risk Students
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$36,500
Funding Source	Appropriated
Area/Department of Assignment	Academic Support
Duties and Responsibilities	Provide general academic advising to first year Boise State students.
Justification of Position	Additional position needed due to increase in volume of advising and to increase student retention.

Position Title	Director, Research Compliance
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$120,000
Funding Source	Appropriated
Area/Department of Assignment	Research Administration
Duties and Responsibilities	This new Office of Research Compliance requires high level leadership and management to ensure all research related activities are in compliance with applicable rules and regulations.
Justification of Position	Growth in research activity has created the need for a division focused on research compliance.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Director, Student Rights and Responsibilities
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$54,892
Funding Source	Appropriated
Area/Department of Assignment	Vice President, Student Affairs
Duties and Responsibilities	Provide leadership, strategic and fiscal management of Office of Student Rights and Responsibilities, oversee management of student conduct, student mediation services and needs assessment processes.
Justification of Position	The Office of Students Rights & Responsibilites is being created to meet the needs of student population in relation to student conduct, mediation and needs assessment services.

Position Title	Assistant Athletic Trainer
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	8/1/2007
Salary Range	$34,507
Funding Source	Local
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Provide sports medicine and athletic training services.
Justification of Position	Growth in athletic programs requires additional training staff to maintain appropriate safety standards.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Marketing/Promotions Coordinator
Type of Position	Professional Staff
FTE	.75 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$25,880
Funding Source	Local
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Responsible for event and ticket sales promotions for basketball, volleyball, soccer, and gymnastics.
Justification of Position	Growth in facilities and programs requires additional marketing assistance.

Position Title	Head Coach, Women's Softball
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$40,000
Funding Source	Local
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Responsible for coaching, recruiting, competitive success and revenue generation of Women's softball program.
Justification of Position	Coach needed for new program added in alignment with Title IX Gender Equity plan.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Personnel Technician
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$24,232
Funding Source	Appropriated
Area/Department of Assignment	Human Resource Services
Duties and Responsibilities	Advise employees on personnel policies, procedures, and benefits; maintain personnel records systems.
Justification of Position	Additional position needed due to increased number of benefit-eligible employees.

Position Title	Custodian
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$18,720
Funding Source	Local
Area/Department of Assignment	Facilities, Operations and Maintenance
Duties and Responsibilities	Perform heavy-duty cleaning and related maintenance work in assigned area.
Justification of Position	New position needed to meet custodial needs in the Varsity Center.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Management Systems Coordinator
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$35,568
Funding Source	Appropriated
Area/Department of Assignment	Human Resource Services
Duties and Responsibilities	Provide system consultation and development services, complex reporting, and project functions.
Justification of Position	Additional position needed for projects, system maintenance issues and system upgrades.

Position Title	Director, Capital Planning
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$90,000
Funding Source	Local
Area/Department of Assignment	Campus Planning and Facilities
Duties and Responsibilities	Manage all capital planning and space management functions for the University.
Justification of Position	Position required to provide oversight, planning and coordination for new campus facilities, reconfiguring current facilities and maximizing space allocations to meet campus growth requirements.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Environmental Health Specialist/Sustainability Coordinator
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$45,000
Funding Source	Local
Area/Department of Assignment	Environmental Health and Safety
Duties and Responsibilities	Manage University safety programs for compliance issues; analyze university energy use and make recommendations for energy savings.
Justification of Position	Increase in research activities has increased demand for services. In addition, the University has initiated a new sustainability program.

Position Title	Associate General Counsel
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$85,000
Funding Source	Appropriated
Area/Department of Assignment	University Council
Duties and Responsibilities	Provide professional legal advice and counsel in the area of research contracts and research compliance issues
Justification of Position	Additional legal assistance required due to growth in research activities.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Position Title	Microsoft Software Administrator
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	$60,000
Funding Source	Local
Area/Department of Assignment	Office of Information Technology
Duties and Responsibilities	Provides administration for Microsoft SQL database software.
Justification of Position	Additional position needed to support growth in Microsoft database software.

CHANGE IN POSITIONS

Position Title	Web Design Specialist
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	Additional salary of $17,503
Funding Source	Appropriated
Area/Department of Assignment	Communications and Marketing
Duties and Responsibilities	Develop and maintain University websites.
Justification of Position	A reorganization of web services and centralization of web design for high level University web sites has resulted in a need for additional FTE to handle workload.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Management Assistant
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	Additional salary of $2,704
Funding Source	Appropriated
Area/Department of Assignment	Center for Economic Education
Duties and Responsibilities	Perform variety of administrative duties for Idaho Council on Economic Education and Council President.
Justification of Position	Increase in workload of Council office requires additional staff time.

Position Title	Director, Osher Lifelong Learning Institute/Emeritus Guild
Type of Position	Professional Staff
FTE	.88 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	Reduction of total salary to $46,000
Funding Source	Appropriated
Area/Department of Assignment	Division of Extended Studies
Duties and Responsibilities	Provide leadership and direction to Extended Studies programs.
Justification of Position	Reorganization of Extended Studies programs included change of position's responsibilities; fewer hours needed for current program assignments.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	.80 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	Additional salary of $5,187
Funding Source	Local
Area/Department of Assignment	College of Applied Technology - Professional Truck Driving Program
Duties and Responsibilities	Provide administrative program support; coordinate with financial aid; maintain program records.
Justification of Position	The Professional Truck Driving program has moved to an off-site location away from the Canyon County Center. Additional FTE needed to cover duties that Center staff provided in the past.

Position Title	Coordinator, Research Compliance
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	9/1/2007
Salary Range	Additional salary of $11,970
Funding Source	Appropriated
Area/Department of Assignment	Research Administration
Duties and Responsibilities	Provide and coordinate technical and administrative aspects of regulatory compliance issues.
Justification of Position	Increasing volume and complexity of workload requires expansion of position to full-time.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: B. Appointment Authority and Procedures August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.

2. Delegation of Authority
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.

3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: G.Policies Regarding Faculty (Institutional Faculty Only)October 2002

G. Policies Regarding Faculty (Institutional Faculty Only)

1. Letters of Employment

   b. Term of Appointment - All non-tenured faculty employees have fixed terms of employment. No contract of employment with such an employee may exceed one (1) year without the prior approval of the Board. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

INSTITUTION / AGENCYAGENDA
IDAHO STATE UNIVERSITY

SUBJECT

A request by Idaho State University for approval of new positions and changes in positions

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.3 and II.G.1.b.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Idaho State University requests approval to:

- create two (2) new faculty positions (1.5 FTE) supported by state funds;
- create two (2) new professional staff positions (2.0 FTE) supported by local funds;
- create two (2) new classified positions (2.0 FTE) supported by state funds;
- increase the term on two (2) faculty positions to 12 month, supported by state funds; and increase the FTE on one (1) non-classified position (1.0 FTE), supported by state funds.

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

ATTAHMENTS

N/A

STAFF AND COMMENTS AND RECOMMENDATIONS

This request includes additional positions relating to faculty, research and other areas. Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University for six (6) new positions (5.5 FTE); to increase the term on two (2) positions (2.0 FTE) to 12 month; and to increase the FTE on one (1) positions (1.0 FTE).

Moved by _____ Seconded by _____ Carried Yes_____ No_____

INSTITUTION / AGENCYAGENDA
IDAHO STATE UNIVERSITY-continued

NEW POSITIONS
ACADEMIC

Position Title	Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 month
Effective Date	August 20, 2007
Salary Range	$84,000.00
Funding Source	State Funds
Area/Department of Assignment	Biological Sciences
Duties and Responsibilities	Teach graduate and undergraduate courses in area of stable isotope analyses; supervise graduate students; conduct research; publish in the peer-reviewed literature, and engage in service .
Justification of Position	To provide faculty support for a critical research area and to establish joint programs with Geosciences.

INSTITUTION / AGENCYAGENDA
IDAHO STATE UNIVERSITY-continued

OTHER

Position Title	Director of Public Relations
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 13, 2007
Salary Range	$55,000.00
Funding Source	Local Funds
Area/Department of Assignment	College of Business
Duties and Responsibilities	Create marketing campaign to maximize awareness and foster a positive public perception of College of Business programs, including preparation of marketing materials and publication of periodic newsletters.
Justification of Position	To provide support for effective public relations and marketing to increase enrollment through recruiting programs.

Position Title	Development Research Specialist
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 13, 2007
Salary Range	$32,000.00
Funding Source	Local Funds
Area/Department of Assignment	Development/ISU Foundation
Duties and Responsibilities	Respond to a wide variety of research requests and other duties related to the ISU Foundation's plan for private gift, corporate and foundation fundraising.
Justification of Position	To provide support for an active research program for potential donors in order to increase funding possibilities for the University.

INSTITUTION / AGENCYAGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Administrative Assistant 2
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 13, 2007
Salary Range	$25,604.80
Funding Source	State Funds
Area/Department of Assignment	Development
Duties and Responsibilities	Compose correspondence; prepare reports; schedule and coordinate meetings and conferences; act as a liaison with donors; and prepare budget documents.
Justification of Position	To reactivate currently budgeted PCN 3794.

Position Title	Mechanical Systems Operator
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	August 13, 2007
Salary Range	$21,798.40
Funding Source	State Funds
Area/Department of Assignment	Facilities Services
Duties and Responsibilities	Operate and maintain the campus heating plant, including operation and maintenance of various boilers, chillers, pumps, steam traps and water softeners; perform inspections and preventive maintenance of heat plant equipment; perform water treatment tests and add chemicals as needed; check for leaks in steam and condensate lines; and maintain records and performance logs.
Justification of Position	To provide additional support to alleviate the large amount of overtime hours incurred by current operators.

INSTITUTION / AGENCYAGENDA
IDAHO STATE UNIVERSITY-continued

CHANGE IN POSITIONS
ACADEMIC

Position Title	Professor and Department Chair (PCN 3561)
Type of Position	Faculty
FTE	1.0
Term of Appointment	change from 9 month to 12 month
Effective Date	August 13, 2007
Salary Range	change from $90,011 to $120,000
Funding Source	State Funds
Area/Department of Assignment	College of Engineering
Duties and Responsibilities	Department chair and professor for Civil Engineering.
Justification of Position	To provide year round support for Civil Engineering.

Position Title	Professor and Department Chair (PCN 1315)
Type of Position	Faculty
FTE	1.0
Term of Appointment	change from 9 month to 12 month
Effective Date	August 13, 2007
Salary Range	change from $90,011 to $120,000
Funding Source	State Funds
Area/Department of Assignment	College of Engineering
Duties and Responsibilities	Department chair and professor for Electrical Engineering.
Justification of Position	To provide year round support for Electrical Engineering.

INSTITUTION / AGENCYAGENDA
IDAHO STATE UNIVERSITY-continued

OTHER

Position Title	Assistant Registrar - Idaho Falls (PCN 3803)
Type of Position	Non-Classified
FTE	change from .83 FTE to 1.0 FTE
Term of Appointment	11 month
Effective Date	August 13, 2007
Salary Range	change from $43,580.42 to $47,566.06
Funding Source	State Funds
Area/Department of Assignment	Idaho Falls Education Program
Duties and Responsibilities	Perform registrar duties in Idaho Falls; perform academic advising as needed.
Justification of Position	To provide full-time support to cover increased workload.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: B. Appointment Authority and Procedures August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.

2. Delegation of Authority
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.

3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: G.Policies Regarding Faculty (Institutional Faculty Only)October 2002

G. Policies Regarding Faculty (Institutional Faculty Only)

1. Letters of Employment

   b. Term of Appointment - All non-tenured faculty employees have fixed terms of employment. No contract of employment with such an employee may exceed one (1) year without the prior approval of the Board. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

A request by University of Idaho for approval of new positions and changes in positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.3 and II.G.1.b.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

University of Idaho requests approval to:

- Create fourteen (14) new positions (14.0 FTE) supported by appropriated and non-appropriated funds
- Reactivate three (3) deleted PCN (3.0 FTE) supported by non-appropriated funds

IMPACT

Once approved, the changes can be processed on the State Employee Information System.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

This request includes additional positions relating to faculty, administrative support, and other areas. Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish fourteen (14) new positions supported by appropriated and non-appropriated funds and reactivate three (3) deleted PCN's supported by appropriated and non-appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	9 months (Academic Year)
Effective Date	September 1, 2007
Salary Range	$58,011.20
Funding Source	Appropriated funds
Area/Department of Assignment	College of Science
Duties	Responsible for teaching and research in the area of Statistics
Justification	New position

Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	9 months (Academic Year)
Effective Date	September 1, 2007
Salary Range	$61,401.60
Funding Source	Appropriated funds
Area/Department of Assignment	College of Agricultural & Life Science
Duties	Responsible for teaching and research in District II
Justification	Reactivate PCN 1792 (deleted)

Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	9 months (Academic Year)
Effective Date	September 1, 2007
Salary Range	$70,012.80
Funding Source	Appropriated funds
Area/Department of Assignment	College of Engineering – UI Boise
Duties	Responsible for teaching and research in the area of Ecohydraulics
Justification	New position

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Administrative Assistant I
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$25,500.80
Funding Source	Non-appropriated funds
Area/Department of Assignment	Athletics
Duties	Responsible for providing administrative assistance for Vandal Scholarship fund in Boise
Justification	New position

Position Title	Administrative Assistant I
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$27,851.20
Funding Source	Non-appropriated funds
Area/Department of Assignment	Boise Center
Duties	Responsible for providing administrative assistance for the Boise Center
Justification	New position

Position Title	Administrative Assistant I
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$26,208.00
Funding Source	Non-appropriated funds
Area/Department of Assignment	Boise Center
Duties	Responsible for providing administrative assistance for the Boise Center
Justification	New position

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Administrative Assistant II
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$37,003.20
Funding Source	Non-appropriated funds
Area/Department of Assignment	Technology Transfer Office
Duties	Responsible for providing management and administrative assistance
Justification	New position

Position Title	Assistant Golf Coach
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$25,001.60
Funding Source	Non-appropriated funds
Area/Department of Assignment	Athletics
Duties	Responsible for providing coaching assistance
Justification	New position

Position Title	Director, Program Planning and Development
Type of Position	Non-faculty Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$69,305.60
Funding Source	Appropriated funds
Area/Department of Assignment	Boise Center
Duties	Responsible for program development at the Boise Center
Justification	New position

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Financial Technician
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$26,000.00
Funding Source	Non-appropriated funds
Area/Department of Assignment	Technology Transfer Office
Duties	Responsible for financial and personnel-related duties
Justification	New position

Position Title	Financial Technician
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$40,019.20
Funding Source	Non-appropriated funds
Area/Department of Assignment	Office of Sponsored Programs
Duties	Responsible for advanced financial duties
Justification	New position

Position Title	Licensing Associate
Type of Position	Non-faculty Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	July 1, 2007
Salary Range	$75,004.80
Funding Source	Non-appropriated funds
Area/Department of Assignment	Technology Transfer Office
Duties	Responsible for management and administration of intellectual property portfolio
Justification	New position

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Management Assistant
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$36,004.80
Funding Source	Non-appropriated funds
Area/Department of Assignment	Human Resources
Duties	Responsible for Administrative support to AVP for Human Resources and HR Directors
Justification	New position

Position Title	Regional Communications Manager
Type of Position	Non-faculty Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$54,932.80
Funding Source	Non-appropriated funds
Area/Department of Assignment	University Communications and Marketing
Duties	Responsible for implementing the marketing strategy
Justification	New position

Position Title	Resident Director
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$20,238.40
Funding Source	Non-appropriated funds
Area/Department of Assignment	Auxiliary Services
Duties	Responsible for programming, staffing and resident hall tenant issues
Justification	Reactivation of PCN 6755 (deleted)

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Server System Analyst
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$41,288.00
Funding Source	Non-appropriated funds
Area/Department of Assignment	Boise Center
Duties	Responsible for network security support at the Boise Center
Justification	New position

Position Title	Technical Records Specialist
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	September 1, 2007
Salary Range	$28,329.60
Funding Source	Non-appropriated funds
Area/Department of Assignment	Accounts Receivable
Duties	Responsible for technical support
Justification	Reactivation of PCN 6780 (deleted)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: B. Appointment Authority and Procedures August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.

2. Delegation of Authority
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.

3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: G.Policies Regarding Faculty (Institutional Faculty Only)October 2002

G. Policies Regarding Faculty (Institutional Faculty Only)

1. Letters of Employment

b. Term of Appointment - All non-tenured faculty employees have fixed terms of employment. No contract of employment with such an employee may exceed one (1) year without the prior approval of the Board. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

INSTITUTION/AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

A request by Lewis-Clark State College for approval of new positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.3 and II.G.1.b.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Lewis-Clark State College requests approval to:

- Create seven (7) new positions (6.35 total FTE)

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

This request includes additional positions relating to lecturers, workforce training and administrative support areas. Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College for seven (7) new positions.

Moved _____ Seconded _____ Carried Yes ____ No ____

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE – continued

NEW POSITIONS
INSTRUCTIONAL

Position Title	Lecturer
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 months
Effective Date	8/1/2007
Salary Range	$30,000
Funding Source	Appropriated Funds
Area/Department of Assignment	Natural Sciences and Mathematics
Duties and Responsibilities	Lecturer for a minimum of twenty-four (24) credit hours per academic year for mathematics classes as assigned by Division Chair.
Justification of Position	Position needed due to increased demand for remedial and developmental courses in mathematics.

Position Title	Lecturer
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 months
Effective Date	8/1/2007
Salary Range	$30,000
Funding Source	Appropriated Funds
Area/Department of Assignment	Natural Sciences and Mathematics
Duties and Responsibilities	Lecturer for a minimum of twenty-four (24) credit hours per academic year for mathematics classes as assigned by Division Chair.
Justification of Position	Position needed due to increased demand for remedial and developmental courses in mathematics.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE – continued

Position Title	Coordinator/Teacher Motor Safety Center
Type of Position	Professional
FTE	1.0
Term of Appointment	12 months
Effective Date	7/1/2007
Salary Range	$40,000
Funding Source	Appropriated Funds
Area/Department of Assignment	Workforce Training
Duties and Responsibilities	Plan, develop and teach for the motor safety center, marketing, liaison with government agencies, business, industry, and educational Institutions.
Justification of Position	Needed for the new Motor Safety Center to ensure the success of the program.

NEW POSITIONS
OTHER

Position Title	Advisor/Career Specialist
Type of Position	Professional
FTE	1.0
Term of Appointment	12 months
Effective Date	8/1/2007
Salary Range	$32,000
Funding Source	Grant Funds
Area/Department of Assignment	TRIO Student Support Services
Duties and Responsibilities	Coordinate Career Development, monitor student progress and goals, assist in student evaluation, teach accounting, business, and computer skills.
Justification of Position	Position needed to fulfill Grant obligations to provide services to students.

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE – continued

Position Title	Office Specialist I
Type of Position	Classified
FTE	.5
Term of Appointment	12 months
Effective Date	8/1/2007
Salary Range	$10,962
Funding Source	Grant Funds
Area/Department of Assignment	Tech Prep
Duties and Responsibilities	Provide a variety of office support or secretarial functions for the ALP Coordinator.
Justification of Position	Required work for the Region II Advanced Learning Partnership (ALP).

Position Title	Distance Learning Technician
Type of Position	Professional
FTE	.85
Term of Appointment	12 months
Effective Date	8/1/2007
Salary Range	$27,191.84
Funding Source	Grant Funds
Area/Department of Assignment	TRIO Training
Duties and Responsibilities	Provide online learning management system support and perform related work to provide technical training/ information to project staff and participants
Justification of Position	Position needed to fulfill Grant obligations to provide services to staff and students

Position Title	Program Aide
Type of Position	Professional
FTE	1.0
Term of Appointment	12 months
Effective Date	8/1/2007
Salary Range	$33,113
Funding Source	Grant Funds
Area/Department of Assignment	TRIO Training
Duties and Responsibilities	Manage daily operations, participant records, data collection, & monitor budget,

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE – continued

Justification of Position	Position needed to meet required program deadlines for this newly funded project.

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: B. Appointment Authority and Procedures August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.

2. Delegation of Authority
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.

3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: G.Policies Regarding Faculty (Institutional Faculty Only)October 2002

G. Policies Regarding Faculty (Institutional Faculty Only)

1. Letters of Employment

   b. Term of Appointment - All non-tenured faculty employees have fixed terms of employment. No contract of employment with such an employee may exceed one (1) year without the prior approval of the Board. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

A request by Eastern Idaho Technical College for approval of new positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.3 and II.G.1.b.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Eastern Idaho Technical College requests approval to:

- create two (2) new positions (2.0 FTE).

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

This request includes new positions for custodial and information systems support. Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Eastern Idaho Technical College to create two (2) new positions supported by State Appropriation and local sources as detailed on the Human Resources agenda.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

INSTITUTION / AGENCY AGENDA
EASTERN IDAHO TECHNICAL COLLEGE - continued

NEW POSITIONS

Position Title	Custodian
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	August 14, 2007
Salary Range	$17,000–23,000
Funding Source	State Appropriation
Area/Department of Assignment	Maintenance Department
Duties and Responsibilities	Custodial support for the new Health Education Building.
Justification of Position	1.5 new positions have been designated for the new Health Education Building.

Position Title	IT Systems Information Technician
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	August 14, 2007
Salary Range	$28,750–38,300
Funding Source	State Appropriation and Local Sources
Area/Department of Assignment	Information Technology Division
Duties and Responsibilities	Install, maintain and troubleshoot standard PC hardware and software and resolve user and system problems in the new RN Instructional Program, the continuing Health Education Outreach effort and the new Health Education Building.
Justification of Position	The Registered Nursing instructional program, the expanded Health Education outreach program, and the technical classrooms in the new Health Education Building require additional IT assistance.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: B. Appointment Authority and Procedures August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.

2. Delegation of Authority
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.

3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: G.Policies Regarding Faculty (Institutional Faculty Only)October 2002

G. Policies Regarding Faculty (Institutional Faculty Only)

1. Letters of Employment

   b. Term of Appointment - All non-tenured faculty employees have fixed terms of employment. No contract of employment with such an employee may exceed one (1) year without the prior approval of the Board. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Request from Mike Rush to accept honorarium

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section I.E.2.d.

BACKGROUND

The Technical Review Panel for the National Center for Educational Statistics provides guidance to the national Department of Education on data collection for Career Technical education. As a member of this panel Mike rush is eligible to receive an honorarium of $1000. In the past these funds have been paid direction to the Idaho Professional-Technical Education Foundation. Anew process of the National Center for Educational Statistics no longer allows this designation.

DISCUSSION

Board Policy I.E.2.d. provides that chief executive officers are not permitted to receive personal salary or benefits or supports from outside sources without prior board approval. Mike Rush is asking to be allowed to accept this honorarium for the express purpose of donating it to the Professional-Technical Education Foundation, and is fully aware of the additional tax consequences this will cause him personally.

IMPACT

$1000 donation to the Idaho Professional-Technical education Foundation.

ATTACHMENTS

Attachment 1 – Applicable Board Policy Page 3

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

A motion to approve the request by Mike Rush, Administrator of Idaho Division of Professional-Technical Education to accept the $1000.00 honorarium provided to him for service on a Technical Review Panel for the National Center for Educational Statistics for purposes of donating it to the Professional-Technical Education Foundation.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

THIS PAGE INTENTIONALLY LEFT BLANK

2. Presidents/Agency Heads/Superintendent (also referred to as *chief executive officers)*

   d. Compensation and Benefits

      The chief executive officer's annual salary shall be set and approved by the Board. The chief executive officers shall not receive personal salary or benefits or supplements from institutional foundations or other affiliated organizations except as allowed for institutional presidents pursuant to topic 3, subtopic E, below and as such is specifically approved by the Board in each instance. Additionally, the Chief Executive Officer may not receive personal salary or benefits or supplements from other outside sources without prior Board approval.

      In addition to the salary referred to above, the Chief Executive Officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, school and agency employees.

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Alcohol Permits Approved by University Presidents

REFERNCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

DISCUSSION

The last update presented to the Board was at the April 2007 Board meeting. Since that meeting, Board staff has received 14 permits from Boise State University, 5 permits from Idaho State University, and 2 from University of Idaho.

Board staff has prepared a brief listing of the permits issued for use from June 2007 through September 2007. The list is attached for the Board's review.

IMPACT

N/A

ATTACHMENTS

BSU permits	page 3
ISU permits	page 5
UI permits	page 7
Governing Policies and Procedures Section I.J.2.	page 9

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE IS LEFT INTENTIONALLY BLANK

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY

May 2007 – August 2007

EVENT	LOCATION	DATE (S)
Sophie Milman Quartet	Morrison Center, Main Hall	5/25-26/2007
Sandmire Retirement Dinner	Caven-Williams Sports Complex	6/2/2007
Glenn Beck	Morrison Center, Main Hall	6/2/2007
2nd Annual Idaho Celebrity Alzheimer's Benefit (i.e., Jake Plummer Alz. Benefit)	Caven-Williams Sports Complex	6/2/2007
KHITs Concert	Taco Bell Arena	6/8/2007
A Night at the Improv.	Morrison Center, Main Hall	6/9/2007
Idaho Victim Assistance Academy	Allen Noble Hall of Fame	6/10/2007
Idaho Victim Assistance Academy	SUB Patio	6/14/2007
Bronco Dairy Boosters	Allen Noble Hall of Fame	6/15/2007
13th Annual Induction Ceremonies, Hall of Fame	Morrison Center, Main Hall	6/20/2007
Year End Celebration	Taco Bell Arena, Club Room	6/22/2007
"The Man In Black – A Tribute to Johnny Cash"	Morrison Center, Main Hall	6/30/2007
In-Depth POGIL Workshop at BSU	Allen Nobel Hall of Fame	7/12-13/2007
Capital High School 20 Year Class Reunion	Jordan Ballroom	8/18/2007

THIS PAGE IS LEFT INTENTIONALLY BLANK

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY

July 2007 – September 2007

EVENT	LOCATION	DATE (S)
Pocatello High School 1977 (30 year) Reunion	Stephens Performing Arts Center	7/14/2007
Driever-Endo Wedding	Stephens Performing Arts Center	7/21/2007
Football 101	Idaho Orthopedic & Sports Clinic	8/2/2007
Rincon 26th Wedding Anniversary	Stephens Performing Arts Rotunda	8/11/2007
Pocatello Wildlife Film Festival	Stephens Performing Arts Rotunda	9/8/2007

THIS PAGE IS LEFT INTENTIONALLY BLANK

APPROVED ALCOHOL SERVICE AT
University of Idaho

June 2007

EVENT	LOCATION	DATE (S)
Presnell Gage – IRT Reception	Hartung Lobby	6/21/2007
Utility Executive Course Advisory Committee Meeting	J.A. Albertson Building	6/27/2007

THIS PAGE IS LEFT INTENTIONALLY BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
J. Use of Institutional Facilities and Services **June 2004**

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

   b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which are consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

Second Reading, Amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure

REFERENCE

October 12, 2006	The first reading of the proposed amendment to Board Policy Section II.G.6.b.2, Acquisition of Tenure was presented to the Board. The Board did not approve the amendment and requested that the draft be rewritten to clarify 'child rearing.'
June 13-14, 2007	The first reading of the proposed amendment to Board Policy Section II.G.6.b.2, Acquisition of Tenure was reconsidered.

APPLICABLE STATUTE, RULE, OR POLICY

Bylaws, Section L. Adoption, Amendment, and Repeal of Bylaws

BACKGROUND

The Council on Academic Affairs and Programs (CAAP) committee reviewed Board policy and institution policies regarding tenure of faculty and would like to propose an amendment to the Board's current policy which would allow institutions to extend the tenure clock for a faculty member due to extenuating circumstances.

DISCUSSION

In regard to the acquisition of tenure, current Board policy requires that a faculty member be evaluated no later than the sixth (6th) full academic year of employment. It is not entirely clear whether current Board policy permits an institution to adopt a compassionate extension of tenure policy. If it is the Board's intent to permit this, then the policy could state this intent more clearly, and that is the purpose of the proposed amendment.

The proposed draft policy of Idaho State Board of Education Governing Policies and Procedures, Section II.G.6.b.2., contain no further amendments since the first reading in June 2007.

A summary of proposed amendments include: 1) deletion of the lengthy sentence detailing the specific circumstances under which an extension of tenure may be requested, and 2) addition of a statement indicating that in certain exceptional cases a faculty member may petition for extension of the timeline for tenure. A new section under II.G.6.d.4.b., Exceptional Cases, was added. 4.a. discusses policy related to early review for tenure, and the new 4.b discusses policy related to delay of review for tenure. The added section 4.b states that a faculty member must formally request an extension of the tenure review period and indicate the reason for the request. It further states that institutions that permit an extension of the tenure review period must include in their policies the procedures for

faculty to request an extension and the basis for determining the modified timeline for the tenure review.

Currently, Boise State University has a policy that allows such extension of the tenure time line. Boise State's policy was created under an interpretation of the SBOE policy that allows such practice by the institutions.

IMPACT

There is no financial impact associated with this request.

ATTACHMENTS

Attachment 1 –	Draft policy - Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure	Page 5
Attachment 2 –	Institutional Policies	
	Boise State University	Page 7
	Idaho State University	Page 15
	Lewis-Clark State College	Page 21
	University of Idaho	Page 35

STAFF COMMENTS AND RECOMMENDATIONS

This issue first came forward at CAAP's July 2006 meeting, at which time Provost Baker of the University of Idaho noted that, in reviewing UI policies regarding tenure, the issue of needing to stop the "tenure clock" had been raised for faculty who might have life events occur that required their immediate attention. He suggested that UI would like to propose language to implement a "compassionate extension of the tenure clock" policy for such life events as childbirth, adoption, and certain medical issues - any one of which might interfere with a faculty members meeting the tenure requirement within the designated six years, as mandated by Board policy. Provost Baker's understanding of Board policy was that it did not grant any exceptions to the six-year "time clock."

In responding, other chief academic officers noted that they did have institutional policies in place that addressed this same issue.

This issue was revisited at the November 2006 CAAP meeting, where Executive Director Dwight Johnson shared that this proposed change in tenure acquisition policy had been brought forward at the October 2006 Board meeting, and that the Board's concern was not with the concept of "stopping the tenure clock" but, rather, with the details, particularly regarding issues of child rearing where the language was perceived as too broad. Provost Baker clarified that his wish in amending current policy was only to address exceptional circumstances. Executive Director Johnson recommended that UI return to its original draft and fine-tune the language around child rearing

In March 2007, CAAP revisited this issue where it was decided that showing some examples of just how the institutional policy regarding "stopping the tenure clock" as done at BSU might prove helpful; thus, Provost Andrews offered to share instances that had occurred at BSU where exceptional circumstances impacted faculty members' progress towards tenure.

Indeed, the language in the current proposal reads: "...In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.G.6d.4(b)"

The examples that Provost Andrews cites from BSU relate to the past three academic years, in which she cites, "...we have granted 5 extensions total - 3 for childbirth and 2 for medical reasons....The medical ones require documentation from a physician and careful consideration as to where the condition warrants the extension."

As staff records reflect, this issue has been thoroughly reviewed and discussed by the chief academic officers. Staff believes that the examples cited of "exceptional circumstances" reflect the judicious and conscientious application of the modification in Board policy that is being sought.

BOARD ACTION

A motion to approve the second reading of amendments to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE LEFT INTENTIONALLY BLANK

Attachment 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
SUBSECTION: G. Policies Regarding Faculty (Institutional Faculty Only) October 2005

6. Tenure

a. Tenure Defined - Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.

b. Acquisition of Tenure

(1) Professional-Technical Faculty hired Professional-Technical Faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

(a) be afforded the right to pursue promotion; and
(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and
(c) be afforded on opportunity to serve on institutional committees.

(2) Academic faculty member~~s~~, after meeting certain requirements~~,~~ established by the employing institution, may acquire tenure. Each institution shall develop policies for the acquisition of tenure that are consistent with this general philosophy and policy statement of the Board. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.4.a). In addition, an

academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution. In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.g.6.d.4.b).

c. Notification - An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.

d. Standards of Eligibility for Tenure

1. Annual Appointments - Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.

2. Service in Professional Rank - All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

3. Service in Instructor Rank - A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.

4. Exceptional Cases

a) Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.

b) Extension of the tenure review period may be granted in certain exceptional cases. In such cases the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

Attachment 2

Boise State University Policy Manual

Boise State University | BSU 5340-B
Effective Date: July 1, 1989 | Revised On: July 1, 1995
March 21, 2000
July, 2003
May, 2005

FACULTY TENURE PROCEDURES

I. Definition

Tenure is a condition of presumed continuous employment (following expiration of a four-year probationary period) during which time the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution; except in the case of retirement for age (not applicable after 1991) or in the cases of financial exigency or program reduction pursuant to State Board of Education Rules and Regulations. (For the definition of "adequate cause," see State Board policy Section II, Subsection L.)

II. Policy Statement

Tenure is a condition that insures an intellectual atmosphere that is free and open. This encourages superior faculty to remain at the University, thus strengthening the excellence of the institution. Granting tenure implies a commitment by the institution to defend the academic member's intellectual endeavors. Likewise, the faculty member who is awarded tenure makes an equally strong commitment to serve the students, the profession, and the institution in a manner befitting an academician.

Following the expiration of a four-year probationary period, **typically four (4) to five (5) years in duration,** tenure may be granted to members of the Official Faculty who demonstrate satisfactory performance in each of the following three areas:

- Teaching
- Scholarly, Creative, or Research Activities
- University and Public Service

III. Criteria

Sections A, B, and C list examples of the kinds of activities and evidence that may be used by a faculty member to support his or her claim of satisfactory performance in teaching, scholarly activity, and service. Since these are described in broad terms, each promotion and tenure committee and each department or unit must decide what kinds of activities and evidence are most appropriate within its particular set of disciplines.

Each college promotion and tenure committee must have a written policy that specifies the criteria and procedures to be used within its college. This policy

must satisfy the guidelines established by University policies, but may be more specific. The process of writing or revising this policy shall be carried out by a task force constituted for that purpose. Membership of this college task force shall consist of one tenured, official faculty from each department or unit within that college as elected by the members of the departments or units. These criteria and procedures shall be approved by the appropriate dean and be available to all official faculty within that college.

A department or unit must adopt its own criteria and procedures. It may adopt the policy of the college or develop its own policy consistent with the college policy. Such departmental or unit policy must be in writing, approved by a vote of the official faculty members of that department or unit and accepted by the appropriate dean.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

A. Teaching: Teaching effectiveness shall be evidenced by:

1. Department chairperson's (or division manager's) recommendations and annual evaluations.
2. Recommendations of the departmental or unit personnel committee (if in use). See the Peer Review Policy (BSU 5325-b) for reference to personnel committees.
3. Official "collective" faculty evaluations by students.

Other examples of appropriate evidence of teaching effectiveness include, but are not limited to:

1. Teaching awards and other outstanding accomplishments in instruction.
2. Peer evaluations of teaching.
3. Alumni evaluations.
4. Quality of senior's and Master's theses, or independent study supervision.
5. Quality of student advising.
6. Innovations in teaching designed to improve effectiveness; e.g., in teaching approach, learning activities, and technology.
7. Supervision of student field experiences.
8. Participation in teaching-related activities of one's discipline.
9. Effectiveness of students in succeeding courses.
10. Student performance on standard course examinations.
11. Preparation of course materials.

For Library Faculty members, this category is replaced by evidence of

Librarianship. The criteria for evaluation of librarianship shall be those developed and approved by a vote of the Library Faculty.
B. Scholarly, Creative, or Research Activities: Accomplishments in this area shall be evidenced by opinions of colleagues who have particular knowledge of the faculty member's field and of the scholarly, creative, or research efforts.

For faculty members in academic colleges, examples of appropriate evidence include, but are not limited to:

1. Dissemination of knowledge through:
    a. Refereed publications.
    b. Expository writing such as textbooks, research synopses, or other syntheses of knowledge.
2. Professional recognition by scholars in that field.
3. Creative work (performances, poetry, drama, painting, competitions) recognized by others in that field.
4. Applied and theoretical research.
5. Grants and contracts.
6. Professional reputation (both inside and outside the University).

For faculty members in the Applied Technology programs, there must be evidence of:

1. Professional upgrading within their discipline beyond the minimal requirements, and
2. Professional upgrading in teaching skills beyond the minimal requirements.

For Library Faculty members, there must be evidence of Professional Contributions. The criteria for evaluation of professional contributions shall be those developed and approved by a vote of the Library Faculty.

Vocational Technical Education and Library faculty might also use evidence of activities similar to those listed previously for academic faculty.

C. Service: Service consists of professional activities (other than teaching and scholarly activities) that may be of the following types: (1) professional service, (2) institutional service, and (3) public or community service. Service to the University and public shall be evidenced by the opinion of the colleagues and others relative to performance in that area. Examples of appropriate activities include, but are not limited to:

1. Professional committee and organization involvement.
2. Editor or referee services for academic journals.
3. Participating in University, college, school, or departmental committees.
4. Efforts on behalf of University-related projects.
5. Consulting.

6. Using professional abilities for the community's benefit.
7. Community activities that benefit the University.
8. Administrative or other assigned responsibilities within the University.

IV. Responsibility

Faculty members who are eligible and wish to be considered for tenure shall assemble the data listed below (see V., B.). Chairpersons may also initiate tenure consideration for faculty members. Chairpersons must apprise faculty who meet minimum time requirements for tenure considerations

V. Procedure

A. Eligibility: Faculty members become eligible to apply for tenure during the fifth year of service on the Official Faculty (for definition of Official faculty, see the BSU Faculty Constitution, Article II). All members of the Official Faculty must apply for tenure no later than during the sixth year of eligible employment at Boise State University. (See also Section VII.) **Exceptions to this timeline are described in section VIII.**

Under extraordinary circumstances and in compliance with State Board of Education policy, the following criteria and rules are established by which prior service may be evaluated for purposes of acquiring tenure:

1. Full-time appointment in a ranked position as a faculty member at an accredited institution of higher education may be accepted at full value (year for year).
2. A faculty member whose prior service is considered to be of a nature sufficient to waive the normal five-year requirement may be considered for tenure no earlier than during his or her third full year of employment at Boise State University, except in extraordinary circumstances. At the time of initial employment as a member of the Official Faculty, the department chairperson (in accordance with departmental policy) shall make a written recommendation to the appropriate dean determining whether service at another institution shall apply toward the years of service required for tenure. Upon approval by that dean, this agreement shall be included in the personnel file of that faculty member for future reference.

B. Tenure Portfolio: The eligible faculty member shall prepare a tenure portfolio that shall contain the following items:

1. A current Vita which shall contain the following:
    a. Professional preparation.
    b. Professional experience.
    c. Teaching assignments for at least the last three academic years including classes taught, credit hours taught and student load.
2. Evidence of Teaching Effectiveness which shall contain official student evaluations for all courses evaluated during the last three academic years.

(In the case of early consideration, student evaluations for two years are required.) For other examples, see Section III. A.

3. Evidence of Scholarly, Creative, or Research Activities.
4. Evidence of University and Public Service.
5. Annual Evaluations by the chairperson and department personnel committee (if in use) for at least the last three academic years. (In the case of early consideration, evaluations for two years are required.)

C. Process: In granting or denying tenure to a faculty member, the following procedures shall be used

1. The department or unit shall make the initial recommendation on tenure for eligible members of that department. If used by the department or unit, the personnel committee shall review each candidate's qualifications for tenure and the department members' recommendations for the granting of tenure. This review shall be conducted on the basis of the departmental criteria and procedures. The personnel committee then will make a departmental recommendation to the department chairperson.

   The chairperson shall forward the tenure portfolio and the chairperson's recommendation (and the departmental recommendation) to the appropriate college promotion and tenure committee.
2. The college promotion and tenure committee shall review the qualifications of the candidates for tenure and shall make its recommendation about the granting of tenure to each candidate. This review shall be based on the college tenure policy. The committee shall notify the faculty member in writing of its recommendation within three working days of the decision. If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the committee. If requested, the committee must grant a meeting with the faculty member within five working days of the request.
3. The dean shall make his or her recommendation to the Provost and Vice President for Academic Affairs to grant or deny tenure. The dean shall also notify the faculty member in writing of his or her recommendation within three working days of the decision.

   If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the dean. If requested, the dean shall grant a meeting within five working days of the request.
4. The President (in consultation with the Provost and Vice President for Academic Affairs) shall make his or her decision to grant or deny tenure. The President shall notify the faculty member of his or her decision by March 1. If the decision is to deny tenure, the faculty member may request a meeting with the President, within five (5) working days of the notification. If requested, The President shall grant such a meeting within

five (5) working days of the request.

If a mandatory tenure decision is not required, a candidate has the option of withdrawing his or her name from consideration at any point in the above process.

5. The President shall forward his or her tenure decisions for to the State Board of Education in the semi-annual report.

VI. Deadlines

A. By October 15, the department chairperson shall forward the tenure portfolio and required recommendations to the appropriate college promotion and tenure committee.

B. By December 1, the candidate shall be notified of the recommendation of the college promotion and tenure committee.

C. By December 15, the college promotion and tenure committee shall forward the tenure folders and all recommendations concerning the awarding of tenure to the appropriate dean.

D. By January 15, the dean shall notify each candidate of his or her recommendation.

E. By January 31, the dean shall forward all tenure recommendations sent to him or her, plus his or her own recommendation, to the Provost and Vice President for Academic Affairs.

F. The President shall forward his or her own recommendations to the faculty member by March 1 and will report the above recommendations for tenure to the State Board of Education in the semi-annual report.

VII. Failure to Achieve Tenure

A. A decision to recommend tenure or to deny tenure must be made during the sixth year of service, unless the tenure probationary period has been extended (see Section VIII below). If this decision is to deny tenure, the faculty member's next contract shall be a one-year, terminal contract unless the department chairperson and dean of the college recommend that the individual be placed on an appointment as an adjunctive faculty member.

If the person applies for tenure before his or her sixth year and does not receive tenure, then he or she shall remain in the status of nontenured faculty. Such a nontenured faculty member may reapply for tenure unless the University decides that a terminal contract is appropriate.

VIII. Extensions of the Tenure Probationary Period

A. An extension of the tenure probationary period may be granted under certain circumstances which may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to childbirth/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or circumstances beyond the control of the faculty member.

B. The procedures for requesting an extension are:

1. The faculty member provides a written request to the Provost.
2. Requests for extension of the probationary period with respect to childbirth or adoption must be made within one year of the birth or adoption. Other requests should be made in a timely manner, proximate to the events or circumstances which occasion the request. All requests should include appropriate documentation.
3. A request for extension of the probationary period with respect to childbirth and adoption responsibilities carries with it the presumption of approval for a one-year extension. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. For request other than childbirth and adoption, elder/dependent care obligations, and disability or chronic illness, the provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
4. Multiple extension requests may be granted. All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.
5. If a probationary period extension is approved, a reduction in scholarly productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. Any faculty member in probationary status more than the standard four (4) or five (5) years because of extensions shall be evaluated as if the faculty member had been on probationary status for the standard four (4) or five (5) years.

THIS PAGE LEFT INTENTIONALLY BLANK

FACULTY/STAFF HANDBOOK
IDAHO STATE UNIVERSITY

2. Tenure

Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution, except in the case of retirement for age, under conditions of financial exigency as declared by the State Board of Education, in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the Board has authorized elimination or substantial reduction in an academic or professional-technical program.

Tenure status is available only to eligible full-time institutional faculty members whose initial appointments have been approved by the Board. Conferral of tenure status has been limited by the Board to seventy five percent (75%) of the institutional faculty. All new faculty appointments are subject to the approval of the Board. Nontenured members of the faculty should not expect continued employment beyond the period of his or her current appointment. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current appointment is wholly ineffective without prior approval of the Board.

3. Evaluation For Tenure

It is expected that the President, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and nontenured members of the department, if available; equitable student representation; and one or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the President.

The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the President, who is responsible for making the final decision.

a. Acquisition of Tenure

(1) Professional-Technical faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

(a) be afforded the right to pursue promotion; and

(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and

(c) be afforded an opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements set forth in Section 4., may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full years of service and in no case later than during the faculty member's seventh (7th) full academic year of employment at the institution.

b. Notification

An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30th after the academic year during which the decision is made.

c. Nonappointment to Tenure

In case of nonappointment to tenure in accordance with the standards of eligibility set forth in Section 4., the faculty member must be given, in accordance with the provision for nonrenewal, a written notice that tenure was denied.

4. Standards of Eligibility for Tenure Status

a. Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Ordinarily, appointments are made for periods of one (1) year each before a tenure decision becomes mandatory. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full academic years of employment and in no case later than during the faculty member's seventh (7th) full academic year of employment at the University.

b. All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. The University must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

c. A maximum of two (2) years satisfactory service in the rank of instructor at the University will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the University even though they teach in fields that have established professorial ranks.

d. Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. Prior to attaining tenure status in such cases, the burden of proof rests with the individual.

5. Award of Tenure

The awarding of tenure to an eligible faculty member is made only by a positive action of the President. The President must give notice in writing to the faculty member of the approval or denial of tenure status. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given or received by the times prescribed in any sections of these policies. No faculty member may construe lack of notice of denial of tenure as the awarding of tenure. If the President has not given notice to the faculty member as provided for in these policies, it is the duty of the faculty member to make inquiry to ascertain the decision of the President.

6. Interpretations Relating to Tenure

a. Terminal Contract of Employment - If a faculty member is not awarded tenure, the President must notify the faculty member of the decision not to award tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the President, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.

b. When authorized by the President, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

c. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.

(1) A nontenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the University and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the President or his or her designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.

(2) Before a nontenured faculty member holding academic rank is moved from one position in the University to another, the member must be informed in writing by the Academic Vice President, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

(3) No faculty member’s tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member’s tenure is not affected by reassignment of administrative responsibilities.

(4) When a tenured faculty member is serving as department chairperson, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

7. Periodic Performance Review

It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: (a) teaching effectiveness, (b) research or creative activities, (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to the department.

a. Procedures for Periodic Review - The University must establish procedures for the performance review of tenured faculty members at the University. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b. Review Standards - The University may establish its own internal review standards subject to approval by the Board. Absent such University standards, the University must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by (a) a majority of members of the department or unit, (b) the department chairperson or unit head, (c) the appropriate dean, (d) the Vice President for Academic Affairs, or (e) the President, the Vice President for Academic Affairs must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure.

If during the periodic review, the performance of a tenured faculty member is not questioned in writing as described in the preceding paragraph, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

c. Exception for Associate Professors in the Promotion Process - Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth (5th) full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth (5th), sixth (6th) or seventh (7th) full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the periodic review, take the place of the periodic performance review described here.

d. Termination of Employment

If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the President may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.

8. Dismissal for Adequate Cause

Tenured faculty members may be dismissed for adequate cause as provided for in Part 4., Section IV.E.2 of the ISU Faculty/Staff Handbook and Subsection L of the Idaho State Board of Education Governing Policies and Procedures.

9. Tenure for Academic Administrators

a. "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the University and the deans and department chairs and their associates/assistants of the academic units of the University, and shall not include persons occupying other administrative positions.

b. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

c. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the President.

d. Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

e. An individual hired for a nonacademic administrator position from outside the University will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and President, if the individual will teach and otherwise contribute to that department.

f. Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT: TENURE, NON-TENURE

I. Tenure: Definition and Philosophy

A. Definition

Tenure, a condition of continuous employment following the expiration of a probationary period, is based on the principle of academic freedom, specifically: 1) freedom to teach, conduct research, and participate in extramural activities, and 2) a sufficient degree of economic stability to establish a mutually beneficial commitment between a faculty member and the institution.

"… After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program…." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

B. Philosophy

The rationale for tenure at Lewis-Clark State College is that higher education is conducted for the common good. The common good and educating citizens depend upon the free search for truth and its free exposition. It is not to discourage controversy. Controversy is at the heart of academic inquiry. The concept of academic freedom for all faculty should be guaranteed by First Amendment rights. Tenure underscores the guarantee of academic freedom within the community of faculty and scholars.

Tenure embodies a long-term relationship of trust, commitment, and reciprocal obligation between the institution and the individual faculty member. Tenure is granted only to faculty members who demonstrate they have made and will continue to make significant contributions in their disciplines through effective teaching, scholarship, and institution and public service. It is a model of commitment to self, institution and profession. In addition, tenure at LCSC is a celebration of fulfilled and meaningful work and service.

II. Eligibility for Tenure Status

"…Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments…" [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

SUBJECT: TENURE, NON-TENURE

All first-year appointments are made for a period not to exceed one (1) year. Ordinarily appointments are made for periods of one (1) year each before a tenure decision is made.

A. Faculty

"Academic faculty members, after meeting certain requirements, may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least four (4) full years of service and in no case later than during the faculty member's sixth (6th) full academic year of employment in at the institution." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic b, Item (2)] When circumstances permit, a faculty member may be considered for promotion and tenure in the same year.

All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. A maximum of two (2) years satisfactory service in the rank of instructor at Lewis-Clark State College will be allowed toward fulfillment of the time requirement in the professorial ranks. In cases involving prior service, tenure may be granted following less than the usual period of service. Where performance can be adequately documented, faculty members with prior experience at other accredited institutions may be granted credit for up to a maximum of two (2) years and may be considered for tenure during the second (2nd) full year of service at the college. Eligibility for early tenure consideration, however, must be stipulated in writing by the Provost at the time of hire or no later than the end of the first (1st) academic semester after hire.

B. Academic Administrators

1. **"**"Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the institutions and the deans and department chairs and their associates/assistants of the academic units of the institutions, and shall not include persons occupying other administrative positions." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (1)]

2 "An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit." [SBOE Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (2)]

3. "An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's

president." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (3)]

4 "Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (4)]

5. "An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (5)]

6 "Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (6)]

III. Notice of and Standards for Non-Reappointment or Termination of Appointment of Non-Tenured Faculty Members hired on tenure track positions.

A. Probationary Period

A probationary period typically precedes the granting of tenure. Nevertheless, all non-tenured faculty members are still under First Amendment and institutional guarantees of academic freedom.

B. Non-Reappointment or Termination

Notice of non-reappointment or termination, or of intention not to recommend reappointment, must be given in writing in letter form and in accordance with the following standards:

1. "First Year Of Service - Not later than March 1 of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year, and is not to be renewed, at least three (3) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (1)]

2. "Second Year Of Service - Not later than December 15 of the second full academic year of service if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (2)]

3. "Three (3) Or More Years Of Service - Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its termination. [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (3)]

4. Issues related to tenure and financial exigency are covered in "Policy of Financial Exigency."

IV. Criteria for Granting Tenure and Materials for Evaluation

A. Criteria for Granting Tenure

The applicant will develop a portfolio demonstrating past performance and ability to perform as a valued professional colleague by addressing all of the following areas:

1. Teaching and advising: Faculty member has demonstrated a pattern of effective undergraduate teaching and advising, as reflected in Student Reaction to Instruction, by peer and Division Chair evaluations, and other relevant materials.

2. Scholarly/creative activity and professional development: Faculty member has engaged in creative and self-renewing scholarly activity which demonstrates the ability to create, apply and integrate new knowledge, as verified by specific activities and relevant peer evaluations.

3. Service: Faculty member has engaged in service to the institution and profession which helps shape and build their ability to perform their social and intellectual functions and has shown commitment to public welfare by service to the community through sharing professional knowledge, skill, and advice, as verified by specific activities and relevant evaluations.

4. Collegiality: Faculty member has maintained constructive and civil interactions with other members of the college community.

B. The Applicant's Tenure Portfolio

1. At minimum the following materials are required; however, the candidate will determine what materials will be used in preparing the Portfolio:

   a. Personal Statement—A personal statement describing the faculty member's role within the division or other unit and including appropriate statements on the following functions: instruction, scholarship, institutional service, public service, and collegiality. The statement should describe accomplishments, plans for growth, special problems encountered, innovations or activities attempted, and other relevant materials. Appropriate documents and evidence should be available at the committee's request.

   b. Current Curriculum Vita:

      - Earned degrees, institutions, and dates of receipt
      - Primary areas of degree emphasis
      - Educational/work experience (including dates, places, conferences, seminars, workshops, etc.)
      - Scholarship and creative activity (including consultations, publications, special awards, research, etc.)
      - Teaching loads including any administrative assignments (covering appropriate years)
      - Committee assignments and contributions (covering the appropriate years)
      - Current professional memberships and contributions
      - Major contributions to the Division and College
      - Future contributions

   c. Job descriptions with annual self and chair evaluation (last four (4) years),

   d. Peer Review evaluations (last four (4) years),

   e. Student evaluations (formal and informal over the last four (4) years). The results of the evaluations must be carefully weighed according to student response rate.

   f. One (1) current syllabus.

2. Reviewers may request additional materials. If additional material is requested by the Individual Tenure Committee, Standing Tenure and Promotion Review Committee (STPRC), Division Chair, Dean, Provost, or President, the request and justification for the requested materials must be in writing to the applicant. If the applicant chooses to honor this request, he/she must sign a waiver available in the Human Resource's office allowing access to the requested materials. The requested information will be added to the Portfolio as it is forwarded to the next

level of review. The applicant may respond in writing to clarify the situation if he or she believes his or her record has been misinterpreted. Any such letter will be forwarded with the rest of the Portfolio.

3. The Portfolio will be made available for review in the Division Office for the Division Faculty, Division Chair, Dean, and Individual Tenure Committee. The Portfolio will be made available for review in the Library for the STPRC. The Portfolio will be made available for review in the Provost's office for the Provost and President.

4. Each reviewer or group of reviewers will write a tenure recommendation. The recommendation will address the criteria described in Section IV, A. The recommendation will be added to the Tenure File and forwarded to the next level of review.

5. At the completion of the applicant's review process, the Portfolio will be returned to the applicant. A copy of the tenure action will be sent to the faculty member and to the faculty member's personnel file in the Office of Human Resources.

6. The applicant's Tenure Portfolio may also be used for promotion decisions if the applicant chooses to use one portfolio and if tenure and promotion should occur simultaneously.

C. Tenure file

The Tenure File shall be comprised of the applicant's Tenure Portfolio; the Division Chair's summative evaluation/recommendation; recommendation from the applicant's Dean; recommendations from the Individual Tenure Committee and STPRC; recommendations from the Provost; and the President's recommendation. The applicant shall receive copies of all items placed in the tenure file. At the completion of the tenure process the Tenure File, without the Tenure Portfolio, will be forwarded to the applicant's Human Resource file. The Tenure Portfolio will be returned to the applicant.

V. Reviewers

Applicants eligible for tenure shall prepare a tenure portfolio for review by the applicant's Division Chair, Dean, Individual Tenure Committee, STPRC, Provost, and the President. Each reviewer will make a written recommendation regarding the applicant's request for tenure. If the recommendation is negative, then reasons for the negative recommendation (in writing) are transmitted to the candidate and Division Chair. The faculty member may submit a written statement regarding the negative recommendation, which will be placed in the Tenure File and forwarded to the next level of review. All materials reviewed by the committee and reviewers and all proceedings of the committee shall remain confidential.

The President will make the final determination about tenure and report his or her decision to the State Board of Education.

A. Standing Tenure and Promotion Review Committee (STPRC)

The tenure evaluation process will be administered by the STPRC of the Faculty Association, with clerical support from the Provost's office. See 1.104 Article IV, Section 5 for responsibilities, committee makeup, and terms of service.

B. Individual Tenure Committee

1. The Individual Tenure Committee will consist of five (5) members, at least two (2) of whom are tenured. The Individual Tenure Committee will be composed as follows:

   a. Two (2) or more tenured faculty members, and one (1) or more non-tenured faculty members from the applicant's division, if available,

   b. One (1) or more faculty from outside the division,

   c. One (1) or more students, but not more than 50 percent of the committee membership (Student members must have declared a major and taken upper-division course work in the applicant's division).

2. Faculty in the applicant's division will elect one (1) member from the division's faculty and one (1) student to serve on the committee; the applicant will select the remaining members.

3. Faculty in the applicant's division will elect the chair from the members of the Individual Tenure Committee.

4. The Individual Tenure Committee may be the same as the Individual Promotion Committee as long as criteria for the composition of both committees are met.

VI. Procedures for Tenure Evaluation (A timeline follows in section VIII.)

A Applicant

1. Following notification by the Provost of eligibility to apply for tenure, the applicant submits a "Request for Tenure/Promotion Evaluation" to the Provost's Office. Application for Tenure authorizes the Individual Tenure Committee to secure current formal student evaluations and Peer Review evaluations.

2. The applicant submits the Tenure Portfolio for review to the Division Office.

B. Division Chair

1. The applicant's Division Chair will write a summative tenure evaluation/ recommendation of the faculty member based on Annual Evaluations and other materials in the applicant's Tenure Portfolio. The Chair's evaluation/ recommendation should address the criteria listed in Section IV, A.

2. The summative evaluation/recommendation should be attached to copies of all prior Annual Performance Evaluations, including those by both the division's evaluating body and the Division Chair or Director.

3. Prior to submission, the Chair and faculty member must discuss the summative evaluation/recommendation.

4. The faculty member may submit a written response to be attached to the Chair's summative evaluation/recommendation.

5. In the event the Division Chair has not had at least one (1) year to observe the applicant, she or he may choose to submit the name without recommendation, but may submit an evaluation of the candidate.

6. The Division Chair summits the summative evaluation/recommendation to the Individual Tenure Committee.

7. After the applicant receives a recommendation from the Individual Tenure Committee, the Division Chair will ensure the Portfolio is placed in the Library, where it will be housed for the STPRC and SPRC reviewers.

C. Dean

1. The Dean will ensure a tenure portfolio for each faculty member is completed and made available for reviewers (Division Chair, Dean, Division Faculty and Individual Tenure Committee) in the faculty member's Division Office. The Dean notifies the above reviewers that the file is ready for review in the Division Office.

2. The Dean shall review the Portfolio and prepare a recommendation. The recommendation will be added to the Tenure File and forwarded to the Individual Tenure Committee.

3. After the applicant receives a recommendation from the STPRC, the Dean will ensure the Portfolio is placed in the Provost's office, where it will be housed for the Provost's and President's reviews.

D. Divisional Faculty (Optional)

1. Division faculty may choose to review the Portfolio and forward a written recommendation to the Individual Tenure Committee and applicant.

2. The faculty member may submit a written response to be attached to the faculty member's recommendation.

E. The Individual Tenure Committee

1. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded.

2. The Individual Tenure Committee will review the Tenure File and arrive at a recommendation.

3. The Chair of the Individual Tenure Committee will prepare a written recommendation.

4. The committee's recommendation shall be signed by each member of the committee or by the chair only.

5. The recommendation will be added to the Tenure File and forwarded to the applicant and STPRC.

6. Information from the applicant received after the Individual Tenure Committee has arrived at a recommendation may not be considered unless the applicant reapplies in a subsequent year.

7. The form indicating the Individual Tenure Committee recommendation shall be sent to the applicant, the applicant's Division Chair, and Dean.

F. The Standing Tenure and Promotion Review Committee (STPRC)

1. The STPRC will review the tenure file and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballot, and no tally of the votes shall be reported. Each member of the committee will have an equal vote in all matters. The chair of the STPRC will prepare a written recommendation.

2. The committee's recommendation shall be signed by each member of the committee or by the chair only.

3. If the STPRC recommends against granting tenure, it shall inform the applicant before submitting its recommendation to the Provost. The applicant shall then be

given an opportunity to meet with the STPRC and to present additional material in support of the granting of tenure. Immediately after the meeting with the applicant the STPRC will review all materials and again arrive at a recommendation.

4. A copy of the Tenure File including the committee's recommendation shall be forwarded to the Provost. A copy of the STPRC's recommendation will be sent to the applicant and the Division Chair.

G. Provost

1. The Provost will review the Tenure File and prepare a recommendation to the President.

2. If the Provost intends to disagree with the recommendation of the STPRC, the Provost will in writing inform the STPRC and candidate of that decision. Before forwarding a recommendation to the President or sharing it with the applicant, the Provost will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or other reasons for the recommendation.

3. When the Provost recommends against granting tenure, the candidate shall be afforded the opportunity to present a written response to the Provost, who will consider all pertinent material prior to submitting a recommendation to the President.

4. The Tenure File and the Provost's recommendation shall be forwarded to the President. The Provost's final recommendation shall be sent to the applicant, the Division Chair, and the STPRC.

H. President

1. The President shall review the Tenure File and determine whether to recommend approval of the application for tenure.

2. If the President intends to disagree with the recommendation of the STPRC, the President will in writing inform the committee and applicant of that decision. Before forwarding a recommendation to the State Board or sharing it with the applicant, the President will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or others reasons for the recommendation.

3. If the President decides to not recommend tenure he/she shall in writing notify the applicant, the Division Chair, Dean, Individual Tenure Committee, STPRC, and Provost.

4. If the President recommends tenure he/she shall submit a recommendation for granting tenure to the State Board of Education and the applicant. "…no person will be deemed to have been awarded tenure because notice is not given." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic f]

VII. Procedures for Appeal

A. The candidate may appeal to the Hearing Board (see Policy 2.115, Faculty Grievance Policy).

B. The President's decision on the Hearing Board's recommendation is final.

VIII. Timeline

A. The timeline for review of applications for tenure will be: (deadlines that occur on weekends or holidays are automatically extended to the next working day)

By	Action
First Monday in September	Provost • notifies faculty of their eligibility to apply for tenure
Third Monday in September	Eligible faculty • submit "Request for Tenure/Promotion Evaluation" to the Provost
Fourth Monday in September	Provost • provides Faculty Senate Chair, STPRC Chair, Division Chairs, and Deans a list of those faculty who have indicated they will be applying for tenure
Second Monday in October	Applicants' division • submits names of Individual Tenure Committee members (including chair) to Faculty Senate Chair and STPRC Chair
Fourth Monday in October	STPRC chair • issues list of approved Individual Tenure Committees (identifying chairs) to applicant, Division Chairs, STPRC, Deans, and Provost
First Monday in December	Applicants • submit portfolio to Division Office where it will be housed for reviewers (Division Chair, Dean, Division Faculty, and Individual Tenure Committee)
First Wednesday In December	Dean • notifies appropriate reviewers that the Tenure Portfolio is available in the Division Office

Third Monday in December	Division Chair • submits to Individual Tenure Committee summative evaluation/recommendation developed in consultation with applicant • provides applicant with copy of summative evaluation/ recommendation
Third Monday in December	Dean • Submits recommendation to Individual Tenure Committee and provides applicant with a copy of the recommendation
Third Monday in December	Division Faculty members • submit written recommendation to the Individual Tenure Committee and applicant
Fourth Monday in January	Individual Tenure Committee • submits recommendation to the STPRC and provides applicant with a copy of the recommendation • solicits and adds to the Portfolio the current year Peer Review Evaluation and Student Reaction to Instruction (for Fall Semester only) (Release for this action is given at the time of application) • completes form indicating the Individual Tenure Committee's recommendation and forwards it to the applicant's division chair, and Dean Division Chair • moves portfolio to the Library for STPRC
Fourth Wednesday In January	Dean • Ensures portfolios are in the Library
Fourth Monday in February	STPRC • submits recommendation to Provost • provides applicant with a copy of the STPRC written recommendation • completes form indicating the STPRC recommendation and forwards it to the applicant's Individual Tenure Committee, applicant's division chair, and the applicant's Dean Dean • moves portfolio to the Provost's office for Provost and President reviews
Second Monday in March	Provost • submits recommendation and Tenure File to President

Fourth Monday in March	President • sends memo to applicants indicting recommendation with a copy to the Faculty Senate Chair, Individual Tenure Committee, and applicant's Division Chair, Dean, the STPRC, and the Provost • forwards Tenure File (without Tenure Portfolio) to the applicant's Human Resource File • returns Tenure Portfolio to the applicant • notifies the State Board of Education of tenure recommendation • announces Tenure awarded as appropriate

THIS PAGE LEFT INTENTIONALLY BLANK

UI Faculty-Staff Handbook

CHAPTER THREE: 3520
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
July 2006

3520

FACULTY TENURE

PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05]

CONTENTS:

A. Definition of Tenure
B. Purpose of Tenure
C. Further Definitions
D. Criteria for Tenure
E. Tenurable Ranks
F. Tenure Eligibility
G. Time Requirements for Tenure
H. Evaluation for Tenure
I. Review of Evaluations at the College Level
J. Review of Evaluations at the University Level

A. DEFINITION OF TENURE. Tenure is a condition of presumed continuing employment that is accorded a faculty member by the regents, usually after

a probationary period, on the basis of an evaluation and affirmative recommendation by a faculty committee with concurrence by the faculty member's departmental administrator and college dean and by the president. Tenure is granted only when there is a reasonable assurance based on performance, that the faculty member will continue to meet the standards for tenure. After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI [see 3910], except under conditions of financial exigency as declared by the board [see 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

B. PURPOSE OF TENURE. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted and periodically thereafter [see 3320 C]. [ed. 7-98]

C. FURTHER DEFINITIONS.

C-1. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

C-2. University. As used throughout this section, "university" and "UI" refer to the University of Idaho.

C-3. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty [see 1520 II-1] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

D. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective teaching and service and their scholarship in the areas of teaching and learning, artistic creativity, discovery and application, as appropriate and specified in their position descriptions. The college and departmental criteria [see H and I] must also be met. [rev. 7-98].

E. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, distinguished professor, research professor, library, and extension faculty with the rank of assistant professor, associate professor, and professor. Administrative and service positions, as such, are not tenurable. Lecturer and instructor are not tenurable ranks. (See FSH 3560 D.) The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 C.) Appointments made to the titles may be made as "tenure track" or "non-tenure track" positions. [rev. 7-98, 7-01]

F. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures specified in subsections F, G, H, and I. Full-time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section; appointments to tenure may not be made, however, that will cause the number of faculty members with tenure to exceed 75 percent of the total number of faculty members.

F-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental tenure-recommending committee [see H-4] in accordance with the schedule in G-1. That committee's recommendation, together with the recommendations of the faculty member's departmental administrator and dean, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. Tenure is awarded by the board, which has delegated the responsibility to the president. Before attaining tenure, the burden of proving worth rests with the appointee. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See H-5.] [rev. 7-02]

F-2. The granting of tenure to a librarian, student counselor, other academic officer, or a member of the Cooperative Extension Service does not provide tenure in the particular position held.

F-3. To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline; a departmental

administrator is never granted tenure in his or her administrative capacity. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. (RGP IIG6i)[rev. 7-02]

F-4. The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See F-3.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable departmental recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

G. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

G-1. Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 3900.] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior service may be given in accordance with the provisions in G-4. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fourth full year of service. In this context, unless otherwise specified, the term “year” means the appointment year, whether that is an academic, calendar, or fiscal year. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). [See 3900.] [rev. 7-98, 7-02, 7-05]

G-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in G-1. When

authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). [rev. 7-02]

G-3. Satisfactory service in any professorial rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the professorial ranks. For the purposes of tenure eligibility only, the rank of senior instructor is considered as a professorial rank.

G-4. In cases involving prior equivalent service, tenure may be granted following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. [ed. 7-98]

G-5. In the event that a nontenured faculty member's period of service at UI has been discontinuous, prior years in the same or a similar position may be counted toward tenure eligibility, subject to the conditions that:
a. Not more than three years have passed since the person left UI.

b. Applicability of the prior service toward tenure must be stated in writing before reappointment.

c. At least one additional year is to be served before tenure is recommended.
G-6. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6l) [rev. 7-02].

G-7. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

G-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is

serving as a departmental administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member would take up duties in his or her academic discipline.

H. EVALUATION FOR TENURE.

H-1. Departmental Criteria. The faculty of each department or equivalent unit establishes specific criteria in teaching, research, and service pertaining to tenure (and promotion in rank) of their members. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. Departmental criteria are subject to review by the college committee on tenure and promotion for consistency with the college criteria. Such criteria may be changed at any time by a majority vote of the departmental faculty, but they must be reviewed for possible changes at intervals not to exceed five years. Any such revision may not be retroactive but, for evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. *[rev. 7-06]*

H-2. Annual Review. All faculty members, tenured and nontenured, are reviewed each year by the appropriate departmental administrators [see 3320]. In most cases, the principal basis for evaluation is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in 3050 and in relation to the departmental criteria for tenure and promotion. In the case of members of the resident instructional faculty (those who teach courses in the regular program on the Moscow campus), the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The departmental administrator's annual evaluations, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates to each faculty member evaluated an assessment of strengths and weaknesses.

H-3. Third Year Review. A more thorough review by a non-tenured faculty member's colleagues is held during the third full year of service at UI. A committee shall be appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each department and made a part of

the departmental bylaws. The non-tenured faculty member is given a copy of the committee's report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. [rev. 7-98, 7-05]

H-4. Formal Tenure Review.

a. The formal evaluation for the granting of tenure is made on the basis of the faculty member's potential effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for tenure) obtains the position descriptions and annual evaluations for the relevant period, the third-year review (all maintained in the departmental office), the professional portfolio (from the nontenured faculty member), summary scores of student evaluations from all classes taught (Institutional Planning and Budget), and the curriculum vitae (maintained by the secretary of the faculty) and reviews the latter as to its completeness and accuracy with the person concerned. [rev. 7-98, 7-02]

b. Except in the case of senior instructors, the department administrator will request an evaluation of the performance of every candidate for tenure from three to five appropriate reviewers, who should include tenured faculty at peer institutions. The names of at least two of these reviewers will have been suggested by the nontenured faculty member. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member consistent with the instructions provided to the reviewer at the time the evaluation was sought. [add. 7-98, rev. 7-02]

c. Copies of position descriptions, annual evaluations, the third-year review, the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and outside letters are forwarded to each person participating in the review at the departmental and higher levels. Additional material supplied by the faculty member should be available for review in the departmental office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental administrator making the recommendation concerning tenure will, insofar as practicable, have sought and considered the evaluations of the candidate made by all tenured faculty members of the department and the departmental tenure-recommending committee. This committee includes the following, each with full vote: one or more tenured faculty members, one or

more nontenured faculty members, one or more persons from outside the department, and, in cases involving the evaluation or review of members of the resident instructional faculty [see H-1], one or more students sufficient to ensure equity of representation and who have had experience in the department with which the faculty member being evaluated is associated. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. The faculty member's spouse is also not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures that meet the requirements of this subsection (departmental procedures are subject to review and approval by the president and the board). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [rev. 7-98, 7-02]

H-5. Forwarding Materials. The departmental administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental tenure committee. The individual recommendations submitted by tenured faculty members are also forwarded. The findings of the department faculty and department administrator are relayed to the candidate indicating strengths as well as weaknesses as perceived at the department level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the departmental criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the college. [rev. 7-98]

H-6. Departmental Administrator Under Review for Tenure. If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

I. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

I-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. [ed. 7-98]

I-2. College Criteria. Each college committee on tenure and promotion recommends, for adoption by the college faculty, criteria in teaching, research, and service for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in 1565 and 3560, and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [ed. 7-98, 7-01, rev. 7-06]]

I-3. College Standing Committee Recommendations. The College standing committee makes recommendations to the dean and the provost on the tenure (and promotion) of individual faculty members.

I-4. Dean's Recommendation. In each college, the dean considers the recommendations made by the college's committee on tenure and promotion and makes his or her own recommendations. The findings of the college committee(s) and the dean are relayed to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the provost. [rev. 7-98]

J. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

J-1. The individual recommendations, together with the summary recommendations of the departmental executive, the recommendations of the college committee and those of the dean are forwarded for review by the provost. Any individual signed recommendations are placed in the faculty member's personnel file. [rev. 7-02]

J-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. (RGP IIG6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as

provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02]

J-3. The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. (RGP IIC4b). [add. 7-02]
Download: REPORT OF EVALUATION AND RECOMMENDATION FOR AWARDING OF TENURE
View: wordforms/3520webform.pdf

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Second Reading of Proposed Amendment to Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., Approval Procedures

REFERENCE

June 13-14, 2007	The first reading of the proposed amendment to Board Policy Section III.G.5, Approval Procedures was approved by the Board.

APPLICABLE STATUTE, RULE, OR POLICY

- Section, 33-2205, *State Board to Appoint Administrator – Designation of Assistants -- Duties*, Idaho Code.
- IDAPA 55.01.01, Rules Governing Administration, Sections 000, 100, and 101.

BACKGROUND

This SBOE policy change is requested primarily as an internal working reference for the State Division of Professional-Technical Education. It recognizes the separate roles of the Chief Academic Officer and the State Administrator of Professional-Technical Education in coordinating programs and meeting their statutory obligations.

The proposed draft policy of Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., contain no further amendments since the first reading in June 2007.

DISCUSSION

In summary, State Board of Education policy is unclear on the role of the administrator of the State Division of Professional-Technical Education in professional-technical program approval and discontinuance. This proposed change will provide more consistent language with existing statute and rule and clarify policy for professional-technical program approval. The Notice of Intent (NOI) process would not change from an institutional point of view. The routing of the NOI's after they are received by the SBOE office would not change from current practice.

IMPACT

There would be no financial impact.

ATTACHMENTS

Attachment 1 – Proposed Amendment to State Board of Education Policy, Section III Postsecondary Affairs, G. Instructional Program Approval and Discontinuance, 5. Approval Procedures — Page 3

Attachment 2 – Proposed Postsecondary Program Approval Flowchart — Page 5

STAFF COMMENTS AND RECOMMENDATIONS

This change has been initiated by PTE. PTE believes this change would facilitate more timely communication within their Division. Staff notes that the public institutions' chief academic officers all belong to CAAP, and that is the decision venue for all proposed curriculum changes - including PTE. Board staff has concerns about the language found in subsections G.5.a. (3) and G.5.b.(1). Both of these subsections seem to indicate that PTE can bring both academic and professional-technical education requests to the Board without CAAP approval. With that said, insofar as the change serves only to facilitate communication, then staff is supportive but, should this change involve the delimiting of CAAP's curriculum authority - whether intended or not - then it would be difficult for CAAP to give up this longstanding oversight role. So long as the flow of information included in the attached "Program Approval Flowchart" is adhered to, then this should not be an issue.

BOARD ACTION

A motion to approve the second reading of Proposed Amendment to Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., Approval Procedures as detailed on Attachment 1 of this request.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection G. Program Approval and Discontinuance **April 2005**

G. Instructional Program Approval and Discontinuance

5. Approval Procedures

   a. Board Approval Procedures

      (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in the manner prescribed.

      (2) Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.

      (3) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendations. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.

      (4) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the next CAAP meeting for initial review prior to being forwarded to the Board for approval.

      (5) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel.

Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

b. Executive Director Approval Procedures

(1) All academic requests delegated for approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional-technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.

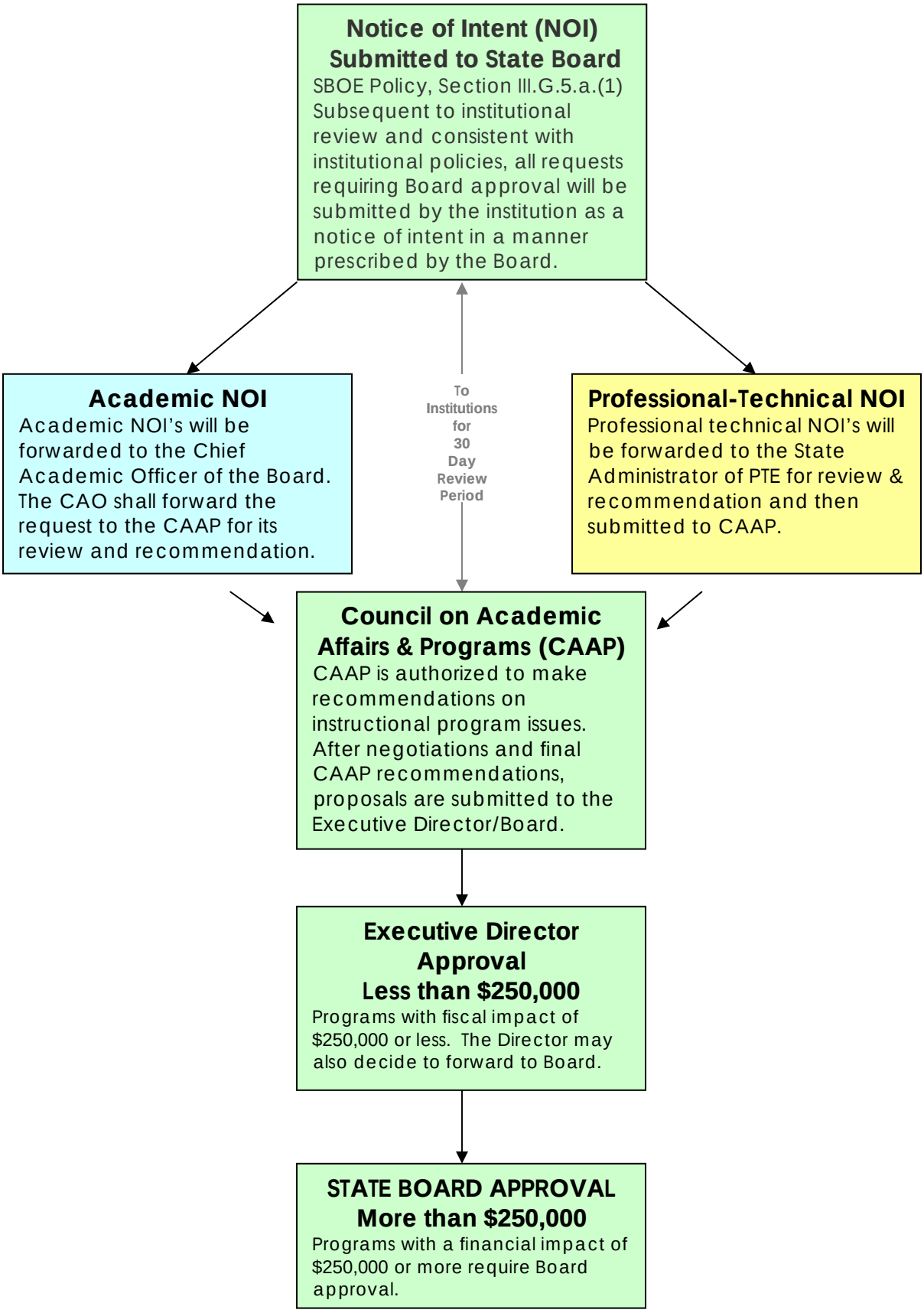
(2) Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.

(3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic and professional-technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.

Attachment 2 – Proposed Postsecondary Program Approval Flowchart



REFERENCE: APPLICABLE STATUTE, RULE OR POLICY

TITLE 33
EDUCATION
CHAPTER 22
VOCATIONAL EDUCATION -- FEDERAL AID

33-2205. STATE BOARD TO APPOINT ADMINISTRATOR -- DESIGNATION OF ASSISTANTS -- DUTIES. The state board of education shall appoint a person to serve as an administrator to the state board for professional-technical education, who shall be known as the administrator of professional-technical education. He shall designate, by and with the advice and consent of the state board for professional-technical education, such assistants as may be necessary to properly carry out the provisions of the federal acts and this chapter for the state of Idaho.

The administrator of professional-technical education shall also carry into effect such rules as the state board for professional-technical education may adopt, and shall coordinate all efforts in professional-technical education approved by the board with the executive secretary, and shall prepare such reports concerning the condition of professional-technical education in the state as the state board for professional-technical education may require.

IDAHO ADMINISTRATIVE CODE — *IDAPA 55.01.01*
The Division of Professional-Technical Education — *Rules Governing Administration*

---

000. LEGAL AUTHORITY.

The State Board of Education is designated as the State Board for Professional-Technical Education and is responsible to execute the laws of the state of Idaho relative to professional-technical education, administer state and federal funds, and **through the administrator of the State Division of Professional-Technical Education, coordinate all efforts in professional-technical education (Sections 33-2202 through 33-2212, Idaho Code)**. (4-5-00)

100. STATEMENT OF PURPOSE.

The mission of Professional-Technical Education is to provide Idaho's youth and adults with the technical skills, knowledge and attitudes necessary for successful performance in a globally competitive work place. The Division of Professional-Technical Education **serves as an administrative arm of the State Board for Professional-Technical Education**. The State Board appoints a person to serve as the state administrator. Staff are provided to assist the state administrator in conducting the functions of the Division. (4-5-00)

101. POLICIES, PROCEDURES AND GUIDELINES.

The State Board for Professional-Technical Education **designates the State Division of Professional-Technical Education to develop, establish and disseminate policies, procedures, and guidelines for the purpose of administering professional-technical education in the state.** (4-5-00)

SUBJECT

Idaho Council for Technology in Learning Appointments

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4804, Idaho Code.

BACKGROUND

Pursuant to Section 33-4804(2) Idaho Code, the State Board of Education is charged with appointing two (2) members of the Idaho Council for Technology in Learning members. Both of these terms expired on July 1, 2007. The length of the terms is four (4) years. Milford Terrell's previous term was from July 1, 2003 to July 1, 2007. Jerry Beck will be replacing Dr. Kustra who served from July 1, 2003 to July 1, 2007.

DISCUSSION

N/A

IMPACT

N/A

ATTACHMENTS

Attachment 1 – ICTL Member List w/appointment terms Page 3
Attachment 2 – Idaho Statute 33-4804 Page 4

STAFF COMMENTS AND RECOMMENDATIONS

The Interim Executive Director recommends appointment or reappointment of the listed members under the Board's jurisdiction.

BOARD ACTION

A motion to approve the reappointment of Milford Terrell to the Idaho Council for Technology in Learning and to appoint Jerry Beck as the member serving as a President of an Idaho Public College or University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

ICTL

IDAHO COUNCIL FOR TECHNOLOGY IN LEARNING

Appointed Terms

Name	Appointment	Appointed by	Term
SENATE			
Senator Melvin Richardson, Republican member from the State Senate and ICTL Chair	Appointed Feb 21, 1995, Re-appointed April 24, 2001	President pro tempore of the Idaho State Senate	Exempt
Diane Bilyeu, Democrat member from the State Senate and ICTL Vice-chair	Standing	President pro tempore of the Idaho State Senate	Exempt
HOUSE			
Shirley Ringo, Democrat member from the State House of Representatives	Standing	Speaker of the Idaho State House of Representatives	Exempt
Mack Shirley, Republican member from the State House of Representatives	Standing	Speaker of the Idaho State House of Representatives	Exempt
HIGHER EDUCATION			
Karen McGee, State Board of Education, Interim Executive Director	Standing	Pursuant to section 33-4804, 2(f), Idaho Code	Exempt
Milford Terrell, Member of State Board of Education	July 1, 2007 to July 1, 2011	State Board of Education	4 yrs
Dave O'Neill, Higher Information Technology Committee member	July 1, 2007 to July 1, 2011	Pursuant to section 33-4804, 2(e), Idaho Code	4 yrs
Jerry Beck, Member currently serves as President of an Idaho Public College or University	July 1, 2007 to July 1, 2011	State Board of Education	4 yrs
K12			
Tom Luna, Superintendent of Public Instruction	Standing	Pursuant to section 33-4804, 2(a), Idaho Code	Exempt
Jacklyn Mosman, Public Education Information Technology Committee member	July 1, 2003 to July 1, 2007	Pursuant to section 33-4804, 2(e), Idaho Code	4 yrs
Jerry Reininger, Public School Administrator	July 1, 2004 to July 1, 2008	Superintendent of Public Instruction	4 yrs
Bea Black, Local School Board	Feb 1, 2006 to Sept 20, 2009	Governor of the State of Idaho	4 yrs
BUSINESS			
Marcia Smart, Business Private Sector	Feb 1, 2006 to Sept 20, 2009	Governor of the State of Idaho	4 yrs
Archie Clemins, Business Private Sector	Feb 1, 2006 to Sept 20, 2009	Governor of the State of Idaho	4 yrs

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 48
IDAHO EDUCATIONAL TECHNOLOGY INITIATIVE

33-4804. STATE COUNCIL FOR TECHNOLOGY IN LEARNING CREATED -- MEMBERSHIP.

(1) There is hereby created and established the state council for technology in learning under the state board of education, referred to herein as the council.

(2) The council shall consist of fourteen (14) members who shall be appointed as follows:

(a) The superintendent of public instruction, or his designee. The superintendent of public instruction shall appoint one (1) practicing public school administrator as a member.

(b) The governor shall appoint two (2) business/private sector representatives with experience in applications of technology, and one (1) person who is a member of a local school board as provided in chapter 5, title 33, Idaho Code. Such local school board member shall be appointed by the governor from a list of not less than three (3) nor more than five (5) names submitted by the statewide association representing local school board members.

(c) The president pro tempore of the Idaho senate shall appoint two (2) members of the senate, one (1) from each of the two (2) largest political parties.

(d) The speaker of the house of representatives shall appoint two (2) members of the house of representatives, one (1) from each of the two (2) largest political parties.

(e) A representative of the higher education information technology committee as provided in section 33-4809, Idaho Code, and a public school teacher representative of the public education information technology committee as provided in section 33-4810, Idaho Code.

(f) The state board of education shall appoint one (1) of its members as a member of the council. In addition, the state board of education shall appoint one (1) member who is currently serving as president of an Idaho public college or university. The executive director of the state board of education as appointed pursuant to section 33-102A, Idaho Code, shall serve as a member of the council.

(g) The state board of education shall select from among the members of the council a chairman who shall call and conduct the meetings of the council pursuant to policies adopted by the council and approved by the state board of education.

(3) At the first meeting of the council after the effective date of this act, the members shall draw by lottery to determine one-half (1/2) of the members to serve an initial term of two (2) years and one-half (1/2) of the members to serve an initial term of four (4) years. Thereafter, all members shall serve a term of four (4) years but may be removed prior to the expiration of a term at the pleasure of the appointing official. Notwithstanding any other provision of law to the contrary, any member of the council may succeed himself in appointment.

(4) Members of the council shall receive compensation as provided in section 59-509(b), Idaho Code.

TAB	DESCRIPTION	ACTION
1	**PRESIDENTS' COUNCIL REPORT**	Information Item
2	**COLLEGE OF SOUTHERN IDAHO PROGRESS REPORT**	Information Item
3	**IDAHO COMMISSION FOR LIBRARIES PROGRESS REPORT**	Information Item
4	**2008 PROPOSED LEGISLATION**	Motion to Approve
5	**APPROVAL OF STATE BOARD OF EDUCATION 2008 STRATEGIC PLAN**	Motion to Approve
6	**APPROVAL OF INSTITUTION AND AGENCY PROFILES**	Motion to Approve
7	**APPROVAL OF UNIVERSITY OF IDAHO ALCOHOL WAIVER REQUEST FOR 2007 HOME FOOTBALL GAMES**	Motion to Approve
8	**APPROVAL OF BOISE STATE UNIVERSITY ALCOHOL WAIVER REQUEST FOR 2007 HOME FOOTBALL GAMES**	Motion to Approve
9	**COLLEGE OF WESTERN IDAHO UPDATE**	Information Item

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Presidents' Council Report

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the Presidents' Council.

DISCUSSION

N/A

IMPACT

N/A

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

College of Southern Idaho Progress Report

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since the College of Southern Idaho has supplied an overview of its status and accomplishments.

DISCUSSION

Dr. Gerald Beck, President of the College of Southern Idaho, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of the university.

IMPACT

President Beck's presentation will provide the State Board members and others with current status information about the College of Southern Idaho.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

Idaho Commission For Libraries (ICFL) Agency Report

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply an overview of its status and accomplishments.

DISCUSSION

Ms. Ann Joslin, State Librarian, will be in attendance at the meeting and will present a summary of the accomplishments and future goals of ICFL.

IMPACT

Ms. Joslin's presentation will provide the State Board members and others with current status information about ICFL.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

Legislation for the 2008 Legislative Session

REFERENCE

NA

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

As an agency of the Governor, the State Board of Education is required to submit all proposed legislation to the Division of Financial Management (DFM) for the Governor's approval. The Board's approval of these Idea Forms is the first step in the process. If approved by the Board and the Governor, the actual legislative language will be brought back to the Board at their October Board meeting for final approval.

Because of required submission time frames, staff has already submitted the attached Idea Forms to DFM. If the Board chooses not to move forward with any piece of legislation, staff will withdraw the request from DFM.

DISCUSSION

The following are descriptive summaries of the eleven (11) pieces of legislation being proposed:

Deaf/Hard of Hearing and Blind/Visually Impaired Education Services

This legislation provides for a new delivery system for education of the deaf or hard of hearing and the blind or visually impaired. The new delivery system model will move from a central system that has shown a decline in students to a regional model that is designed to increase services and help students stay closer to their homes. This legislation will not become effective until July 1, 2009.

The Board may wish to discuss the administrative structure of the newly formed deaf and blind education entity.

Moving the Idaho Reading Indicator (IRI) Assessment to the SBOE

This legislation will move the responsibility for the Idaho Reading Indicator (IRI) assessment from the State Department of Education to the State Board of Education. This change is being made in anticipation of moving all assessments to the State Board of Education. Sections 33-1614, 33-1615, and 33-1616 are being amended to change all references from the state department of education to the state board of education.

Clarify Procedures the Board Takes After Approving Consolidation, Deconsolidation, and Boundary Change Requests

This legislation will provide for consistency in the procedures the State Board of Education must take after a proposal for district consolidation, deconsolidation, or boundary changes is approved by voters. Procedures presently outlined are varied, vague, and are not aligned to each other.

Higher Education Residency Requirements

The Office of Performance Evaluations (OPE) recommended that the legislature clarify the definition of higher education residency requirements. This legislation clarifies and strengthens requirements for obtaining residency in Idaho for the purpose of qualifying for resident fees at the state's institutions of higher education.

Educator Stipend Program

The purpose of this legislation is to increase the number of qualified educators who work in "high need" fields in Idaho's public school system. "High need" fields would be determined annually by the Board. This proposal creates an on-the-job stipend program in which funds will be used to provide a stipend to educators who become employed in Idaho in "high need" areas.

At the end of each successfully completed year of "high need" area education employment, the educator would receive a maximum of 20% ($5,000) per year for a total allowable stipend of $20,000.

Idaho's school districts have been experiencing difficulty recruiting and retaining educators in various fields, especially math and science. This proposal would assist school districts by increasing the number of educators who are certified, and teach in these and other high need areas.

The proposal has a five-year sunset provision, and would continue only if the statute were specifically continued by the Legislature.

Student Vision Screening

This legislation will provide for vision screening for all students grade K, 1, 2, 4, 6, 8, and for follow-up comprehensive exams for those students who are previously identified by the initial screening.

Vision screening is not consistent in all school districts across the state of Idaho. Not all children are screened and not all children are screened by qualified screeners.

The legislation will implement a structure to offer training to the screeners, screen children at consistent intervals, and screen children across the state of Idaho.

Pure State Kidney Program

The Division of Vocation Rehabilitation (VR) currently provides treatment for persons suffering from chronic renal diseases. They also extend financial assistance for medical, nursing, pharmaceutical, and technical service necessary to care for such diseases.

This legislation will allow VR to also pay insurance premiums and travel costs to and from dialysis when needed. Medicare and Medicaid funds would be utilized before state dollars are utilized.

State Requirements for Colleges and Universities (from BSU)

Current state code treats the public institutions of higher education differently in relation to some state requirements. We are contemplating legislation that would equalize treatment of the state college and universities in relation to state requirements. Focus may include requirements relative to public works projects, purchasing, human resources or all of the above.

Post-Secondary Education Projects (from UI)

As demands for post-secondary education projects funded with state funds have increased, revenues to the permanent building fund have not increased substantially. This proposal would utilize one-time general fund surplus dollars for post-secondary education projects and have them leveraged by requiring a match of an equal amount of non-state dollars for each qualifying project. This would require a one-time appropriation of $100 million from the FY 07 state general fund surplus. Projects to be considered would be required to include an equal amount of matching funds from sources other than either the permanent building fund or the state general fund. Priorities for projects would be established using a process similar to that used with establishing [post secondary education] priorities for projects funded from the permanent building fund.

Idaho Center for Livestock and Environmental Studies (from UI)

The University of Idaho anticipates passage of legislation in Congress which will allow use of Agriculture College Endowment Assets for construction of the ICLES research facility. The 2007 Legislature appropriated the sum of $10 million for use in construction of this facility and related facilities for the Idaho Department of Agriculture and Idaho Fish and Game. Upon passage of the legislation in Congress, the University will request final approval from the Legislature for commencement of the project. In addition, it is likely that the ultimate tool for financing full construction will be the Idaho Building Authority, which will require a concurrent resolution of both houses of the Idaho Legislature.

Tuition at Community Colleges (from CSI and NIC)

Currently Idaho Code 33-2110 limits the amount that community colleges can charge for tuition to $1,250 per year. It also limits increases to 10% per year. CSI and NIC are approaching the annual limit with tuition and will have to freeze tuition

if this limit is not increased. This current restriction will also prevent the College of Western Idaho from setting tuition charges above $625 per semester.

We propose eliminating the second sentence of Idaho Code 33-2110 "The tuition for full time students taking normal academic courses provided by the college, who are residents of the district, shall be fixed at not less than three hundred and fifty dollars ($350) per annum, and may be increased by increments of not more than 10 percent (10%) per annum to a maximum tuition of one thousand two hundred fifty dollars ($1,250) per annum." On the third sentence in the code section, we propose eliminating the first phrase "For all other students taking such courses". The third sentence would then read "The tuition shall be, as nearly as is practicable etc"

We suggest that tuition and fees be set by the community college boards of trustees as described throughout Idaho Code 33-2110.

IMPACT

If the Board approves the legislative Idea Forms as submitted, staff will continue to move the legislation through the legislative process and will bring the legislative language and amendments to the Board at their October meeting.

If the Board does not approve the legislative Idea Forms as submitted, staff with withdraw the requests and the legislation will not move forward.

ATTACHMENTS

Attachment 1 -	Deaf/Hard of Hearing and Blind/Visually Impaired Education Services Legislation Idea Submittal Form (LIS)	Page 7
Attachment 2 -	Moving the Idaho Reading Indicator (IRI) Assessment to the SBOE LIS	Page 9
Attachment 3 -	Clarify Procedures the Board Takes After Approving Consolidation, Deconsolidation, and Boundary Change Requests LIS	Page 11
Attachment 4 -	Higher Education Residency Requirements LIS	Page 13
Attachment 5 -	Educator Stipend Program LIS	Page 15
Attachment 6 -	Student Vision Screening LIS	Page 17
Attachment 7 -	Pure State Kidney Program LIS	Page 19
Attachment 8 -	State Requirements for Colleges and Universities (From BSU) LIS	Page 21
Attachment 9 -	Post-Secondary Education Projects (from UI) LIS	Page 23
Attachment 10-	Idaho Center for Livestock and Environmental Studies (from UI) LIS	Page 25
Attachment 11-	Tuition at Community Colleges (from CSI and NIC) LIS	Page 27

STAFF COMMENTS AND RECOMMENDATIONS

There are five Idea Forms that were prepared by one agency, two institutions, and the community colleges. The remaining Idea Forms were prepared by Board staff.

Staff recommends that the Board carefully consider whether or not they wish to move forward with these Idea Forms. Staff also recommends that the Board consider the fiscal impact associated with these Idea Forms. The Fiscal Impact can be found on each of the attached forms.

Staff recommends approval of all eleven (11) legislative Idea Forms as presented. Staff also recommends that they continue to move the legislation through the established process and that they bring the actual legislative language and amendments back to the Board at their October Board meeting for final approval.

BOARD ACTION

A motion to approve all eleven (11) legislative ideas as submitted, to direct staff to continue with the Governor's legislative process, and to direct staff to bring the legislative language and amendments to the Board at their October Board meeting for final approval.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: State Board of Education

Contact Person: Karen Echeverria Allison McClintick	Phone: 332-1567 for Karen 332-1579 for Allison E-mail: karen.echeverria@osbe.idaho.gov Allison.mcclintick@osbe.idaho.gov Fax: 334-2632

Brief description of legislation idea and how it will "solve the problem":

This legislation provides for a new delivery system for education of the deaf or hard of hearing and the blind or visually impaired. The new delivery system model will move from a central system that has shown a decline in students to a regional model that is designed to increase services and help students stay closer to their homes. This legislation will not become effective until July 1, 2010.

Fiscal impact of legislation idea:

Because this legislation will not take effect until FY10, there will be no fiscal impact to the state budget in FY09. In FY10, all appropriations for deaf and blind education services will transfer from the School for the Deaf and the Blind to the new servicing entity. It is estimated that the new delivery model will cost the same as the current appropriation of $11.9 million dollars.

Has this idea or a similar idea been submitted in the past three years? ☐ Yes ✠ No
If so, please state year and bill number:

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM *One Idea Per Form, Please*	LIS#
Agency: State Board of Education	
Contact Person: Karen Echeverria Saundra DeKlotz	Phone: 332-1567 for Karen 332-1580 for Saundra E-mail: karen.echeverria@osbe.idaho.gov Saundra.deklotz@osbe.idaho.gov Fax: 334-2632
Brief description of legislation idea and how it will "solve the problem": This legislation will move the responsibility for the Idaho Reading Indicator (IRI) assessment from the state department of education to the state board of education. This change is being made in anticipation of moving all assessments to the state board of education. Sections 33-1614, 33-1615, and 33-1616 are being amended to change all references from the state department of education to the state board of education.	
Fiscal impact of legislation idea: Any dollars currently appropriated to the state department of education for the IRI assessment would need to be appropriated to the state board of education. With that shift in dollars, there would be no fiscal impact on the state budget.	
Has this idea or a similar idea been submitted in the past three years? ☐ Yes ✠ No If so, please state year and bill number:	

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM *One Idea Per Form, Please*	LIS#
Agency: State Board of Education	
Contact Person: Karen Echeverria Allison McClintick	Phone: 332-1567 for Karen 332-1579 for Allison E-mail: karen.echeverria@osbe.idaho.gov Allison.mcclintick!osbe.idaho.gov Fax: 334-2632
Brief description of legislation idea and how it will "solve the problem": This legislation will provide for consistency in the procedures the state board of education must take after a proposal for district consolidation, deconsolidation, or boundary changes is approved by voters. Procedures presently outlined are varied, vague, and are not aligned to each other.	
Fiscal impact of legislation idea: There will be no fiscal impact to the state budget as a result of this clarification.	
Has this idea or a similar idea been submitted in the past three years? ☐ Yes ✠ No If so, please state year and bill number:	

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: State Board of Education

Contact Person: Karen Echeverria Dana Kelly	Phone: 332-1567 for Karen 332-1574 for Dana E-mail: karen.echeverria@osbe.idaho.gov Dana.kelly@osbe.idaho.gov Fax: 334-2632

Brief description of legislation idea and how it will "solve the problem":

The Office of Performance Evaluations (OPE) recommended that the legislature clarify the definition of higher education residency requirements. This legislation clarifies and strengthens requirements for obtaining residency in Idaho for the purpose of qualifying for resident fees at the state's institutions of higher education.

Fiscal impact of legislation idea:

There will be no fiscal impact to the general fund as a result of this clarification; however, this will amendment will likely have a negative impact on institutional enrollments.

Has this idea or a similar idea been submitted in the past three years? ✠ Yes ☐ No
If so, please state year and bill number:

2006 legislative session, HB 219

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: State Board of Education

Contact Person: Karen Echeverria Dana Kelly	Phone: 332-1567 for Karen 332-1574 for Dana E-mail: karen.echeverria@osbe.idaho.gov Dana.kelly@osbe.idaho.gov Fax: 334-2632

Brief description of legislation idea and how it will "solve the problem":

The purpose of this legislation is to increase the number of qualified educators who work in "high need" fields in Idaho's public school system. This proposal creates an on-the-job stipend program in which funds will be used to provide a stipend to educators who become employed in Idaho in "high need" areas.

Stipends would be paid at a maximum of 20% per year for each year of successful completion of education employment.

Idaho's school districts have been experiencing difficulty recruiting and retaining educators in various fields, especially math and science. This proposal would assist school districts by increasing the number of educators who are certified, and teach in these and other high need areas.

The proposal has a five-year sunset provision, and would continue only if the statute were specifically continued by the Legislature.

Fiscal impact of legislation idea:

In the first year, the proposal would allow 100 eligible educators to receive up to $5,000 per year (up to a toal of $20,000 per educator) to repay qualified educational loans. It is anticipated that 100 additional eligible educators would be added in years two through five, for a total of 500 educators.

The first year cost would be $500,000, increasing by $500,000 for each additional year, for a total of $2.5 million in year five.

It is the intention of ht sponsor that annual appropriations for this program include carryover authority to allow for use in subsequent fiscal years.

A specific appropriation for this program will be requested during the 2008 legislative session if the enabling statute is approved by the House and Senate.

Has this idea or a similar idea been submitted in the past three years? ☒ Yes ☐ No
If so, please state year and bill number:

2006 legislative session, HB 203

FOR DFM AND GOVERNOR'S OFFICE USE
Policy Advisor Name: **Review completed:** __ Approved __ Disapproved __ Hold for further information **Analyst Name:** **Review completed:** __ Approved __ Disapproved __ Hold for further information **Comments:**

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: State Board of Education

Contact Person: Karen Echeverria Aylee Schaefer	Phone: 332-1567 for Karen 332-1596 for Aylee E-mail: karen.echeverria@osbe.idaho.gov Aylee.schaefer@osbe.idaho.gov Fax: 334-2632

Brief description of legislation idea and how it will "solve the problem":

The legislation will provide for vision screening for all students grade K, 1, 2, 4, 6, 8 and for follow up comprehensive exams for those students who are previously identified by the initial screening.

Vision screening is not consistent in all school districts across the state of Idaho. Not all children are screened and not all children are screened by qualified screeners.

The legislation will implement a structure to offer training to the screeners, screen children at consistent intervals, and screen children across the state of Idaho.

Fiscal impact of legislation idea:

We have not yet established the fiscal impact.

Has this idea or a similar idea been submitted in the past three years? ☐ Yes ✠ No
If so, please state year and bill number:

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: State Board of Education/Division of Vocational Rehabilitation

Contact Person: Karen Echeverria Michael Graham	Phone: 332-1567 for Karen 287-6477 for Michael E-mail: karen.echeverria@osbe.idaho.gov MGraham@vr.idaho.gov Fax: 334-2632

Brief description of legislation idea and how it will "solve the problem":

The Division of Vocation Rehabilitation (VR) currently provides treatment for persons suffering from chronic renal diseases. They also extend financial assistance for medical, nursing, pharmaceutical, and technical service necessary to care for such diseases.

This legislation will allow VR to also pay insurance premiums and travel costs to and from dialysis when needed. Medicare and Medicaid funds would be utilized before state dollars are utilized.

Fiscal impact of legislation idea:

Fiscal impact is being prepared by Michael Graham and will be added at a later date.

Has this idea or a similar idea been submitted in the past three years? ☐ Yes ✠ No
If so, please state year and bill number:

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: Boise State University

Contact Person:	Phone: 426-1491
Ross Borden	E-mail: rossborden@boisestate.edu Fax:

Brief description of legislation idea and how it will "solve the problem":

Current state code treats the public institutions of higher education differently in relation to some state requirements. We are contemplating legislation that would equalize treatment of the state college and universities in relation to state requirements. Focus may include requirements relative to public works projects, purchasing, human resources or all of the above.

Fiscal impact of legislation idea:
No fiscal impact is identified at this time

Has this idea or a similar idea been submitted in the past three years? ☐ Yes ☒ No
If so, please state year and bill number:

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ **Approved** __ **Disapproved** __ **Hold for further information**

Analyst Name:
Review completed: __ **Approved** __ **Disapproved** __ **Hold for further information**

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: University of Idaho

Contact Person: Marty Peterson	Phone: 364-4033 E-mail: martyp-@uidaho.edu Fax:

Brief description of legislation idea and how it will "solve the problem":

As demands for post-secondary education projects funded with state funds have increased, revenues to the permanent building fund have not increased substantially. This proposal would utilize one-time general fund surplus dollars for post-secondary education projects and have them leveraged by requiring a match of an equal amount of non-state dollars for each qualifying project. This would require a one-time appropriation of $100 million from the FY 07 state general fund surplus. Projects to be considered would be required to include an equal amount of matching funds from sources other than either the permanent building fund or the state general fund. Priorities for projects would be established using a process similar to that used with establishing [post secondary education] priorities for projects funded from the permanent building fund.

Fiscal impact of legislation idea:
"$100 million of one-time FY 07 general fund surplus dollars."

Has this idea or a similar idea been submitted in the past three years? ☐ Yes ☐ No
If so, please state year and bill number:

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: University of Idaho

Contact Person: Rich Garber	Phone: 334-2292 E-mail: rgarber@uidaho.edu Fax: _____

Brief description of legislation idea and how it will "solve the problem":

Approval for Idaho Center for Livestock and Environmental Studies (ICLES). The University of Idaho anticipates passage of legislation in Congress which will allow use of Agriculture College Endowment Assets for construction of the ICLES research facility. The 2007 Legislature appropriated the sum of $10 million for use in construction of this facility and related facilities for the Idaho Department of Agriculture and Idaho Fish and Game. Upon passage of the legislation in Congress, the University will request final approval from the Legislature for commencement of the project. In addition, it is likely that the ultimate tool for financing full construction will be the Idaho Building Authority, which will require a concurrent resolution of both houses of the Idaho Legislature.

Fiscal impact of legislation idea:

The proposed legislation will authorize expenditure of the previously appropriated $10 million and if necessary seek legislative approval for financing of the project by the Idaho Building Authority.

Has this idea or a similar idea been submitted in the past three years? xx☐ Yes ☐ No
If so, please state year and bill number:

2007 Legislature - HB325 - appropriation

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Analyst Name:
Review completed: __ Approved __ Disapproved __ Hold for further information

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

LEGISLATION IDEA SUBMITTAL FORM **LIS#**
One Idea Per Form, Please

Agency: College of Southern Idaho and North Idaho College

Contact Person: Mike Mason	Phone: 208-732-6203 E-mail: mmason@csi.edu Fax: 208-736-3015

Brief description of legislation idea and how it will "solve the problem":

Currently Idaho Code 33-2110 limits the amount that community colleges can charge for tuition to $1,250 per year. It also limits increases to 10% per year. CSI and NIC are approaching the annual limit with tuition and will have to freeze tuition if this limit is not increased. This current restriction will also prevent the College of Western Idaho from setting tuition charges above $625 per semester.

We propose eliminating the second sentence of Idaho Code 33-2110 "The tuition for full time students taking normal academic courses provided by the college, who are residents of the district, shall be fixed at not less than three hundred and fifty dollars ($350) per annum, and may be increased by increments of not more than 10 percent (10%) per annum to a maximum tuition of one thousand two hundred fifty dollars ($1,250) per annum." On the third sentence in the code section, we propose eliminating the first phrase " For all other students taking such courses". The third sentence would then read "The tuition shall be, as nearly as is practicable etc"

We suggest that tuition and fees be set by the community college boards of trustees as described throughout Idaho Code 33-2110.

Fiscal impact of legislation idea: None

Has this idea or a similar idea been submitted in the past three years? ☐ Yes ✠ No
If so, please state year and bill number:

FOR DFM AND GOVERNOR'S OFFICE USE

Policy Advisor Name:
Review completed: __ **Approved** __ **Disapproved** __ **Hold for further information**

Analyst Name:
Review completed: __ **Approved** __ **Disapproved** __ **Hold for further information**

Comments:

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

Approval of State Board of Education Strategic Plan FY09

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Sections 67-1901-1905, Idaho Code

BACKGROUND

Idaho Code requires certain public organizations to prepare and submit a strategic plan by July 1 of each year.

DISCUSSION

This strategic plan builds on the strategic plan adopted in 2006 and strategic plans of the institutions, agencies, and small programs adopted at the June 2007 meeting of the Board. The plan lays out a context for the current educational environment in Idaho along with a description of desired outcomes. Specific goals are articulated along with representative legislative initiatives and program activities designed to advance progress toward the goals.

IMPACT

The strategic plan is most commonly used to identify and guide the policies, programs, funding, and performance monitoring of organizations. Utilizing the strategic plan provides the opportunities for the institutions, agencies, and small programs to make best use of their resources by providing continuity in approach and goal attainment.

ATTACHMENTS

Attachment 1 – SBOE Strategic Plan Page 3
Attachment 2 – Post-secondary institutions Eight-Year program plan Page 17

STAFF COMMENTS AND RECOMMENDATIONS

This strategic plan is a copulation of the previously approved strategic plans from the institutions, agencies, and small programs. It includes a logic model for the first time and will serve as a baseline for the preparation of the 2009 strategic plan. Staff recommends the Board approve this strategic plan.

BOARD ACTION

A motion to approve the State Board of Education's Strategic Plan FY09 as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE LEFT INTENTIONALLY BLANK

State Board of Education

STRATEGIC PLAN

FY2008-2012

[Latest update: 7-30-07]

DRAFT

CONTENTS

STRATEGIC PLANNING (Basic Plan)

Section I: Logic Model

- **Context**
- **Goals**
- **Strategies**
- **Outcomes**

Section II: SBOE VISION, GOALS, OBJECTIVES, STRATEGIC INITIATIVES

- **Vision Statement**
- **Goals**
- **Objectives and Supporting Strategic Initiatives**

Section III: Environmental Scan

- **General**
- **Resource Trends**
- **Infrastructure Support**
- **Bridging the High School to College Gap**
- **Access to Community College Programs**
- **Secondary Education Preparation**
- **Higher Education Residency Issues**
- **Access to Educational Programs for Deaf/Blind Students**
- **College Retention Rates**
- **Concerns over access to college for students with limited economic means**
- **Educational Support for Health Services**

Section IV: Planning Guidance/Process

- **Authority**
- **Scope**
- **Roles/Responsibilities—General**
- **Functional Components**
- **Planning Responsibilities (Board, Institutions/Agencies)**
- **Strategic Planning Calendar/Timelines**

PERFORMANCE MEASUREMENT (Supplementary Reports to DFM and LSO)

Section IV: Agency Profile

Section V: Performance Measures Report

Attachments

1. List of Legislative Initiatives
2. Accreditation calendar (10 year look-ahead)
3. Strategic planning points of contact (SBOE, Institutions/Agencies, DFM, LSO, etc.)
4. Post-secondary education 8-year program plan

Section I: Logic Model

State Board of Education

Mission: Ensure the general supervision, governance and control of all state educational institutions and the public school systems, including public community colleges.

Vision: The *citizens of Idaho have a seamless, high quality public education system providing open access to cultural and intellectual resources enabling all individuals to develop the knowledge, skills, and abilities as contributing members of society which fosters active participation in the processes of a democratic government and contributes to the economic development and quality of life in Idaho.*

Context

Service Population

- ✓ Citizens of Idaho and their children
- ✓ Employers

Issues/Strengths

- ✓ Increasing enrollments and course offerings
- ✓ Widening gap between costs and personal income
- ✓ Staff/Faculty compensation below market
- ✓ Alignment of standards and assessment promotes reliability in performance monitoring
- ✓ Strong influences from external forces impede local initiative
- ✓ Strong sense of purpose in post-secondary institutions
- ✓ Limited collaboration on shared policy issues
- ✓ Single governing board structure is efficient
- ✓ Effective coordination requires significant staff time
- ✓ Institutions, agencies, and programs under the Board specialize in the past, present, and future of Idaho
- ✓ Collaboration between institution, agencies, and program is not systemic

Goals

Quality.
Sustain—and continuously improve—education, training, rehabilitation, and information/research components of Idaho's public education system

Access.
Maintain—and increase-access by individuals of all ages, abilities, and economic means

Relevance.
The public education system offerings are relevant to the needs of Idaho's citizens, workforce, businesses, industry, and institutions.

Efficiency.
The public education System makes effective and efficient use of taxpayers' resources.

Strategies

Governance, Management & Coordination

Board Level

Legislative Initiatives

- ✓ Regionalize Blind/Visually Impaired and Deaf/Hard of Hearing Educational Services
- ✓ Move Idaho Reading Indicator Assessment from SDE to OSBE
- ✓ Clarify district changes approved by voters
- ✓ Stipend educators in "high need" districts

Policy Development and Alignment

- ✓ Rules governing scholarship programs
- ✓ Rules governing post-secondary registration

Office of the State Board of Education

Institution-Agency-Program Level

- ✓Update 8 year plan for delivery of academic programs
- ✓Align Statewide Mission and Roles for Idaho's Institutions
- ✓Develop K-20 longitudinal data system
- ✓Clarify Higher Education residency requirements
- ✓Increase outreach and distance learning opportunities
- ✓Align learning opportunities and workforce development
- ✓Expand dual enrollment/concurrent enrollment opportunities for high schools

Idaho's Institutions, Agencies, and Small Programs

Outcomes

- ✓ Idahoans become life-long learners
- ✓ Courses and enrollments meet the changing needs in Idaho's workforce
- ✓ Staff/Faculty are compensated to attract and retain quality performers
- ✓ Increased needs based scholarships narrow gap between costs and income
- ✓ Education leaders have reliable assessments of performance on established standards
- ✓ Federal, State, and Local initiatives are aligned to complement each other
- ✓ Post-secondary institutions advocate as one on shared issues while maintaining unique missions
- ✓ Strategic Plans at all levels are aligned around established goals
- ✓ Board Policies and practices are consistent and efficient
- ✓ Idahoans have high confidence in Idaho's public education system
- ✓ Idaho's education system has the resources necessary to keep pace with the needs of Idaho citizens and employers

Evaluation, Reporting and Continuous Quality Improvement

Logic Model – Macro Level

Context:
This section summarizes several of the key observations used to describe the current status of the institutions, agencies, and small programs under the purview of the Board. The service population notes the connection between Idaho's citizens as individuals and employers as business entities. The issues and strengths highlight challenges, accomplishments, and opportunities.

Goals:
The goals describe key areas the Board seeks to focus its resources as it discharges its responsibilities to its service population and to satisfy statutory requirements.

Strategies:
The overlapping ovals illustrate the two distinct levels of activity and responsibility along with the positioning of the Office of the State Board of Education as the coordinating body. Individual broad strategies describe a means to begin the transition between the issues and strengths section and the outcomes.

Outcomes:
This section identifies some of the desired results from the efforts undertaken to address the issues identified in the context section.

Section II: SBOE VISION, GOALS, OBJECTIVES, STRATEGIC INITIATIVES

Vision Statement:
The State Board of Education will direct, oversee, and coordinate the plans and operations of its subordinate institutions and agencies to provide the citizens of Idaho with a seamless public education system that fosters an intelligent, well-informed citizenry capable of active participation in the processes of a democratic government; contributes to the economic development and quality of life in Idaho; provides open access to cultural and intellectual resources; and enables all individuals to develop the skills, knowledge, and abilities to become contributing members of society.

Goals:
The State Board will carry out its oversight and coordination responsibilities over its subordinate public education institutions and agencies in order to achieve the following goals:

1. **Quality**. Sustain—and continuously improve—the quality of the education, training, rehabilitation, and information/research components of Idaho's public education system.

2. **Access**. Maintain—and increase—access by individuals of all ages, abilities, and economic means to the public education system's education, training, rehabilitation, and information/research services; facilitating development of the skills, knowledge, and civic awareness needed to contribute to society as productive citizens and life-long learners.

3. **Relevance**. Provide educational, training, rehabilitation, and information/research programs, curricula, and services through the public education system that are relevant to the needs of Idaho's citizens, workforce, businesses, industry, and institutions.

4. **Efficiency**. Deliver educational, training, rehabilitation, and information/research programs through the public education system in a manner which makes effective and efficient use of taxpayers' resources.

Objectives for the FY09 Legislative Cycle:

1. (Goal 1: Quality) **Compensation:** Sustain efforts implemented in the FY08 budget to provide fair salary adjustments to faculty and staff of educational institutions and agencies in order to narrow the gap between Idaho median salaries and market rates within the region and recruit and retain quality employees needed to sustain quality educational programs in Idaho.

   - Strategic Initiatives: Seek FY09 Change in Employee Compensation (CEC) rate equal to DHR-recommended average market rate adjustment rate to bring state employee salaries up to average rate within 10 years (estimate 5%). Seek appropriations to offset increases in employer and employee share of health benefit costs.
2. (Goal 2: Access) **MCO Funding:** MCO funding is essential to avoid cannibalization of current programs and reduction of access and capacity. Complement one-time funding appropriations provided in FY08 with adequate MCO funding in FY09 to cover inflationary costs accrued since FY07 and sustain current operational levels and program offerings within the public education system.

   - Strategic Initiatives: Request MCO inflationary increase to cover calculated cost increases (utilities, contracts, etc.) for FY09 and recoup utility inflation costs for FY08 (no provisions for non-salary inflation in FY08 budget).

3. (Goal 2: Access; Goal 3: Relevance) **Community Colleges and Professional-Technical Education:** Increase efficiency of program delivery while expanding the gateway from the Community College component into the 4-year College component of the public education system. Follow through on Legislative initiatives in FY08 to expand access to affordable Community College and Professional-Technical programs.

   - Strategic Initiatives: Establish task force to support stand-up of College of Western Idaho. Work with institutions to develop coherent strategy to establish price structure for professional-technical and concurrent enrollment courses that cover delivery costs incurred at the providing institutions. Adjust EWA (Enrollment Workload Adjustment) formula to reflect net lower division enrollment at BSU and CWI. Increase professional-technical funding for under-served school districts.

4. (Goal 2: Access; Goal 4: Efficiency) **Occupancy Costs:** Protect the State's investment in infrastructure vital for the delivery of educational and training programs. Provide the

Legislature with a systematic and predictable protocol for appropriating Occupancy Costs to operate and maintain educational facilities during the FY09 budget planning cycle.

- Strategic Initiative: Work with LSO and JFAC during summer of 2007 to clarify policies applicable for defining and approving Occupancy Costs for new construction of facilities under Board oversight, whether state- or privately-funded.

5. (Goal 2: Access) **Need-Based State Scholarships:** Build upon seed money appropriated in 2007 session for Opportunity Scholarship.

   - Strategic Initiative: Seek $3M for direct distribution and a $3M increase to the endowment each year for the next five years.

6. (Goal 1: Quality; Goal 2: Access; Goal 4: Efficiency) **Capital Funding:** Produce an analysis of capital needs for the educational system components, and develop strategies to increase appropriated support for new construction, alteration and repair (including maintenance backlog) of current facilities, and replacement of capital equipment.

   - Strategic Initiative: Work with institutions/agencies, DFM, and LSO to develop a proposal for annual capital investment accounts (constant investment within each component grouping) to support a sustainable construction approach to meet predicted population growth and program needs—as opposed to relying solely on case-by-case appropriation for each facility request).

7. (Goal 1: Quality; Goal 2: Access) **Higher Education Student Fees:** Demonstrate to the Legislature the direct links between program delivery costs, appropriation levels, and student fees. Develop strategy to freeze students' share of total educational appropriation.

   - Strategic Initiative: Clearly depict to JFAC and germane committees the relationship between cost of college, General Fund appropriation, and student fee appropriation and indicate "multiplier effect" (in lieu of other external funding, students must pay approximately $3 for every $1 shortfall in General Fund appropriation).

8. (Goal 1: Quality; Goal 2: Access; Goal 3: Relevance) **Education of Health Professionals:** Increase production of nurses, technicians, and physicians serving in Idaho.

   - Strategic Initiatives: Seek appropriated funds to support programmatic expansion (salaries for additional personnel, operating expenses) in new nursing/health science facilities approved by Legislature in 2007. Conduct medical school study to explore options for increasing output of physicians serving in Idaho.

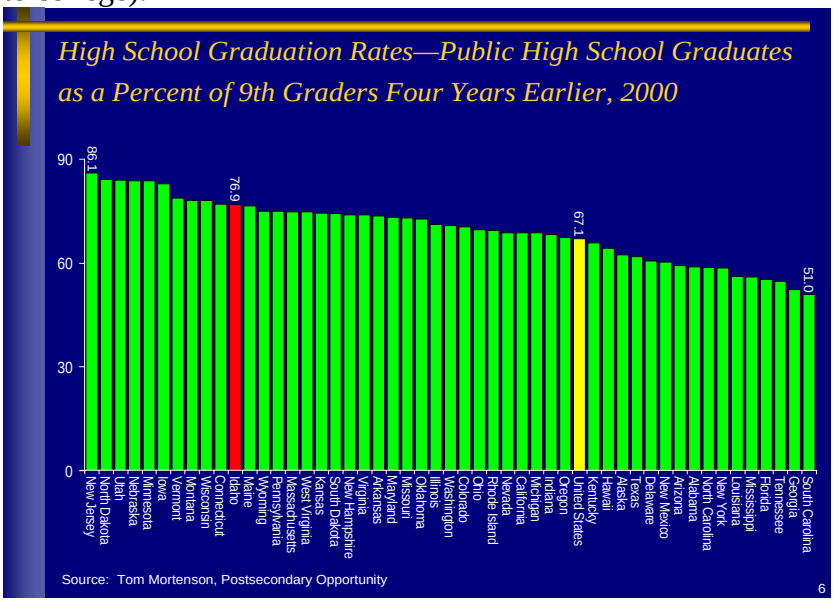
SECTION III: ENVIRONMENTAL SCAN

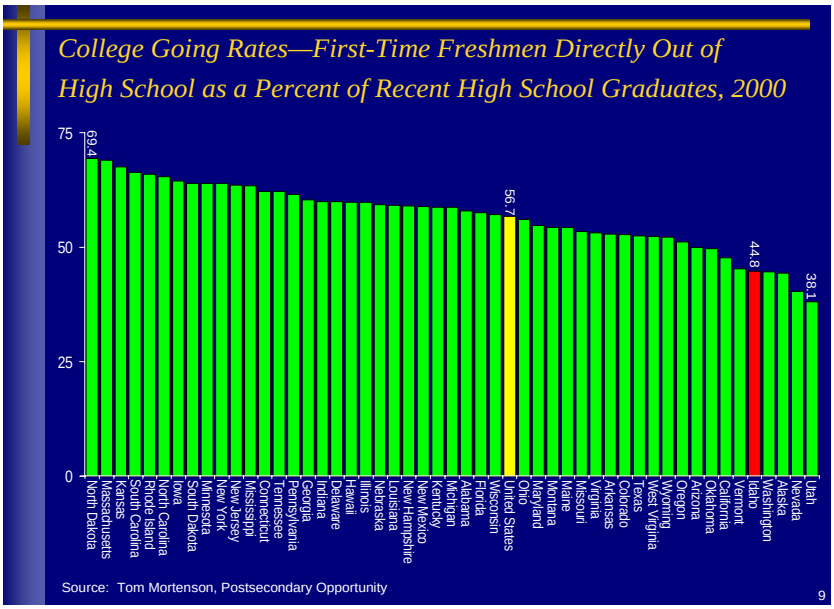
General: Oversight of the State's diverse educational institutions and agencies is vested in a single State Board. This is an efficient structure that is challenged by the diversity in population density and population growth. Census data and other recent studies indicate that Idaho is experiencing a greater proportional growth rate than other states. Growth rates are uneven between major metropolitan centers and rural areas within the state. A modest tax base demands the Board make the most from the limited opportunities to facilitate mutual support and synergy among the system's components.

Resource Trends: In the 10-year period between FY97 and FY07, State funding for K-12 and College/University programs grew by 87.3% and 36.9%, respectively, while funding for corrections and Medicaid grew by 126.4% and 179%, respectively. Over the past decade, student fees for higher education (considered part of the State's appropriated funding) have increased from less than one fifth of appropriated support to more than one third of appropriated dollars. One of the unintended consequences of the increasing "privatization" of public education is a real (or apparent) reduction in access to quality educational programs for Idahoans of limited economic means.

Infrastructure Support: Appropriated funding has not kept pace with enrollment or programmatic growth. A robust FY08 education budget—in terms of "one time dollars" for key initiatives—contained virtually no funds for inflationary adjustments (Maintenance of Current Operations), other than employee salaries. An increasing backlog of facilities needs underscores the need for coherent funding strategies to support capital construction and sustainability of the educational system's physical plant.

Bridging the High School to College Gap: National and regional comparisons indicate that Idaho ranks well in numbers of 9th graders who successfully graduate, but Idaho is well-below average on college participation rates (the number of high school graduates who proceed directly to college).





These persistent trends indicate that Idaho should focus effort and resources on better academic preparation (concurrent enrollment, AP courses, rigorous curricula, etc.). Increased access to higher education by expanding Community College opportunities can help address this concern.

Access to Community College Programs: Only two community colleges in Idaho receive support from local taxing districts (North Idaho College and College of Southern Idaho). Boise State University, Idaho State University, and Lewis-Clark State College have been directed by the State Board to provide community college programs, in addition to their baccalaureate and graduate programs; however, there is no financial subsidy for these operations, resulting in higher costs and reduced access for "community college" students at these schools. Costs for comparable "community college" courses (to include academic courses and professional-technical courses) varies widely among the five current institutions with this mission. 2007 legislation to support establishment of an additional community college in the Boise area—followed by local voters' approval to establish a taxing district for the "College of Western Idaho" should increase access in the area, but strategies have not yet been developed to sustain programs at BSU and the other affected 4-year institutions during as CWI stands up and draws away lower division students.

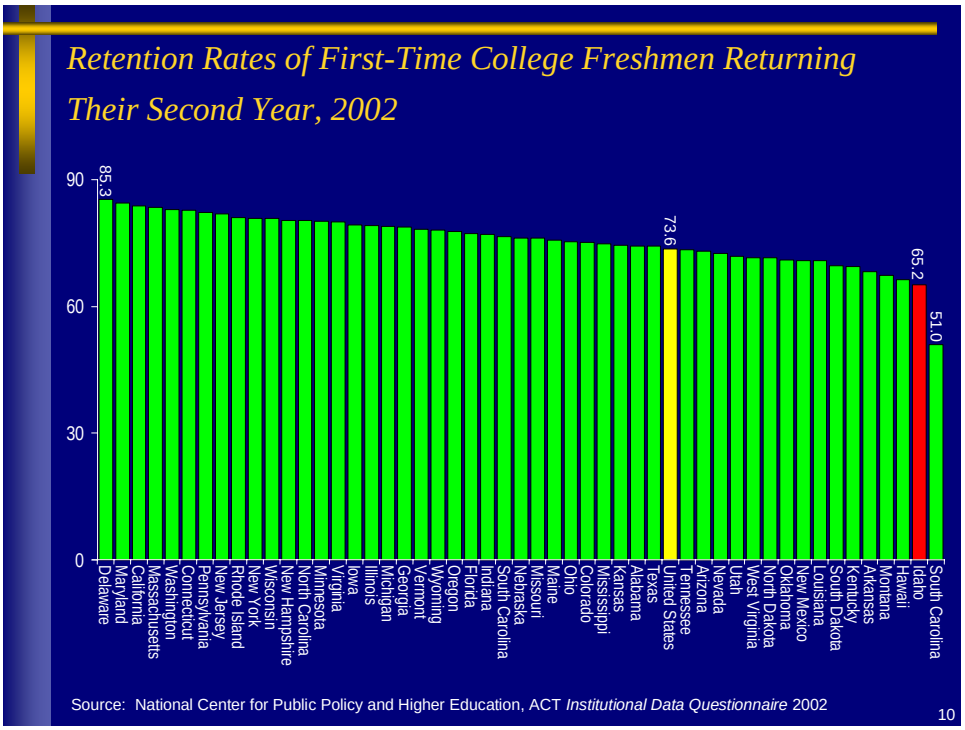
Secondary Education Preparation: Students' aspirations and expectations with respect to college, vocational training, and future employment opportunities form long before they enter their last two years of high school. An integrated State Board approach can facilitate closer integration of Idaho's elementary, middle school, high school, and higher education system. The State Board has conducted analyses of high school preparation for higher education, identified shortcomings and gaps, and recommended strategies to improve high school students to transition successfully to higher education and the work force. Increased access to concurrent enrollment, Advanced Placement, International Baccalaureate, and Tech-Prep programs is needed. Joint curriculum planning between secondary and post-secondary institutions is needed within the education system. Similarly, system improvements at the middle school level could

smooth the transition for students into high school and, ultimately, into the higher education system.

Higher Education Residency Issues: Top colleges and universities in the Northwest and throughout the nation have increased emphasis on attracting out-of-state students to their institutions to maintain competitiveness and sustain long-term economic growth in their states. Several of Idaho's higher education institutions are located within commuting distance of other states, and conduct highly competitive tactics to attract Idaho students to neighboring state institutions. A compelling case has not been made to Idaho legislators to support the benefits of increased out-of-state participation, especially in programs where overhead capacity exists and in which increased enrollment can enable efficiencies in providing courses to Idaho students. Consistent residency requirements should be complemented by enlightened out-of-state waiver guidelines to ensure an optimum overall benefit to Idaho students and taxpayers.

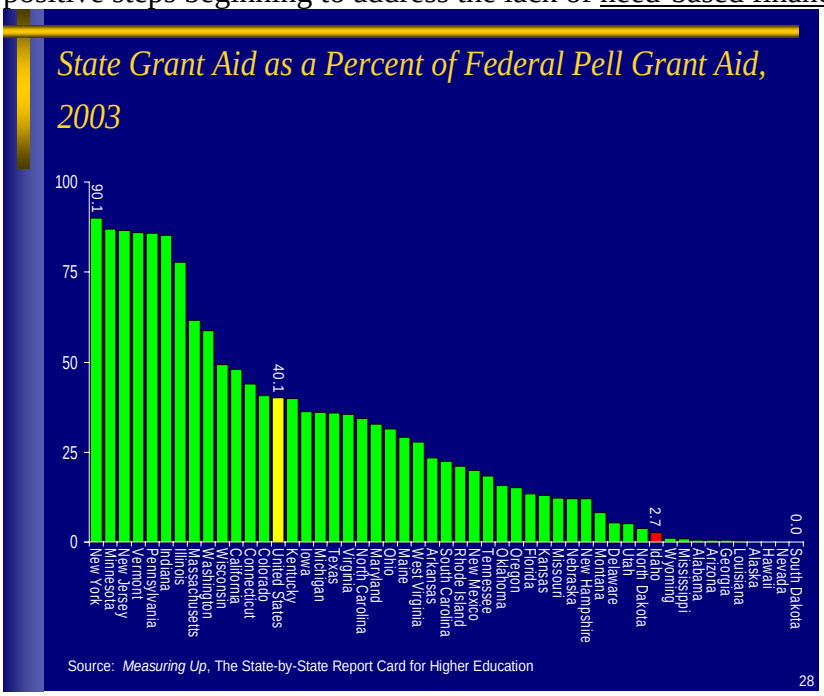
Access to Educational Programs for Deaf/Blind Students: Idaho's economic and programmatic support for these students has been highly concentrated at the ISDB facility. There is a need for more-widely distributed programs that can be delivered throughout the state, and a transition program is underway.

College Retention Rates: National and regional studies highlight Idaho's poor showing, relative to other states, on retention of entering freshman through to the sophomore year.



This reinforces the earlier-noted need for a rigorous curriculum for college preparation, closer coordination of high school and college/university curricula, adequate funding for remedial courses during the interim period that high school and college curricula and performance standards are aligned, and increased focus on tutoring and advising.

Concerns over access to college for students with limited economic means: FY08 saw positive steps beginning to address the lack of need-based financial assistance for Idaho students.



The environmental scan supports the need for continuing the momentum established in the FY08 budget to increased need-based support for Idaho students.

Educational Support for Health Services: National and regional studies indicate a serious shortage of health care professionals. Access to doctors, nurses, and other health professionals is limited in Idaho, especially in rural areas. Last year's "Nursing Task Force" report and the Governor's initiative have focused on the need to significantly increase the production of nurses in Idaho. Meanwhile, the need for additional medical doctors in the State suggests that the capacity of "WWAMI" (Wyoming, Washington, Montana, and Idaho) program may merit an increase, and that examination of other options for training physicians for Idaho should be examined.

SECTION IV: AUTHORITY

Authority:

This plan has been approved for implementation by the State Board. The President of the SBOE shall attest to the accuracy of the Board's annual performance measure report in accordance with Section 67-1904 (b) (v) Idaho Code.

Scope:

The SBOE strategic plan focuses on state-wide, aggregate performance measures, policies, and resource requirements. The Board's subordinate institutions, agencies, and school develop strategic plans that address their assigned roles/missions and dovetail with the Board's strategic

plan. The Board places special emphasis on coordinating the plans, programs, and budgets of its components and also among the various components.

In collaboration with the Northwest Commission on Colleges and Universities (NWCCU), germane Legislative committees, and other external bodies, the Board's strategic plan includes procedures for assessing the effectiveness of its own operations in order to foster continuous improvement in the quality, relevance, efficiency, and accessibility of its programs.

Role/Responsibilities—General:

Enumerated general powers and duties of the State Board are found in Title 33-107, Idaho Code and include, *inter alia*, the power to acquire, hold and dispose of title, rights, and interests in real and personal property; have general supervision…of all entities of public education supported in whole or part by state funds; prescribe the courses and programs to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions; and approve new courses and programs of study to be offered at community colleges organized pursuant to Chapter 21, Title 33 [i.e., academic programs/courses intended to be transferable to state baccalaureate institutions].

The Idaho public education system, over which the Board is responsible, consists of the following institutions, agencies, and small programs:

Institutions and Small Programs

Boise State University
- Small Business Development Center
- Idaho Council on Economic Education
- Tech Help

Idaho State University
- Family Practice Residency
- Idaho Dental Education Program
- Museum of Natural History

University of Idaho
- WOI (WI) Veterinary Medicine Program
- WWAMI – Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program
- Idaho Geological Survey
- Agriculture Research and Extension

Lewis-Clark State College
Eastern Idaho Technical College
College of Southern Idaho*
North Idaho College*
All public primary/secondary schools

**Also have local boards*

Agencies

Division of Professional-Technical Education
Idaho Public Broadcasting System
Division of Vocational Rehabilitation
School for the Deaf and the Blind
State Department of Education
Office of the State Board of Education
Idaho State Library**
Idaho State Historical Society**

***Also have separate oversight boards appointed by the State Board of Education*

Functional Components: The four primary "components" of the education system—groupings of organizations within and among which the Board will coordinate planning, programming, budgeting and assessment activities—are the following:

- K-12 public primary/secondary schools and School for the Deaf and Blind
- 2-year Community Colleges
- 4-year College/Universities
- The other educational agencies (public broadcasting, historical society, museum, etc.)

Key oversight and coordination responsibilities of the Board over the state-wide educational system include the following:

- Monitoring and tracking the performance of the entire education system, using national and regional reports and studies and state-by-state statistics and comparisons
- Assuring system-wide accountability by implementing and assessing educational program performance standards
- Observing trends and establishing system goals (targets) to improve the system
- Seeking out best practices within and outside the state and implementing them throughout the system
- Coordinating system-wide planning, programming, budgeting, and assessment efforts
- Coordinating the efforts (plans, programs, curricula, budgets) of its subordinate institutions and agencies
- Interacting with regional and specialized accreditation bodies to ensure program quality
- Informing law-makers on issues and needs of the educational system
- Serving as an advocate for adequate funding and coherent policies for education
- Encouraging a seamless education system from K-12 to college and beyond
- Assessing and continuously improving the quality of its own (the Board's) programs, policies, and processes

Planning Responsibilities:

The Board President, supported by the Executive Director of the Board Staff, is responsible for establishing the agenda for Board strategic planning activities throughout the year and linking the planning process to the Legislative and accreditation calendars. The Board President also serves as the Attestation authority to certify the accuracy of the Board's annual Performance Measure report. The Board President will be responsible for orally presenting information from the Board's strategic plan/performance report to the germane Senate and House committees each year, as described in Title 67-1904 (7).

The Executive Director of the Board Staff, or his/her designee on the staff, will serve as the primary OSBE point of contact for coordination of strategic planning efforts with the Board's subordinate institutions and agencies. Each institutional presidents/agency director will designate an individual who will serve as their organizations' primary point of contact for strategic planning matters, and, who will serve on a strategic planning working and coordination group, chaired by the OSBE Plans Officer. The OSBE Plans Officer is responsible for coordinating recurring training on the strategic planning process with the DFM, and, when possible, dovetailing that training with the biennial training of Legislators by LSO [as described

in Idaho Code, Section 67-1905 (2)]. Strategic planning training sessions for Legislators normally take place each two years. Ideally, joint training sessions should be conducted for new Legislators and SBOE/institutional planners. [Key Legislators, LSO staff, and DFM staff members were invited to participate in the Board's strategic planning orientation/training session in July 2007.]

Institutional/agency presidents/directors are responsible for developing their organizations' strategic plans in support of the State Board strategic plan, and for collaborating with the Board on development of the Board's strategic plan. Post-secondary institution executives are responsible for submission of plans for proposed program changes to the State Board and to the regional accreditation agency (Northwest Commission) for review and approval. Institutional executives/agency directors also are responsible for orally presenting information on their strategic plans/performance reports to the germane Senate and House of Representatives committees.

Attachments

None

PERFORMANCE MEASUREMENT

Section IV: SBOE Agency Profile [submitted separately]

Section V: Performance Measure Report [submitted separately]

Attachment 2 - Post-secondary institutions Eight-Year program plan

III. Postsecondary Performance Measures

In support of its mission for higher education, the Board has adopted key postsecondary performance measures. These measures provide a foundation for program development and delivery. The also establish a set of primary expectations set by the Board of Education for the creation of accountability in Higher Education.

1. **Student Applications, Admissions, and Enrollment**
   Report the headcount of first-year students completing application, being admitted and enrolling at the institution. Use numbers and definitions from the state PSR6.1 Report.

2. **Remediation Activity**
   Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/developmental activity. Use numbers from the state PSR6.2 report.

3. **Student Retention**
   Report the number from the cohort of new first-year students (using the definitions from measure #1) who enroll for the second year (or reach program completion in a professional-technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).

4. **Graduation Rates**
   Use the cohort definitions and levels from the IPEDS-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.

5. **Off-Campus Credit Hour Delivery**
   Report undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from the state PSR1.7 report, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.

6. **Exam Pass Rates**
   Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.

7. **Employer Satisfaction**
   Provide a brief (one or two pages) summary of employer satisfaction surveys for recent graduates and of the results of the Professional/Technical

Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.

8. **Student Transfer**
   Use institutional transfer numbers from the state student-tracking system. Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.

9. **Outreach and Public Service**
   Provide a brief (one or two pages) summary of institutional outreach and public service programs and as executive assessment of outcomes.

10. **Externally Funded Research**
    Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals for each category.

11. **Degrees and Certificates Awarded**
    Use data from IPEDS Completion Survey. Report subtotals for each certificate or degree level and the institutional total.

12. **Collaboration with Other Organizations**
    Provide a brief (one or two pages) summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

    (Note: These performance measures may be found in the Board of Education document “Strategic Plan – 2000 to 2005.)

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 19
STATE PLANNING AND COORDINATION

67-1901. PURPOSES. The purposes of sections 67-1901 through 67-1905, Idaho Code, are to generate state agency planning and performance information that can be used to:

(1) Improve state agency accountability to state citizens and lawmakers;
(2) Increase the ability of the legislature to assess and oversee agency performance;
(3) Assist lawmakers with policy and budget decisions; and
(4) Increase the ability of state agencies to improve agency management and service delivery and assess program effectiveness.

67-1902. DEFINITIONS. For purposes of sections 67-1901 through 67-1905, Idaho Code:

(1) "Agency" means each department, board, commission, office and institution, educational or otherwise, except elective offices, in the executive department of state government. "Agency" does not include legislative and judicial branch entities.
(2) "Benchmark" or "performance target" means the agency's expected, planned or intended result for a particular performance measure. This information may come from an accepted industry standard for performance or from an agency's careful study, research and/or analysis of the circumstances impacting performance capabilities.
(3) "Core function" means a group of related activities serving a common end of meeting the main responsibilities of the agency.
(4) "Goal" means a planning element that describes the broad condition, state or outcome an agency or program is trying to achieve.
(5) "Major division" means an organizational group within the agency that focuses on meeting one (1) or more of the agency's primary statutory responsibilities.
(6) "Objective" means a planning element that describes a specific condition, state or outcome that an agency or program is trying to achieve as a step toward fulfilling its goals.
(7) "Performance measure" means a quantifiable indicator of an agency's progress toward achieving its goals.

67-1903. STRATEGIC PLANNING.

(1) Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be based upon the agency's statutory authority and, at a minimum, shall contain:

(a) A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;

(b) Goals for the major divisions and core functions of the agency;
(c) Objectives and/or tasks that indicate how the goals are to be achieved;
(d) Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
(e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
(f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

(2) The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.
(3) The strategic plan shall serve as the foundation for developing the annual performance information required by section 67-1904, Idaho Code.
(4) When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section 67-1904(7), Idaho Code.
(5) Strategic plans are public records and are available to the public as provided in section 9-338, Idaho Code.

67-1904. PERFORMANCE MEASUREMENT. (1) Every fiscal year, as part of its budget request, each agency shall prepare an annual performance report. The report shall be comprised of two (2) parts:

(a) Part I shall contain basic profile information for the prior four (4) fiscal years including statutory authority, fiscal year revenue and expenditure information and any informative breakdowns such as amounts from different revenue sources, types of expenditures, and data about the number and types of cases managed and/or key services provided to meet agency goals.
(b) Part II shall contain:
(i) Not more than ten (10) key quantifiable performance measures, which clearly capture the agency's progress in meeting the goals of its major divisions and core functions stated in the strategic plan required in section 67-1903, Idaho Code. The goal(s) and strategies to which each measure corresponds shall also be provided. More measures may be requested by the germane committee chairs through the process set forth in subsection (7) of this section.
(ii) Results for each measure for the prior four (4) fiscal years. In situations where past data is not available because a new measure is being used, the report shall indicate the situation.
(iii) Benchmarks or performance targets for each measure for, at a minimum, the next fiscal year, and for each year of the four (4)

years of reported actual results.

(iv) Explanations, where needed, which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.

(v) Attestation from the agency director that the data reported has been internally assessed for accuracy, and, to the best of the director's knowledge, is deemed to be accurate.

(2) Each agency performance report shall be presented in a consistent format, determined by the division of financial management, which allows for easy review and understanding of the information reported.

(3) Each agency shall review the results of the performance measures compared to benchmarks or performance targets and shall use the information for internal management purposes.

(4) Each agency shall maintain reports and documentation that support the data reported through the performance measures. This information shall be maintained and kept readily available for each of the four (4) years covered in the most recent performance report.

(5) The performance report shall be submitted by the agency to the division of financial management and the budget and policy analysis office of the office of legislative services by September 1 of each year. In fiscal year 2006, agencies shall submit part I of the performance report required by subsection (1)(a) of this section no later than November 1, and are exempt from submitting part II of the performance report required by subsection (1)(b) of this section. In accordance with section 67-3507, Idaho Code, agency performance reports shall be published each year as part of the executive budget document.

(6) The office of budget and policy analysis of the office of legislative services may incorporate all or some of the information submitted under this section in its annual legislative budget book.

(7) Each agency shall orally present the information from the performance report to its corresponding senate and house of representatives germane committees each year unless a germane committee elects to have an agency present such information every other year. The presentations shall consist of a review of agency performance information and shall provide an opportunity for dialogue between the agency and the committees about the sufficiency and usefulness of the types of information reported. Following any discussion about the information reported, the germane committees, in accordance with the requirements of this section, may request any changes to be made to the types of information reported. In fiscal year 2006, each agency shall be required only to present part I of the performance report required in subsection (1)(a) of this section and, at a minimum, a progress report on the implementation of part II of the performance report as set forth in subsection (1)(b) of this section.

(8) If an agency and its corresponding germane committees determine that it is not feasible to develop a quantifiable measure for a particular goal or strategy, the germane committees may request an alternative form of

measurement.

(9) The senate and the house of representatives germane committees should attempt to meet jointly to hear and discuss an agency's performance report and achieve consensus regarding the types of measures to be reported.

67-1905. TRAINING. Strategic planning and performance measurement training shall be held for both state agencies and lawmakers as follows:

(1) The division of financial management shall coordinate training for key agency personnel on the development, use and reporting of strategic planning and performance measurement information. The training shall be integrated into current agency training programs and shall be offered and required for agency staff at a frequency determined by the division of financial management.

(2) The office of performance evaluations and the office of budget and policy analysis of the office of legislative services shall coordinate training for legislators on the development and use of strategic planning and performance measurement information. The training shall be offered at least once every two (2) years to coincide with new legislative terms.

SUBJECT

Approval of Institution and Agency Profiles

REFERENCE

August 2007	The Board approved all agency and institution strategic plans and agency profiles for 2007
June 2008	The Board approved all agency and institution strategic plans for 2008

APPLICABLE STATUTE, RULE, OR POLICY

Section I.M, Idaho State Board of Education Governing Policies and Procedures
Section 67-1903 and 67-1904, Idaho Code

BACKGROUND

Agencies and Institutions are required to annually submit their Agency Profiles to the Board Office for review.

During the 2004 legislative session, the legislature passed amendments to the law concerning strategic planning and performance measures. Those amendments require all agencies to submit updated strategic plans to the Division of Financial Management (DFM) no later than July 1 of each year. Those amendments also require agencies to submit Agency Profiles that contain performance measures and benchmarks to DFM no later than September 1 of each year.

The attached agency profiles and performance measure reports are an extension of the strategic plans that were approved by the Board at their June meeting.

DISCUSSION

The agencies and institutions have submitted strategic plans as required by the law and Board Policy. The agencies and institutions have also submitted agency profiles that include performance measures and benchmarks as required by law.

As the Board makes amendments to its own Strategic Plan, the agencies and institutions will amend their plans to further reflect the updated goals and objectives of the Board. Those amendments will most likely not be made until next year.

Staff has reviewed all of the agency and institution profile and measurement reports. Because the Board has not yet approved a final strategic plan, the profile and measurement reports that have been submitted are aligned to the Board's old plan. Based on the old plan, the performance measures seem to be in alignment.

In order for the agencies and institutions to have adequate time to amend or alter their reports to more closely align with the Board's plans, the Board will need to update their own plan at their regularly scheduled meeting in April of each year.

IMPACT

If the Board approves the agency profiles and performance measures as submitted by the institutions and agencies, staff for the Board will submit all the plans and measures to DFM by the required time frames.

If the Board chooses to make amendments to any of the agency profiles or performance measure reports, those institutions or agencies will make amendments as requested by the Board and resubmit their profiles/measurements to Board staff for submission to DFM within the required time frames.

ATTACHMENTS

a. Office of the State Board of Education — Page 5
  i. WICHE — Page 9
  ii. Scholarships and Grants — Page 11
  iii. University of Utah — Page 15
b. Boise State University — Page 17
  i. Small Business Development Center — Page 19
  ii. Idaho Council on Economic Education — Page 23
  iii. Tech Help — Page 27
c. Idaho State University — Page 33
  i. ISU Family Medicine Residency — Page 37
  ii. Family Medicine Residency of Idaho — Page 41
  iii. Idaho Dental Education Program — Page 45
  iv. Museum of Natural History — Page 49
d. University of Idaho — Page 51
  i. WOI (WI) Veterinary Medicine Program — Page 55
  ii. WWAMI – Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program — Page 57
  iii. Forest Utilization Research Program — Page 61
  iv. Idaho Geological Survey — Page 65
  v. Agriculture Research and Extension — Page 69
e. Lewis – Clark State College — Page 73

f. Eastern Idaho Technical College Page 77
g. College of Southern Idaho Page 81
h. North Idaho College Page 87
i. Professional Technical Education Page 95
j. Vocational Rehabilitation Page 101
k. Public Television Page 107
l. School for the Deaf and the Blind Page 111
m. Historical Society Page 113
n. Commission for Libraries Page 117

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the agency and institution and agency profiles and performance measurement reports as submitted.

Board staff recommends that the Board choose three to five performance measures that would be the same for each institution. The Board could then use an aggregate of that information for their own performance measures. This would also allow the Board to do some comparisons between and among the institutions. Because the institutions are allowed up to ten performance measures, they could still choose seven to five of their own that are unique to their institution.

Board staff also recommends that, in future years, the Board's Strategic Plan be updated at the April Board meeting. This will allow the agencies and institutions ample time to amend their own strategic plans, agency profiles, and performance reports to more closely align with the Board's goals and objectives for the upcoming year.

BOARD ACTION

A motion to approve the agency and institution and agency profiles and performance measurement reports as submitted.

A motion to direct staff to work with the institutions to create three to five common performance measures on which they will all report next year.

A motion to direct staff to annually prepare an agenda item for the April Board meeting that will include review and possible amendments to the Board's Strategic Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Core Functions/Idaho Code

1. Section 33-107, Idaho Code. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to: (excerpted sections listed below)

(3) have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
(5) through its executive departments and offices;
(a) enforce the school laws of the state,
(b) study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional Legislation;
(6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
(a) maintain a register of postsecondary educational institutions approved to provide programs and courses that led to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code
(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

2. Section 33-118, Idaho Code. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools …

3. The State Board of Education is responsible for general supervision and oversight of the following agencies and institutions:

a. Boise State University
    a. Small Business Development Center
    b. Idaho Council of Economic Education
    c. Tech Help
b. Idaho State University
    a. Family Practice Residency
    b. Idaho Dental Education Program
    c. Museum of Natural History
c. University of Idaho
    a. WOI (WI) (originally Washington-Oregon-Idaho, but now Washington-Idaho) Veterinary Medicine Program
    b. WAMMI - Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program
    c. Forest Utilization Research Program
    d. Idaho Geological Survey
    e. Agriculture Research and Extension
d. Lewis-Clark State College

e. Eastern Idaho Technical College
f. College of Southern Idaho (limited oversight)
g. North Idaho College (limited oversight)
h. State Department of Education (oversight of programs)
i. Idaho Education Public Broadcast System
j. Idaho State School for the Deaf and the Blind
k. Division of Professional-Technical Education
l. Division of Vocational Rehabilitation
m. Idaho State Historical Society (limited oversight)
n. Idaho State Library (limited oversight)
o. Other Special Programs
    a. Health Programs, University of Utah
    b. Health Programs, WICHE - Western Interstate Commission for Higher Education
    c. Special Programs, Scholarships and Grants

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$3,574,300	$4,107,200	$4,609,400	
Federal Grant	$324,600	$5,230,800	$6,958,200	
Misc. Revenue	$543,100	$133,900	$176,800	
Total	**$4,442,000**	**$9,471,900**	**$11,744,400**	
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$1,198,900	$1,445,400	$1,589,000	
Operating Expenditures	$3,886,600	$7,924,100	$7,351,500	
Capital Outlay	$15,600	$54,700	$18,100	
Trustee/Benefit Payments	$521,800	$1,204,400	$1,928,700	
Total	**$5,622,900**	**$10,628,600**	**$10,8777,300**	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Administering the ISAT test	1,000,000	1,340,000	Fall 06 – 602,000 Spring 06 603,000	Fall 07 - not yet available Spring 07 602,696
Provide governance to agencies and institutions through regular and special meetings of the Board	15	15	11	10 (through July 2007)
Charter School Oversight				
a. schools overseen by districts	16	16	17	16
b. schools overseen by the Public Charter School Commission	2	8	11	14

Performance Highlights

The Board continues to work diligently to make Idaho a seamless education system. In the last two years the Board has implemented a series of programs and policies to improve education in Idaho, including:

- Collaboration with higher education to assign statewide missions and create an eight year plan for academic programming;
- Thorough partnership with the legislature and the governor resulting in needs based scholarship funding;
- Promotion of greater access to post secondary education through community colleges, distance education, and dual enrollment of high school students;

- Approval of the Federal Gear Up Grant that targets schools in low income areas and provides assistance for increase rigor in middle and high school with the opportunity for scholarships should the student meet the increased rigor.
- Collaboration with agencies and institutions to align strategic plans with the Board's strategic plan and to align budgets with agency and institution priorities.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
QUALITY					
Percent of students who complete high school	89%	Not Available	87%	Not Available	2008 – 89% 2010 – 91%
8th graders scoring at or above proficient on the NAEP	31.75%	Not Available	31.75%	Not Available	2008 – 33% 2010 – 35%
7th to 12th graders taught by teacher w/a major in their subject	66%	Not Available	66%	Not Available	2008 – 75% 2010 – 85%
18 – 24 year olds attending college	22%	Not Available	26%	Not Available	2008 – 28% 2010 – 29%
ACCESS					
Percent of income needed to pay for college expenses (minus financial aid)		Not Available		Not Available	
Community colleges	18%		18%		2008 – 17% 2010 – 16%
Public 4-year	22%		21%		2008 – 20% 2020 – 19%
Private 4-year	29%		25%		2008 – 24% 2010 – 23%
RELEVANCY					
Persistence 1st year community college students returning for a second year	n/a	Not Available	52%	Not Available	2008 – 54% 2020 – 56%
Freshman at 4-year institutions returning for sophomore year	65%		66%		2008 – 67% 2010 – 68%

Performance Measure	2004	2005	2006	2007	Benchmark
Completion First-time, full-time students completing a bachelor's degree within 6 years of college entrance	43%	Not Available	44%	Not Available	2008 – 45% 2010 – 46%

Performance Measure Explanatory Note:

Statistics are taken from the Measuring Up Report for Idaho. The Report is published by the National Center for Public Policy and Higher Education. The Report is published bi-yearly so statistics are available only in even years. The reports can be found online at:

http://measuringup.highereducation.org/reports/selectStateReport.cfm

For More Information Contact

Karen McGee
Office of the State Board of Education
650 W State Rm 307
PO Box 83720
Boise, ID 83720-0037
Phone: (208) 332-1597
E-mail: karen.mcgee @osbe.idaho.gov

Part 1 – Agency Profile

Agency Overview

Idaho's participation in the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP) helps Idaho residents to enroll in out-of-state professional programs. Idaho currently participates for the field of Optometry. Idaho students accepted to this program benefit through reduced tuition arrangements with participating professional schools. Idaho does not currently offer professional education in the field of Optometry. This program benefits the population of Idaho by providing ready access to high quality professionals in the field of optometry.

Core Functions/Idaho Code

Idaho Code 33-3601. Interstate compact for western regional cooperation in higher education.

Idaho currently assists two new students each year and serves a total of 8 students at any one time.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$190,600	$199,400	$198,400	
Total	**$190,600**	**$199,400**	**$198,400**	
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$0	$0	$0	
Operating Expenditures	$0	$0		
Capital Outlay	$0	$0		
Trustee/Benefit Payments	$185,000	$193,800	$198,400	
Total	**$185,000**	**$193,800**	**$198,400**	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Number of Students enrolled (2 in each of the first, second, third and fourth year)	8	8	8	8

Prior to FY 2004 WICHE was combined with the University of Utah Medical Education Program in a single budgeted program.

Performance Highlights

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. See note below					

Performance Measure Explanatory Note:

WICHE provides opportunities for students to attend consortium schools at a reduced tuition rate and therefore would not have performance measures.

For More Information Contact

Karen Echeverria, Governmental Affairs Officer
Health Programs, WICHE
650 West State Street
Boise, ID 83720
Phone: 208-332-1567
E-mail: karen.echeverria@osbe.idaho.gov

Part 1 – Agency Profile

Agency Overview

The Scholarship and Grant Programs included in the Special Programs budget managed by the Idaho State Board of Education are designed to support the pursuit of postsecondary educational opportunities for Idaho residents. These programs include a variety of scholarship, grant and work-study opportunities and reflect the Legislature's belief that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the state's secondary school graduates to enroll in Idaho postsecondary educational institutions is an important element for assuring the future leadership for the state.

Core Functions/Idaho Code

33-4303 The merit-based Robert R. Lee Promise Category A and B scholarships constitute the bulk of funding to support Idaho high school graduates continue with their education at an Idaho postsecondary institution. The combined programs serve approximately 7700 students each year.

33-4401 The Idaho Work-Study program serves approximately 1500 students by providing them opportunities to hold jobs while attending school. This program allows qualifying students to gain valuable education work experience while earning funds to support their education.

Administrative Rules, 08.01.06, Leveraging Educational Assistance Partnership Program and Supplemental Leveraging Educational Assistance Partnership Program part of a state/federal cooperative which provides grant aid to needy students attending Idaho postsecondary institutions. This need-based grant program serves in excess of 1700 students.

33-4601 The Minority & "At Risk" scholarship provides scholarship assistance to 35 students. This Idaho program is designed to assist talented student who are "at-risk" of failing to obtain a college education because of their cultural, economic or physical circumstances. To be eligible for consideration, applicants must be Idaho residents, graduates of an Idaho high school, and meet 3 of 5 eligibility criteria that assist in a determination of "at-risk" status.

33-3402A the Public Safety Officer Dependent Scholarship and 33-4302 the Freedom Scholarship serve dependents of Idaho service personnel who were POW/MIA or Killed in action. These scholarships provide eligible dependents with the opportunity to attend public institutions in Idaho without the necessity of paying tuition and fees. Participation varies each year. All eligible dependents receive this benefit.

33-3722 The Student Education Incentive Loan Forgiveness Contract encourages Idaho high school graduates to pursue teaching or professional nursing careers at an Idaho public college or university and to work in Idaho. This is an in-school loan program. Recipients of the tuition and fee assistance obligate to work in Idaho in the teaching or nursing profession following graduation and certification. By accepting assistance from this program, they agree to work for at least two years in Idaho.

The Grow Your Own Teacher Scholarship Program provides a career ladder for Idaho school district employees and volunteers to complete the requirements for an associate and/or baccalaureate degree in education with a bilingual or ESL endorsement, or Native American students preparing to teach in school districts with a significant Native American student population. The program includes scholarships as well as mentoring by faculty/staff from participating institutions.

Robert C. Byrd Honors scholarship program is a federally funded program managed by the Idaho State Board of Education. It provides merit-based scholarships for Idaho students to pursue a postsecondary education. Theses scholarships may be used at in-state or out-of-state school. Funding varies based upon the federal appropriation.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$7,310,000	$7,330,500	$7,453,500	
Federal Grant	$236,000	$440,000	$440,000	
Total	**$7,546,000**	**$7,770,500**	**$7,893,500**	
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$0	$0	$0	
Operating Expenditures	$0	$0	$0	
Capital Outlay	$0	$0	$0	
Trustee/Benefit Payments	$7,036,800	$7,535,300	$7,601,300	
Total	**$7,036,800**	**$7,535,300**	**$7,601,300**	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Idaho Promise Scholarship – A	$325,140	$319,500	$325,500	$331,300
Idaho Promise Scholarship – B	4,016,135	4,281,264	4,134,900	4,446,700
Atwell Parry Work Study Program	1,280,768	1,280,401	1,453,600	1,320,600
Minority/ "At Risk" Scholarship	102,000	105,000	102,000	108,000
Teachers/Nurses Loan Forgiveness	125,000	104,357	136,600	168,600
Peace Officer/Firefighter Scholarship	12,100	1,800	39,500	57,200
Grow Your Own Teacher Scholarship	248,246	348,800	347,600	360,000
*Leveraging Education Asst. Program	723,553	717,510	712,100	712,100
*Special Leveraging Educ. Asst. Prog.	150,600	149,999	150,000	150,000
POW/MIA	0	16,234	0	0
*Byrd Honors	53,282	210,500	199,500	207,500
Total Amount of Scholarships Awarded	**$7,036,824**	**$7,535,365**	**$7,601,300**	**$7,862,000**

*These amounts include general fund and federal fund expenditures.

Performance Highlights

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Increase potential participation in the POW/MIA Scholarship Program	NA	NA	NA	0	2008–100% 2010 – 50%
2. Increase potential participation in the Peace Officer/Firefighter Scholarship Program	NA	NA	NA	0	2008–100% 2010 – 50%

Performance Measure Explanatory Note:

1. POW/MIA Scholarship Program: Staff for the State Board of Education has worked to compile listings of Idaho Service personnel killed in the line of duty. During the past year communication began with the Idaho Veterans Affairs Office. They provided guidance and advice on the application, and offered their assistance in notifying surviving dependents of this program. We had one application in FY07 and the student is enrolling at Boise State University for FY08.

2. Peace Officer/Firefighter Scholarship Program: Staff for the State Board of Education worked to compile a comprehensive listing of Public Safety Officers who were injured or killed in the line of duty. Staff also initiated a process of following up on new accounts of deaths or injuries to work with the local agency to make sure that dependents were aware of this program and have accurate contact information for program staff at OSBE.

For More Information Contact

Karen Echeverria, Governmental Affairs Officer
Special Programs, Scholarships and Grants
650 West State Street
Boise, ID 83720
Phone: (208) 332-1567
E-mail: karen.echeverria@osbe.idaho.gov

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

The Idaho – University of Utah Medical Education Program provides eight Idaho students with the opportunity to receive four years of medical training through the University Of Utah School Of Medicine. This partnership allows Idaho students to receive medical training not currently available in the state of Idaho.

Core Functions/Idaho Code

Core Functions/Idaho Code Idaho Code §33-3722 authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$812,700	$892,900	$985,900	
Total	**$812,700**	**$892,900**	**$985,900**	
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$0	$0		
Operating Expenditures	$0	$0		
Capital Outlay	$0	$0		
Trustee/Benefit Payments	$812,700	$883,600	$979,600	
Total	**$812,700**	**$883,600**	**$979,600**	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Number of Students enrolled (8 in each of the first, second, third and fourth year)	32	32	32	32

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Increase the attendance rates to:	NA	NA	NA		90%
2. Increase the graduation rates to:	NA	NA	NA		90%

Performance Measure Explanatory Note:

For More Information Contact

Karen Echeverria, Governmental Affairs Officer
Health Programs, University of Utah
650 West State Street
Boise, ID 83720
Phone: (208) 332-1567
E-mail: karen.echeverria@osbe.idaho.gov

Part 1 – Agency Profile

Agency Overview

Boise State University is Idaho's largest institution of higher learning, enrolling 18,876 students (13,711 FTE) at the start of the 2006-07 academic year. BSU is also the state's only metropolitan university, located in the state's population center and capital city, and the governmental and commercial heart of the Gem State. Boise State University will celebrate its 75th anniversary in 2007.

Boise State has long been heralded as an institution devoted to classroom teaching. As the Treasure Valley economy has changed into a dynamic marketplace of ideas and products, especially with its highly sophisticated technology sector, and as the city has become a major metropolitan region, the city's university is making the transition to a metropolitan research university. While maintaining a strong focus on teaching, the university is adding focus on research to serve the growing economic needs of Idaho.

In addition to its main campus less than one mile from downtown Boise, the university operates education centers in Mountain Home, Gowen Field, Twin Falls, and Caldwell, as well as offering a variety of courses and programs at the BSU-West campus in Nampa. The university also delivers classes via the Internet, compressed video, microwave, cable, computer conferencing and radio. The university has an evening program at both the undergraduate and graduate levels, and the summer session is the state's largest.

The University consists of eight colleges. It employs over 2,400 total employees, including 588 full-time faculty members, 466 adjunct faculty and 1,244 professional and classified staff. Degrees and certificates are offered in more than 200 programs, including 59 masters and four doctoral programs. The University is fully accredited by the Northwest Commission on Colleges and Universities and is a member of the Western Athletic Conference. Through all of its programs, Boise State University is fulfilling its commitment to the citizens of Idaho by providing quality teaching, research and public service.

Boise State University is governed by the State Board of Education, which is statutorily designated as the Board of Trustees for Boise State University. The Board has appointed Dr. Robert Kustra to serve as President in 2003.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses…" In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures:

Revenue	FY 2004 *actual*	FY 2005 *actual*	FY 2006 *actual*	FY 2007 *estimate*
General Fund - 0001	$67,879,700	$69,561,000	$72,111,400	$75,673,600
Misc. Student Fees - 0650	15,230,494	18,299,228	61,099,864	44,221,301
FY06 Carryforward (one-time)				13,965,528
Matriculation Fees - 0660*	33,404,223	36,581,060	0	0
Fee Adjustment from Prior Year				2,625,017
One-Time Funds**	0	0	1,228,000	1,755,400
Total	**$116,514,417**	**$124,441,288**	**$134,439,264**	**$138,240,846**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$76,369,600	$82,439,084	$89,354,642	$91,108,679
Operating Expenditures	15,377,800	19,667,959	19,163,258	20,153,152
Capital Outlay	9,094,600	5,732,013	11,955,834	5,930,685
Trustee/Benefit Payments	0	0	0	0
Total	**$100,842,000**	**$107,839,056**	**$120,473,734**	**$117,192,516**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Student Headcount (Fall)	18,431	18,418	18,650	18,876
Student FTE (Fall)	13,502	13,620	13,563	13,711
Degrees Awarded	2,668	2,850	2,863	3,042
Research Expenditures	$8,437,700	$8,866,700	$11,655,200	11,740,987
Undergraduate Student Tuition & Fees	$3,251	$3,529	$3,872	$4,154

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
Extramural Funding (federal, state and private grants and contracts)	$37,877,284	$38,515,487	$41,131,821	***	$45,000,000
Average GPA of incoming Freshmen	3.2	3.33	3.26	3.28	3.5
First Year Retention Rate / 6 year graduation rate	60 / 29	63 / 25	63 / 28	63/24	75 / 50
Budgeted faculty FTE to student FTE	25.13	24.38	24.21	24.17	19.1
Square footage of general education space by student FTE	76.5	84.2	82.8	81.9	100

Performance Measure Notes:

Performance measure data reported by academic year, i.e., 2006 = academic year 2005 / 2006.
* The 2005 Idaho Legislature passed HB 231 that allowed BSU, ISU and LCSC to charge tuition, which replaced matriculation fees. That change became effective for FY06.
** One-Time funds were appropriated in FY06 for a 27th payroll and in FY07 for capital replacement.
*** 2006 extramural funding will be available upon completion of the year-end closing process in Mid-August. The amount will be provided at that time.

For More Information Contact

Ross Borden
Special Assistant to the President
Boise State University
1910 University Dr
Boise, ID 83725-1000
Phone: 208.426.4081
E-mail: rossborden@boisestate.edu

Part 1 – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration and Boise State University. The Idaho SBDC provides business consulting and training to Idaho's small businesses and entrepreneurs under a federal grant matched by state funds. The purpose of the Idaho SBDC is to encourage and assist the development and growth of small businesses in the state by leveraging higher education resources. Nationally, as in Idaho, over 90% of new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants and trainers that operates from the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions from Boise State University:

North Idaho College - Coeur d'Alene
Lewis-Clark State College - Lewiston
Boise State University - Boise
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

Core Functions/Idaho Code

The Idaho Small Business Development Center has two basic functions—consulting and training.

First, the Idaho SBDC provides direct one-on-one confidential business consulting to small business owners and entrepreneurs. Primary consulting is accomplished with a small core staff of professionals. Most of the professional staff has advanced degrees and five years or more of small business ownership/management experience. Business counseling is designed to provide in-depth business assistance in areas such as marketing, finance, management, production and overall business planning. The Idaho SBDC allocates sufficient resources to positively impact the individual small business' operation, a goal currently defined as 8.5 hours per consulting case. Faculty and students at each institution expand the Center's knowledge and resource base and to provide direct assistance in appropriate cases. Senior undergraduate and graduate students complete work for Idaho SBDC business consultants. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 3 – 4 hours in length and attended by 15 – 20 participants. Training covers topics such as marketing, accounting, management, finance, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material are presented by a subject-matter expert. Significant private sector contributions are made in support of Idaho SBDC workshops including registration fees, and donations for marketing, instructor fees and travel. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

Special Programs – Small Business Development Centers Performance Measurement Report

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
	$281,400	$292,000	$292,700	$294,800
Total	**$281,400**	**$292,000**	**$292,700**	**$294,800**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$0	$0	$0	$57,940
Operating Expenditures	$0	$0	$0	$236,860
Capital Outlay	$0	$0	$0	0
Trustee/Benefit Payments	$281,400	$292,000	$292,700	0
Total	**$281,400**	**$292,000**	**$292,700**	**$294,800**

Profile of Cases Managed and/or Key Services Provided

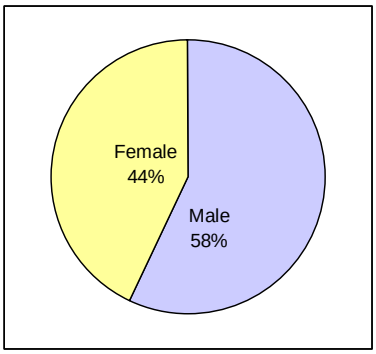
Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Small Business Consulting	1,808	1,698	1,718	1,640
Consulting Hours	14,233	16,423	14,845	16,238
Small Businesses Trained	2,626	3,406	3,000	2,579
Training Events	208	259	262	260
Training Hours (Attendees * Course Hours)	25,461	24,102	18,443	16,203

Performance Highlights:

Client mix:

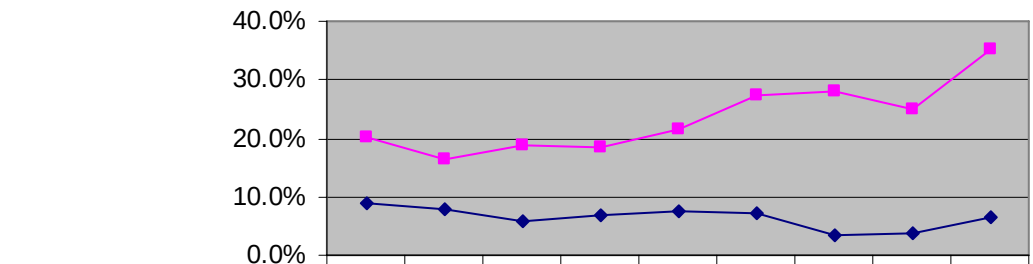
Type of business	% of clients	% of consulting hours
Retail	17%	20%
Service	36%	39%
Wholesale	3%	4%
Manufacturing	9%	12%
Construction	4%	3%
Starting a business	31%	21%

Business Ownership:



In 2006, the average impact of Idaho SBDC clients included:

- Employment growth almost 8 times the average Idaho small business
- More than 1,800 jobs created or saved
- Sales increases of $66 million
- $6 million in additional state and federal tax revenue
- A return to the economy of $5.05 for every dollar spent



	1997	1998	1999	2000	2001	2002	2003	2005	2006
Idaho small business	8.7%	7.7%	5.8%	6.9%	7.6%	7.3%	3.6%	3.7%	6.5%
Idaho SBDC client	20.3%	16.6%	18.9%	18.4%	21.6%	27.3%	27.9%	25.0%	35.4%

3 year rolling average

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Average Hours of Consulting per Client	8.2	9.7	8.6	9.9	>8.5
2. Sales growth of clients	$22,068,804	$39,980,503	$79,402,547	$66,070,529	$30 Million
3. Capital raised by clients	$34,213,753	$30,697,350	$37,769,727	$36,692,398	$25 Million
4. Client Employment Growth/Jobs Saved	692	2,542	1,948	1,827	750
5. ROI (Additional Tax Revenue over SBDC Cost)	2.26	6.44	6.25	5.05	>2.5

For More Information Contact

Jim Hogge
Special Programs, Small Business Development Centers
1910 University Dr, Boise, ID 83725
Phone: 208.426.3799
E-mail: jhogge@boisestate.edu

Agency Overview

The Idaho Council on Economic Education (ICEE or "The Council") is a 501 c 3 non-profit organization hosted by Boise State University. Since 1972 the Council and its Centers have provided materials, workshops and training in economic and financial literacy education to thousands of teachers and students throughout the entire state. The Council operates Centers for Economic Education at University of Idaho, Boise State University, College of Southern Idaho and Idaho State University.

The Council and its Centers provide K-12 school teachers and Idaho students with a multitude of educational programs in economics and personal finance to help them become better citizens, better decision makers and better eventual leaders in tomorrow's global economy. All of the Council's programs are directly correlated to and in support of Idaho's Educational Achievement Standards.

One of the Council's most popular programs is called the "International Economic Summit". It was started at Borah High School, further developed by the Council, implemented in many high schools in Idaho and is now in demand by other states across the United States. It is a great example of "Invented in Idaho" and is becoming a major Idaho contribution to the rest of the United States. The Council sponsors and conducts 12 of these events annually throughout the state. Approximately 5,000 Idaho seniors participate in this program.

The Council also provides other programs to Idaho teachers and students including:

- The Stock Market Game
- Hands on Banking
- The Classroom Mini Economy
- Ethics in Economics
- Financial Fitness for Life
- Training for High School Economics Teachers
- AP Economics
- Middle School Economics
- Economics in Children's Literature
- Mathematics and Economics

Core Functions/Idaho Code

The core functions of the Idaho Council on Economic Education are to:

- Train K-12 school teachers in economics, business, personal finance and entrepreneurship so they are better prepared to take these important principles to their students. These activities directly support the Idaho State Educational Achievements Standards.
- Administer and manage a variety of educational programs including the International Economic Summit, the Stock Market Game and others.
- Involve business, banking, government and other community leaders in economic education in a way that both provides Idaho students with quality learning experiences and also helps adults sharpen their understanding and skills.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$52,200	$54,200	$54,200	$54,800
Total	**$52,200**	**$54,200**	**$54,200**	**$54,800**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Operating Support of the 4 Idaho Centers on Economic Education at U of I, CSI, ISU and BSU	$52,200	$54,200	$54,200	$54,800
Trustee/Benefit Payments	$52,200	$54,200	$54,200	$54,800
Total	**$52,200**	**$54,200**	**$54,200**	**$54,800**

Profile of Cases Managed and/or Key Services Provided

The Idaho Council on Economic Education has trained teachers in every high school throughout the state in principles and practices of economic, finance and business education. Each year, on an ongoing basis, over 10,000 Idaho students participate in the Council's programs. The Council sponsors and manages 12 major events per year at U of I, ISU, CSI and BSU. An average of 350 students attend each of these day long "International Economic Summit" events. Additionally, approximately 3,000 students and their teachers participate in the popular "Stock Market Game" every semester.

Performance Highlights

1. Completed 12 International Economic Summit events, reaching 5,000 Idaho seniors.
2. Increased participation in the Stock Market Game from 2,000 to 6,000 students annually.
3. Expanded teacher training courses to include elementary and middle school level teachers in addition to high school teachers.
4. Trained 175 Idaho teachers in new Financial Literacy education program.
5. Welcomed 6 new members to the Board of the Idaho Council.
6. Received 5 grants from the National Council on Economic Education for teacher and student training and materials in Idaho.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark 2008
1. Teachers receiving training in economic and financial education programs	NA	*100	*125	175	200
2. Students participating in economics and financial education programs provided by Council and Centers	NA	*6,000	*7,000	11,000	12,000
3. Community volunteers participating in providing economic and financial education programs to Idaho students and teachers	NA	*275	*325	360	375

*** Performance Measure Explanatory Note:** Numbers from 2005 and 2006 are approximate.

For More Information Contact

Leon Maynard, President
Idaho Council of Economic Education
Boise State University, 1910 University Drive, Room E526, Boise, ID 83725
Phone: 208-426-1810
E-mail: LeonMaynard@boisestate.edu

Part 1 – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and an affiliate of the NIST/MEP system. It is also Idaho's EDA University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 2000 manufacturing specialists through the MEP system.

TechHelp's nine manufacturing specialists operate out of offices in Boise, Post Falls, Pocatello and Twin Falls. TechHelp's primary mission is to provide technical assistance, training and information to strengthen the competitiveness of Idaho manufacturers, processors and inventors through product and process innovation. TechHelp provides internships to Idaho University and graduate level students at the New Product Development Center (NPD) at Boise State University. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and exposes Idaho companies to talented young professionals looking to enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director reports to the Dean of the BSU College of Business & Economics and takes advisement from an Advisory Board made up of representatives from private industry, education and government. TechHelp Board bylaws state that a full board consists of 17 members; twelve from manufacturing and five from the public sector. The Director appoints ex-officio members with approval of the Board. TechHelp is currently seeking new board members to fill empty manufacturing and the public sector positions.

Manufacturing Members		
Name	**Position**	**Company**
Jim Bean (Chair)	General Manager	Preco, Inc.
Terrance McDevitt	President	JST Manufacturing Inc.
Lynn Harker	President	Woodland Furniture
Jamie Birch	VP Administration	ARTCO
Herb Minatre	President/Owner	Bay Shore Systems
Barry Ramsay	President	D8, Inc.
Jerry Whitehead	President/Owner	Western Trailers
Phil Duckett	VP Operations	Buck Knives
Marty Artis	President	FAMCO
Jim Young	Chief Executive	Precision Craft Log Structures
OPEN		
Public Sector and Services Members		
Karl Tueller	Deputy Director	Idaho Department of Commerce
Laura Johnson	Bureau Chief	Idaho Department of Agriculture
Jay Kunze	Dean	College of Engineering, Idaho State University
Jim Hogge	State Director	Idaho SBDC
Ex-Officio Members		

John Andreason	Senator	Idaho Legislature
Diane Schooley-Pettis	Interim Dean, COBE	Boise State University
Roger Madsen	Director	Idaho Dept. of Labor
Larry Stauffer	Dean, College of Engineering	University of Idaho

TechHelp Partners
TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers and processors. TechHelp also works with local groups such as chambers of commerce and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

Partnership	Center Role	Required/Desired of Center
U.S. EDA	EDA University Center	Serve remote/distressed areas of Idaho Serve non-manufacturers in Idaho
State of Idaho	Economic Development	Serve all manufacturers in Idaho Participate in implementation of Science & Technology Plan with product development service
Idaho State Universities	Contracted Partner (outreach program for economic development)	Build University reputation through professional development activity, training and internships
Idaho SBDC		Available for referrals
U.S. Dept. of Labor		Help Idaho food processors implement Lean Manufacturing practices and teach Lean English Essentials to non-native English speakers
Idaho Department of Commerce	Procurement Technical Assistance Center (PTAC)	Increase government contracting by Idaho manufacturers
Idaho Department of Labor	Workforce Development Training	Provide Idaho workers with training in advanced manufacturing skills
Idaho Dept. of Agriculture		Available for referrals

Core Functions/Idaho Code
TechHelp helps Idaho manufacturers primarily through one-on-one contact with companies. This contact ranges from major collaborative projects, which usually address a fundamental challenge facing the company, to smaller "value-added" projects, which typically bring a specific improvement to some aspect of company operations. TechHelp also hosts workshops and seminars statewide focusing on topics that impact Idaho manufacturers, processors and inventors.

TechHelp's team of experts provides personalized solutions in every area of manufacturing including:

- **New Product Development**
  - Eureka! Winning Ways Growth Services Program
  - Product Planning
  - Product Design
  - Prototyping & Testing
  - Manufacturing Assistance
  - Marketing Assistance

- **Process Improvements**
  - Lean Manufacturing
  - Lean Enterprise Certificate Program
  - Lean Manufacturing for the Food Industry
  - Lean Manufacturing for the Wood Products Industry
  - Lean Office
  - Lean Enterprise

- **Quality Systems**
  - ISO 9000
  - Six Sigma Belt Certification
- **Human Performance**
- **Business Systems**
- **Marketing and Sales**
- **Information Technology**

Testimonials:

Great American Appetizers – Nampa, ID – Lean Manufacturing for the Food Industry
"Lean drew widespread support from employees and did not lead to job losses. Productivity is up, waste is down and the overall picture is a lot of improvement and more communication." **Plant Superintendent, Luis Garcia**

TechHelp worked with Great American Appetizers to:
- Conduct a plant assessment to identify opportunities for waste reduction and profitability enhancement
- Identify and train a Hispanic Lean Champion to lead GAA's Lean transformation
- Provide training to Hispanic employees on Lean concepts required to understand the Lean 101 Workshop
- Provide in-house Lean 101 workshops and Value Stream Mapping activities to guide the Lean transformation
- Host Kaizen events focused on rapid plant change, creating a visual workplace, reducing floor waste and reducing rework
- Assess the facility's Hazard and Critical Control Point (HACCP) system and provide technical assistance to improve GAA's HACCP Program
- Obtain USDA FSIS certification that allowed GAA to add meat to their line of appetizers

Results
- Lean, HAACP and certification activities led to sales increase of $4.42 Million
- Lean helped GAA improve customer service and saved a $2.2 Million account
- Lean helped GAA save $340,000 in labor, materials, energy and overhead
- Lean helped GAA avoid a $3.5 Million plant expansion
- Lean helped GAA move from a 7-day operation to a 5-day operation and led to better morale & attitude through employee empowerment
- 5S Visual Workplace activities created a safer, more intuitive and more efficient workplace

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$161,700	$161,700	$164,800	$219,744
Total	**$161,700**	**$161,700**	**$164,800**	**$219,744**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$0	$0	$0	$40,000
Operating Expenditures	$0	$0	$0	$10,000
Capital Outlay	$0	$0	$0	$0
Trustee/Benefit Payments	$161,700	$161,700	$164,800	$169,744
Total	**$161,700**	**$161,700**	**$164,800**	**$219,744**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Cost Per Impacted Client	$24,477	$17,345	$18,066	Available Sept
No Jobs Created or Retained	102	130	225	Available Sept
Manufacturers Served	200	210	210	Available Sept
Impacted Clients (NIST survey)	56	65	65	Available Sept
% Clients Satisfied/Highly Satisfied	100%	97%	95%	Available Sept
Average Satisfaction Level-out of 5	4.47	4.53	4.53	Available Sept

Performance Highlights

All TechHelp clients are surveyed upon project completion by a NIST contracted independent survey house. TechHelp clients served from April 2005 through March 2006 reported a positive economic impact of $28,338,891 and indicated that due to TechHelp services they:

- Improved bottom line performance by $10,635,233
- Invested $13,366,946 in plant and equipment, information systems and workforce training
- Created or retained 724 jobs with a $13,366,946 economic impact

Respondents also indicated that they were highly satisfied with TechHelp services, giving the center a rating of 4.47 out of a possible 5. These results earned TechHelp a perfect score of 100 on MEP's standard used to gauge the impact of individual MEP Centers. Evaluation is a key element of all NIST MEP programs. TechHelp clients are surveyed quarterly and results are used to assess the effectiveness of TechHelp services and the impact on the performance of client firms.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Bottom-Line Client Impact Ratio	8.45	17.89	4.65	NYR*	3.0
2. Investment Leverage Ratio	20.23	11.68	6.38	NYR*	3.0
3. Customer Satisfaction Score	4.46	4.59	4.51	NYR*	0
4. Survey Response Rate	94%	94%	92.45%	NYR*	70%
5. Percent Quantified Impact	70%	64%	73.58%	NYR*	32%

*** Not Yet Reported**

Performance Measure Explanatory Note:

1. BOTTOM-LINE CLIENT IMPACT RATIO: The sum of cost savings (cost savings, avoidance of unnecessary investments, and savings on investments) reported by clients plus 15 percent of total sales impact (new sales plus retained sales) divided by the federal investment in a center. This measure was designed as a proxy measure of the bottom-line impact on the client of the services delivered by a center. Only 15 percent of the sales impact is captured in order to reflect an estimate of the gross margins for all manufacturers based on an analysis of data from the 1998 Annual Survey of Manufacturers published by the US Census Bureau. This indicator provides a measure of new and retained resources available to a firm that could result after the services are delivered.
2. INVESTMENT LEVERAGE RATIO: The sum of new investment reported by clients (defined as new investment in plant and equipment, information systems and software, workforce skills and practices and other areas) divided by the federal investment in a center. Investing in human and physical capital is an important ingredient in improving the productivity and competitiveness of small manufacturers.

Investment leverage ratios are a commonly used performance metric in many economic development programs.

3. CUSTOMER SATISFACTION SCORE: Based on a 5 point scale
4. SURVEY RESPONSE RATE: The number of clients completing the survey divided by the number of clients selected to be surveyed. The survey response rate provides a measure of the quality of the survey responses in terms of non-response basis and is also an overall measure of customer satisfaction.
5. PERCENT QUANTIFIED IMPACT: The number of clients that quantified at least one business impact (new sales, retained sales, cost savings, avoidance of unnecessary investments, savings on investments, jobs created, jobs retained, new investment in plant and equipment, information systems and software, workforce skills and practices or other areas) divided by the number of clients selected to be surveyed. This measure provides an indicator of the center's ability to perform services that have positive business impacts for a large number of their clients.

For More Information Contact

William Mulllane, Marketing Manager
Special Programs, TechHelp
1910 University Drive
Boise, ID 83725-1656
Phone: 208-426-2266
E-mail: williammullane@boisestate.edu

Part 1 – Agency Profile

Agency Overview

Idaho State University (ISU) is a publicly-supported, research-intensive, doctoral institution of higher education as created under the laws of the state of Idaho, Idaho Statute Title 33, chapter 30, governed by the State Board of Education.

Core Functions/Idaho Code

Idaho State University was established in 1947 as a comprehensive institution providing instruction in undergraduate, professional and graduate education. The State Board of Education has further defined ISU's mission as "…a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs...with primary responsibilities in delivering programs in the health professions and continuing emphasis in business, education, engineering, technical training and basic strengths in the liberal arts and sciences.." ISU is also responsible for serving the community college and technical education needs of the citizen of southeast Idaho. Additionally, ISU continues its focus on research and graduate studies in on-going support of the educational process.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$59,034,400	$61,409,300	$63,034,400	66,995,800
Charitable Institutions	$914,600	$383,800	$0	629,700
Normal School	$1,597,500	$1,497,600	$1,602,800	1,067,700
Unrestricted Current	$11,757,000	$15,539,100	$7,081,200	7,395,239
Restricted Current	$20,889,700	$22,466,200	$25,238,800	24,766,561
Total	**$94,193,200**	**$101,296,000**	**$96,957,200**	**100,855,000**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$66,822,100	$71,680,400	$77,845,363	80,252,577
Operating Expenditures	$15,125,300	$16,712,100	$16,108,823	15,808,550
Capital Outlay	$3,908,800	$3,789,900	$3,003,014	4,793,873
Trustee/Benefit Payments	$0	$0	$0	0
Total	**$85,856,200**	**$92,182,400**	**$96,957,200**	**100.855.000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Weighted Credit Hours Produced	596,018	592,327	597,889	Not available
Total Degrees Awarded	2,235	2,217	2,036	2,448
Total Student Enrollment at end of Spring Semesters	13,591	13,436	13,820	13,421

Performance Highlights:

Idaho State University's regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU) was reaffirmed in January 2005 for an additional ten years. In addition, ISU holds specialized accreditation in 30 academic programs and 19 College of Technology programs.

In support of ISU's assigned mission, programs added over the past four years include Associate degrees in Paramedic Science, Radiographic Science, Respiratory Therapy, Massage Therapy, Paralegal Studies, Health Physics, and Nursing; Bachelor degrees in Health Science, Geomatics, Earth and Environmental Systems, and Nuclear Engineering, as well as expanded programs in Geosciences, Exercise Science, Outdoor Education, and Elementary Education emphasis areas. In addition, an Honors Bachelors degree program was begin in 2005. Graduate degrees have been added in Counseling, Engineering, Education, Historical Resources Management,

Dental Hygiene, Audiology, Instructional Design, Special Education, and Applied Physics. These programs and degrees continue to support ISU's primary mission in the health professions and continuing emphasis in business, education, engineering, technical training, and basic strengths in the liberal arts and sciences.

While the number of Idaho high school graduates has been stable to declining, and the competition for those graduates has increased from both in-state and out-of-state institutions, Idaho State University has been able to maintain total enrollment within ± 3 percent by focusing increased efforts on attracting graduate students and international students. Graduate student enrollment increased from 1,938 students in Fall 2003 to 2,636 students in Fall 2006, while enrollment of international students reached 347 students, from 65 countries, for Fall 2006. This is an increase of 26%, up from 275 students, from 57 countries, in Fall 2003. As a result of a 3 percent decline in total enrollment for Fall 2006 (13,929 students vs. 14,361 for Fall 2005), a Recruitment and Retention Task Force was appointed to review current recruitment, retention, and marketing activities to plan strategies to increase enrollment at all levels and to reduce attrition.

In spring 2007 a Memorandum of Understanding was signed between ISU and the League of Schools (Region V School Superintendents) to formalize the partnership to expand concurrent enrollment opportunities to qualified high school students, and professional development training for high school teachers who serve as ISU adjunct faculty for concurrent enrollment courses. The Department of Mathematics has developed a six-week summer professional development workshop for high school mathematics teachers to instruct the teachers in statistics, in methods of teaching statistics, and to build learning communities among high school teachers and ISU faculty members.

The Biomedical Research Institute, begun in 2005, embraces the latest advances in biomedical engineering, biotechnology, nanotechnology, neuroscience and bioinformatics and bio-signaling research in medicine, biology, and healthcare. The Institute aims to further enhance the fulfillment of the mission and goal of Idaho State University as the lead among Idaho universities in the health professions, and will increase the collaboration, efficiency, and focus of the University's biomedical research activities, as well as provide additional resources for faculty to improve research capabilities.

ISU continues its focus on research and graduate studies in on-going support of the educational process. Research awards for FY2006 were $32,503,700 and estimated awards for FY2007 should exceed $33 million. Examples of recent awards include a NIH grant of $1.2 million to Dr. Leslie Devaud, College of Pharmacy for her project "Molecular Basis for Sex-Selective Effects of Ethanol." And a NSF grant of $650,000 to Dr. Scot Kelchner provides coordination, data analysis and bioinformatics resources for an international team that will resolve the evolutionary relationships and classification of the world's bamboos. Kelchner and a colleague are leading a group of nearly 20 researchers from 10 different countries. Idaho State University researchers are also studying how single-celled bacteria living in Pacific Northwest geothermal areas may eventually be used to assist in the cleanup of metal contamination, nuclear waste and other hazardous materials. Dr. Habib Sadid of the Civil Engineering Department received $183,000 from the Idaho Transportation Department to conduct a year-long assessment aimed at improving the quality of Idaho's roads while cutting construction costs. The National Science Foundation has not only granted ISU's GK-12 program a second three-year $1.8M award, but has also awarded ISU's program with the 2007 GK-12 Media Award. ISU's current GK-12 Program partners ISU undergraduate and graduate students in science and engineering with a local K-12 teacher for one year to help K-12 students do more "real world" science and engineering. The College of Technology received nearly $2.0M from the U.S. Department of Labor as one of 72 recipients of a President's Community Based Job Training Grant to be used in the development of the Energy Systems Technology and Education Center in collaboration with ISU, INL, and Partners for Prosperity.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Total Enrollment – end of fall term	13,725	14,361	13,929	Not yet available	Target: to maintain current enrollment, & increase by 2%/year where capacity and resources exist
2. Retention Rate – full-time freshmen (degree seeking)	52%	57%	57.7%	Not yet available	Target: to improve retention by 1-2% annually and by 10% total within next 5 years
3. Off-Campus Credit Hours – end of fall term	28,755	31,496	30,687	Not yet available	Target: to increase off-campus credit hours by 1-2%/yr
4. External Research Funding (end of fiscal year)	$28.11M	$28.53M	$32.5M	$33M (estimate)	Target: to increase external research funding by 5%/year
5. Total Degrees & Certificates Awarded	2,235	2,217	2,036	2,448	Target: to increase degrees and certificates awarded by 1-2%/year

Performance Measure Explanatory Note: NA

For More Information Contact

Arthur Vailas, President
Idaho State University, Stop 8310
Pocatello, ID 83209-8310
Phone: (208) 282-2566
E-mail: vailarth@isu.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Health Programs – ISU Family Medicine Residency Performance Measurement Report

FY 2007

AGENCY OVERVIEW

There are two family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello and the Family Medicine Residency of Idaho (FMRI) in Boise, which is not affiliated with Idaho State University. Both programs are funded from State allocations, grants, local hospitals, Graduate Medical Education, funds through Medicare and patient revenues. This is a report from the ISU Family Medicine Residency, founded in 1992. The ISU FMR is a division of the Department of Family Medicine in the Kasiska College of Health Professions at Idaho State University. The ISU FMR has a Graduate Medical Education Committee (GMEC) that oversees all residency functions. The GMEC is made up of members from Idaho State University, Portneuf Medical Center, a Bannock County Commissioner, local physicians and two resident physician members. Jonathan Cree, M.D. is the Director of the ISU FMR and Chairman of the Department of Family Medicine.

CORE FUNCTIONS/IDAHO CODE

There are two core functions of the ISU FMR:

1. **Training family physicians to provide care to populations throughout Idaho, both rural and urban.**
   Idaho is 49th out of 50 in physician per capita state statistics in the USA and has a special problem recruiting physicians to settle in isolated rural Idaho. Both residency programs have an excellent track record of recruiting family physicians that settle and stay in Idaho, and gives Idaho the honor of being eighth state in the nation in retention rates. The ISU FMR has 18 M.D. residents and two pharmacotherapy residents in training, and graduates six new family physicians each June. 28 of 59 family physicians graduated from the ISU FMR have been recruited to settle in Idaho since the first class graduated in 1995.

2. **Provision of services to underserved populations in Idaho:**
   Over the last decade the two residency programs and their graduates have become leading medical providers to the underserved populations in Idaho. Reimbursement of such medical services has been declining, while program costs have been climbing. The ISU FMR provides over 1.8 million dollars in medical services to Medicaid, Medicare, and the indigent. Approximately 40% of the 2.2 million dollars (or $900,000) annual charges are written off to bad dept and contractual adjustments. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents and the home-bound also receive medical support from the residents. Residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, and indigent patients and supporting free clinics in their communities.

REVENUE AND EXPENDITURES

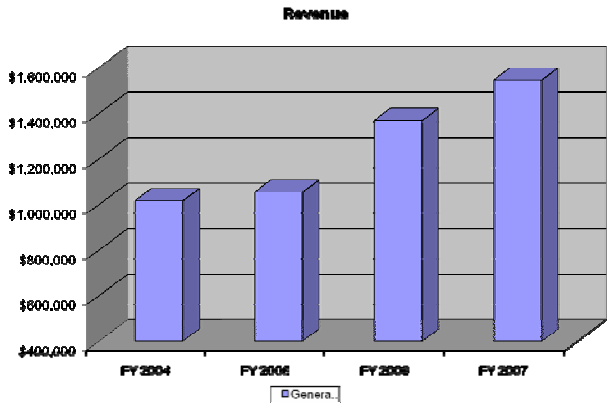
Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$1,016,000	$1,053,800	$1,368,700	$1,543,600
Total	**$1,016,000**	**$1,053,800**	**$1,368,700**	**$1,543,600**

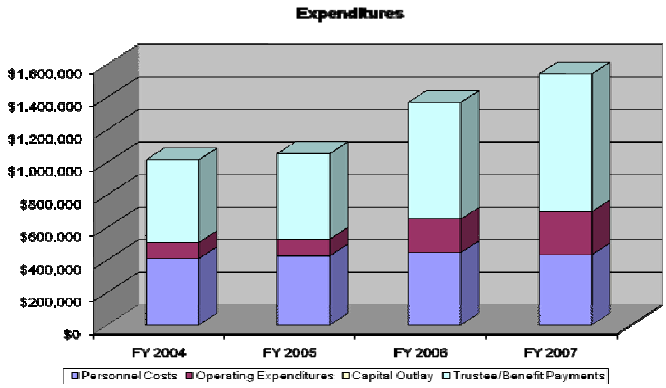
Expenditure	FY 2004	FY 2005	FY 2006	FY 2007
Personnel Costs	$ 409,400	$ 426,000	$ 445,800	$ 432,600
Operating Expenditures	$ 98,600	$ 102,900	$ 205,900	$ 264,900
Capital Outlay	$ 0	$ 0	$ 0	$ 0
Trustee/Benefit Payments *	$ 508,000	$ 524,900	$ 717,000	$ 846,100
Total	**$1,016,000**	**$1,053,800**	**$1,368,700**	**$1,543,600**

* Trustee/Benefit Payments are the component of State support that goes to the Boise program.

Health Programs – ISU Family Medicine Residency — Performance Measurement Report

FY 2007





PROFILE OF CASES MANAGED AND/OR KEY SERVICES PROVIDED

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Number of Graduates for year	5	3	5	6
Number Settled in Idaho for year	4	1	2	3
* Total Settled in Idaho	21 / 45	22 / 48	25 / 53	28 / 59

* Indicates number of graduates who have settled in Idaho / total number of graduates, over the course of ISU FMR history.

PERFORMANCE HIGHLIGHTS

The following are additional Performance Highlights not detailed in Core Functions:

1. HEALTH PROFESSIONS EDUCATION

The ISU FMR serves as major clinical teaching site for the education of a broad range of future Idaho professionals. A new Medical Informatics Degree is being designed around the information technology component of the ISU FMR. Current and future health professional students include:

- Nursing Students
- Nurse Practitioner Students
- Physician Assistant Students
- Undergraduate Medical Students
- Masters in Health Education Candidates
- Masters in Nutritional Sciences Candidates
- Masters in Psychology Candidates
- Medical Informatics Degree Candidates
- Pharmacy Students
- Pharmacotherapy Residents
- College Level Pre-Med Students
- Speech Pathology Students
- Psychology Students
- Psychotherapy Students
- Business Study Students

2. HUMANITIES DIVISION

The ISU FMR employs a psychologist to lead the Humanities Division of its program. Residents get training in multi-disciplinary aspects of community medicine and community psychiatry, which are major deficit areas in Idaho. Community Medicine includes exposure to community resources exemplified by hospice, home health, the infant-toddler program, and epidemiology each of which is based out of the Southeastern Idaho District Health Department; introduction to competencies in interviewing and community-oriented primary care; analysis of video-taped clinical encounters drawn from the resident's outpatient clinic tutorials on health behavior change and depression; and exposure to three community psychiatrists operating in three different

venues: a short-term inpatient unit for acute psychiatric disturbance; a community mental health center; and a Children's Support Services Clinic. The psychiatric rotation includes additional exposure to each of the psychiatric settings, domestic violence training; and tutorials in somatoform disorders and health behavior change. MD residents work alongside Master of Science in Psychology candidates.

3. CLINICAL SERVICE GRANTS

The ISU FMR has active clinical grant writers who pursue grants to help offset residency deficits and enrich the clinical training. These grants include Title VII grants which are extremely important to the Pocatello residency program and the populations it serves. Over the last decade these grants have assisted funding outreach to rural perinatal populations in American Falls and Aberdeen, uninsured GYN patients with precancerous lesions of the uterine cervix, education in The New Model Office Paradigm and new models of psychiatric care. The funds brought into Idaho through the successful grant applications are shown below:

Year	Name	Grant	Term
99/02	OB OUTREACH	$ 400,000	3 years
02/05	WOMEN'S HEALTH	$ 351,000	3 years
05/08	NEW MODEL OFFICE	$ 563,841	3 years
04/05	EMR	$ 962,701	2 years
98/06	HIV	$ 550,000	8 years
	Total	$ 3,577,000	8 years

4. RESEARCH DIVISION

The ISU FMR sponsors an active and successful research division. We are extremely fortunate in having a nationally renowned pharmacotherapy researcher, Professor Rex Force, PharmD, who has literally brought millions of health care grant funds into Pocatello in the last ten years. These include two prestigious NIH multi-center trials, ACCORD and AIMHIGH. The ISU FMR Division of Research was a major contributor to the ALLHAT study which changed the approach to hypertension treatment all over the world. Other studies include ONTARGET and TRANSCEND. Dr. Rex Force supervises a highly qualified staff of research assistants and coordinators to service these grants. Additionally, the Clinical Research Division of the Department of Family Medicine at ISU is extremely productive in scholarship research publications and book chapters.

Year	Name	Grant	Term
95/02	ALLHAT	$ 96,000	7 years
98/01	CONVINCE	$ 21,000	3 years
99/03	CHARM	$ 28,000	5 years
02/08	ACCORD	$ 1,547,911	7 years
06/10	AIM HIGH	$ 514,000	4 years
02/08	ONTARGET TRANSCEND	$ 120,000	6 years
	Total	$ 2,326,911	10 years

5. INFORMATION TECHNOLOGY

The ISU FMR is leading the way in education medical institutions in the realm of information technology. We have a fully implemented electronic health record with HIPPA compliant web-based access for both providers and patients. The ISU FMR through a successful appropriations request submitted by the ISU Institute of Rural Health fully funded the Electronic Medical Records at the Boise Family Medicine Residency in addition to funding its own program. Rather than a paper chart, residents and faculty enter the room with a computer tablet on their left arm, and share data with their patients during the consultation directly into the tablet. Both physicians and their patients are constantly online throughout the consultation to ensure treatments are evidence-based and up-to-date.

6. INTEGRATIVE HEALTH

Dr. Jean Bokelmann has started the Integrative Health Clinic in Pocatello, Idaho, which has provided a much-needed alternative approach to chronic medical problems. Her clinic is booked out over four months ahead. This provides a broader perspective of patient needs to residents in family medicine training.

7. PHARMACOTHERAPY SERVICES

The ISU FMR has integrated pharmacy services to model future multi-disciplinary practice profiles. Prescribing from the ISU FMR is now electronically based. As a prescription is entered into the EMR in front of the patient, it is instantly accessible from that patient's pharmacy through the web and is available for pickup by the time they leave the office. Pharmacotherapists run anticoagulation clinics, pharmacotherapy clinics, the pharmacy component of HIV clinics and medication assistance programs for patients who cannot afford their medications. Pharmacy residents assist with quality assurance initiatives and congestive heart failure, asthma, depression, cardiovascular disease and diabetes. They assist in the transition of care from the hospital to the outpatient clinic and ensure the patients understand their new complex medication regimens. Pharmacy staff assist patients and providers with the Medicare D drug program.

8. NEW MODEL OFFICE PARADIGM

The ISU FMR is strongly invested in an innovative concept of practice called "The Model Office Paradigm for Family Medicine." Through the Title VII grant award that Associate Director, Dr. William Woodhouse, authored, the residency has sent several faculty members and staff to the Intermountain Health Care Institute for Health Care Delivery Research. The residency now offers open access scheduling, patient centered care with patient advocacy feedback, electronic patient communication and group visits for specific diagnostic categories. Through the data available on the Electronic Health Record the residency has embarked on several quality improvement programs in order to keep the program in line with national standards.

For More Information Contact

Jonathan Cree, M.D., Director
ISU Family Medicine Residency
465 Memorial Drive
Pocatello, ID 83201-4008

Phone: 208-282-3253
E-mail: joncree@fmed.isu.edu

Part 1 – Agency Profile

Agency Overview

Family Medicine Residency of Idaho (FMRI), founded in 1975, and will be called FMRI in this document. FMRI is funded from State allocations, grants, local hospitals, and Graduate Medical Education funds through Medicare and patient revenues. FMRI is governed by a consumer based independent board and is an independent corporate entity and has a Graduate Medical Education Committee that oversees all residency education functions. The Director of FMRI is Ted Epperly, M.D. and is affiliated with the University of Washington WWAMI Residency Network.

Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

   Idaho is 49th out of 50 in physician per capita state statistics in the USA and has a special problem recruiting physicians to settle in isolated rural Idaho. FMRI has an excellent track record of recruiting family physicians that settle and stay in Idaho. The Residency, including its Caldwell Rural Training Track, has up to 30 residents in training at any one time and graduates eight to ten new family physicians each June. Currently, the residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Over 135 family physicians have been recruited to settle in Idaho since the beginning of both programs.

2. Provision of services to underserved populations in Boise.

   Over the last decade the residency program have become leading medical providers to the underserved populations of Boise. Reimbursement of such medical services has been declining, while program costs have been climbing. FMRI provide over three million dollars in medical services to Medicaid, Medicare and the indigent and absorbs approximately one million dollars of uncompensated care annually. FMRI support and staff community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. Residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid and indigent patients and supporting free clinics in their communities.

Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	$1,012,900	$1,016,000	$1,053,800	$1,534,700
Total	**$1,012,900**	**$1,016,000**	**$1,053,800**	**$1,534,700**
Expenditure	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**
Personnel Costs	$406,300	$409,400	$426,000	$423,700
Operating Expenditures	$100,100	$98,600	$102,900	$264,900
Capital Outlay	$0	$0	$0	$0
Trustee/Benefit Payments	$506,500	$508,000	$525,000	$846,100
Total	**$1,012,900**	**$1,016,000**	**$1,053,900**	**$1,534,700**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided		FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Boise:	Number of Graduates	8	9	8	11	9
Idaho	Number Settled in Idaho	4	5	6	5	6
	Total Settled in Idaho*	101/185	105/193	110/202	116/210	121/221

* Indicates number of graduates who have settled in Idaho / total number of graduates.

Part II – Performance Measures

Performance Measure	Benchmark	2003	2004	2005	2006	2007
1. To address the need for family physicians in Idaho						
a. FMRI will graduate nine family physicians per year in good standing.	9	8	9	8	11	9
b. Will encourage all graduates to practice in Idaho with a retention rate of 50%	50%	50%	44%	75%	45%	67%
c. Of those graduates staying in Idaho 40% will stay in rural or underserved Idaho.	40%	38%	33%	50%	45%	83%
d. Successful completion of Board of Medicine examination with 100% pass rate.	95%	100%	100%	100%	100%	100%
2. To draw quality students to Idaho with an emphasis on relocation within an Idaho practice.						
a. FMRI will match ten positions annually for Residency training in family medicine.	10 (changed to 10 in 2006)	8	9	9	10	10
b. FMRI will obtain full accreditation with Accreditation council on Graduate Medical Education (ACGME).	100%	100%	100%	100%	100%	100%
c. FMRI will offer interviews to all Idaho residents who are qualified for the program.	Number of interviews offered	5	12	6	5	7
3. To foster linkages with the University of Washington School of Medicine at the undergraduate, graduate, and faculty level.						
a. The measure will be UW medical students applying to FMRI.	75%	13 (100%)	8 (100%)	8 (100%)	9 (100%)	
b. The program will maintain and encourage rural rotations in family medicine for Idaho's family medicine	Number of rotations completed Goal > 20	27	25	25	25	

Performance Measure	Benchmark	2003	2004	2005	2006	2007
residents. The measure will be the number of rotations completed. c. FMRI will maintain medical student rotations in family medicine. The measure will be the number of medical student rotations.	Number of rotations Goal > 12	13	6	20	21	
4. FMRI will provide pharmacy and ancillary medical provider opportunities for training. a. FMRI will provide rotations for pharmacy students and pharmacy residents from Idaho State University and other Universities. The measure will be the number of rotations.	Number of rotations Goal > 6	11	10	9	10	
b. FMRI will provide opportunities for training of social work students. The measure will be the number of students.	Number of rotations Goal > 2	1	2	2	3	

For More Information Contact

Ted Epperly, M.D., Director
Family Medicine Residency of Idaho
777 North Raymond
Boise, ID 83704
Phone: 208-367-6042
E-mail: ted.epperly@fmridaho.org

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently 8 seats available for Idaho residents to obtain their dental education. The Program is a cooperative effort of Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University's Kasiska College of Health Professions in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has 5 regular employees and 5 adjunct employees at the only location in Pocatello, Idaho. Dr. Jeff Ybarguen is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Marlene Funk is the Administrative Assistant (AA-II) who works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency. These programs are located in the same facility at Idaho State University.

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment.

The program has been in service since 1982 and has been very successful in accomplishing its mission. Since inception 73.3% of IDEP graduates have returned to Idaho to practice. The statewide distribution follows the state geographic population with 8% of graduates practicing in South Central Idaho, 12% in Northern, 33% in Southeastern, and 47% in Southwestern Idaho. 70% of graduates practice general dentistry while 30% practice as specialists. 62% practice in Idaho's urban areas with 38% practicing in rural areas.

With approximately 12.5 applicants for each seat, the program has been successful in attracting the highest quality students to the program. The average DAT scores and undergraduate GPA's of our students consistently exceed that of the average marks of matriculated students in dental schools nationally.

Core Functions/Idaho Code

See Agency Overview above

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$853,400	$924,500	$994,900	$1,046,200
Unrestricted Current	$133,100	$189,700	$187,200	$181,800
Total	**$986,500**	**$1,114,200**	**$1,182,100**	**$1,228,000**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$260,000	$333,800	$343,700	$309,200
Operating Expenditures	$13,600	$15,100	$21,300	$16,400
Capital Outlay	$0	$7,100	$0	$6,700
Trustee/Benefit Payments	$622,800	$702,600	$750,900	$811,300
Total	**$896,400**	**$1,058,600**	**$1,115,900**	**$1,143,600**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
N/A : see Agency Overview above				

Performance Highlights:

The program has been able to attract high quality competitive students. With approximately 12.5 applicants for every available seat, the credentials of our students are usually significantly higher than national averages. The program uses objective measures to measure performance such as Part I and Part II National Board Scores along with the section scores on the National Boards as appropriate and relevant to the program, cumulative class rank on graduation, and Clinical Board Pass Rates. These measures serve as external objective criteria to assess the IDEP program outcomes against national and Creighton norms.

Idaho Dental Education Program: Board Scores

IDEP Dental Anatomy – Part I National Boards

IDEP YEAR	CREIGHTON GRAD	IDEP AVG	CU AVG
98-99	2002	91.14	87.90
99-00	2003	92.00	90.00
00-01	2004	90.29	88.40
01-02	2005	89.75	89.00
02-03	2006	90.38	87.80
03-04	2007	89.00	86.70

IDEP Anatomical Sciences – Part I National Boards

IDEP YEAR	CREIGHTON GRAD	IDEP AVG	CU AVG
98-99	2002	87.57	85.60
99-00	2003	84.42	85.40
00-01	2004	85.00	85.80
01-02	2005	83.25	83.70
02-03	2006	86.50	84.30
03-04	2007	80.62	81.50

National Dental Board Scores

The national dental boards are taken in two parts: part I, covering the basic science coursework and preclinical preparation and part II, covering the clinical areas.

Graduating Class	IDEP Average Part I	CU Average Part I
2002	87.71	83.30
2003	85.57	84.40
2004	86.25	86.40
2005	85.13	85.00
2006	89.88	85.90
2007	85.75	85.10

Graduating Class	IDEP Average Part II	CU Average Part II
2002	89.00	83.30
2003	87.00	86.60
2004	85.28	94.20
2005	85.13	83.00
2006	88.13	84.20
2007	85.50	not available at this time

Clinical Board Pass Rates

The passage rate for clinical boards for students completing the program has been 100% for all students through the 2007 graduating class.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Pass rate on WREB or CRDTS exam	100%	100%	100%	100%	Target = Idaho graduates will maintain >90% first time pass rates
2. Cost per student	$29,228	$31,982	$34,082	$36,878	Target = Cost per student <50% of national DDSE
3. Return rate of IDEP graduates to Idaho	70%	85%	75%	75%	Target = Return rate >50% (% private practice IDEP graduate in Idaho)

Performance Measure Explanatory Note: NA

For More Information Contact

Dr. Jeff Ybarguen
Health Programs, IDEP Dental Education
Idaho State University, Campus Box 8088
Phone: (208) 282-3289
E-mail: ybarj@isu.edu

Part 1 – Agency Profile

Agency Overview:

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho.

Core Functions/Idaho Code

The Idaho Museum of Natural History has two core functions:
1) To collect, care for, research, interpret and present — through educational programs and exhibitions — Idaho's cultural and natural heritage.
2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$487,000	$510,400	$521,100	$595,500
Total	**$487,000**	**$510,400**	**$521,100**	**$595,500**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$462,600	$496,900	$507,600	$533,900
Operating Expenditures	$24,400	$13,500	$13,500	$13,800
Capital Outlay	$0	$0	$0	$47,800
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$487,000**	**$510,400**	**$521,100**	**$595,500**

Profile of Cases Managed and/or Key Services Provided

1) Collections and Associated Research: a) secure space, care and storage of collections; b) access to collections, collections records and other archived information; c) research and presentation of new knowledge. This is provided to those repositing collections, scholars, other natural history organizations, and Idaho's and others' museums

2) Education and Training: on-site, off-site, and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. This is provided to K-12 students, higher education students, instructors and teachers, residents and visitors.

3) Resources, Expertise and Consultation: a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue/ space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. This is provided to residents, visitors, scholars, organizations and agencies required to reposit collections in an accredited repository, other natural history organizations, Idaho's and others' museums

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Visitors/ users of collections	7	10	12	41
Loans from collections	42	46	52	14
Objects in IMNH collections (est)	275,000	300,000	310,000	307,965
Programs for public audiences	30	63	82	95
Public served through programs	367	645	3,797	5,284
K-12 students on class tours	3,833	3,931	2,737	3,705
Loans from the Education Resource Ctr.	480	428	335	252
Exhibitions mounted	3	4	4	3
Gallery visitors	4,693	4,341	8,829	9,064
Professional papers presented	3	3	12	12
Museological training sessions offered	5	7	3	0

Performance Highlights:

Grant/Donations revenues received: FY04 $16,943; FY05 $244,261; FY06 $487,356; FY07 $181,150
Gallery Admissions revenue: FY04 $13,000 (est); FY05 $16,275; FY06 $15,419; FY07 $12,670
Museum Store revenue: FY04 $12,000 (est); FY05 $14,281; FY06 $18,649; FY07 $23,249

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Number of general public visitors	4,693	4,341	8,829	9,064	Target: increase by 10%/year
2. Number of educational programs for general public	30	63	82	95	Target: 100 per year
3. Number of people served by the general public museum programs	367	645	3,797	5,284	Target: increase by 5%/year
4. Grant revenue received	$16,943	$244,261	$487,356	$181,150	Target: $50,000/year
5. Museum Store revenue received	$12,000	$14,281	$18,649	$23,249	Increase by 10%/yr

Performance Measure Explanatory Notes:

#1: Increased by 2.7%. We opened 3 instead of 4 exhibits, one of which is traveling and at a different venue; we did not open an exhibit in June, spending much of our staff time on finalizing our reaccreditation self-study.
#2: Increased by 15.8%. Gaining on target
#3: Increased by 39%. Well exceeded goal
#4: Well exceeded target. Note that these are revised figures from previous years (concur with ISU Grants accounting).
#5: Increased by 24.7%. Well exceed goal.

For More Information Contact

Linda T. Deck, Director
Special Programs, Idaho Museum of Natural History
Campus Box 8096
Phone: (208) 282-5417
E-mail: decklind@isu.edu

Agency Overview

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with *primary emphasis* on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will *give continuing emphasis* in the areas of business, education, liberal arts and physical, life, and social sciences, which provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$ 79,973,500	$ 83,177,100	$ 87,786,900	$ 90,539,000
Land Grant Endowments	7,855,000	6,714,200	6,314,000	4,859,600
Student Fees: Misc. Receipts	13,698,300	14,762,100	16,183,800	16,345,900
Student Matriculation Fees	18,631,300	21,003,100	22,777,000	22,975,400
Total	**$ 120,158,100**	**$ 125,656,500**	**$ 133,061,700**	**$ 134,719,900**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$ 85,149,000	$ 87,350,800	$ 91,911,700	$ 96,659,300
Operating Expenditures	31,380,100	28,432,000	36,260,200	29,709,300
Capital Outlay	4,669,200	4,486,000	5,466,300	7,497,900
Trustee/Benefit Payments	0	0	$0	0
Total	**$ 121,198,300**	**$ 120,268,800**	**$ 133,638,200**	**$ 133,866,500**

Profile of Cases Managed and/or Key Services Provided

Students Enrolled Annual Unduplicated Headcount	FY 2004	FY 2005	FY 2006	FY 2007
Non-Degree	5,209	4,331	4,268	3,914
Undergraduate	9,743	9,724	9,614	9,331
Graduate	3,673	3,628	3,305	2,960
Law	309	300	301	315
WWAMI	19	18	18	18
Total	18,953	18,001	17,506	16,538
Degrees Awarded	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Bachelors	1840	1925	1933	1899
Masters	587	655	663	598
Specialist	33	46	63	62
Law	104	99	89	104
Doctoral	82	99	106	99
Total	2646	2824	2854	2762
Credit Hours Taught	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Lower Division Undergraduate	162,079	158,786	155,615	152,938
Upper Division Undergraduate	126,828	130,416	126,870	121,232
First Professional	10,515	10,323	10,318	10,598
Masters	38,798	35,777	32,472	28,913
Doctoral	10,663	10,923	9,972	7,974
Total	348,883	346,225	335,247	321,655

Grant and Contract Expenditures	FY 2004	FY 2005	FY 2006	FY 2007
Federal	$ 48,530,023	$ 49,494,229	$ 47,751,600	$ 45,264,300
State	9,908,776	10,321,884	10,445,700	10,352,400
Other	14,661,524	13,794,070	16,414,600	15,570,800
Total	$ 73,100,323	$ 73,610,183	$ 74,611,800	$ 71,187,500

Part II – Performance Measures

Performance Measure		2004	2005	2006	2007	Benchmark
1. One-year Retention New Frosh (from CSRDE)	UI Rate Peer Median UI Rank	82.3% 80.7% 8 / 19	80.4% 80.7% 12 / 19	77.6% 80.7% 14 / 19	75.5% 80.9% 15 / 19	Above Median 9 / 19
2. Six-year Graduation New Frosh (from CSRDE)	UI Rate Peer Median UI Rank	54.8% 56.6% 6 / 16	55.8% 57.6% 13 / 19	59.7% 58.9% 9 / 19	55.3% 59.8% 15 / 19	Above Median 9 / 19
3. Instructional Dollars per Student FTE (from IPEDS)	UI Amount Peer Median UI Rank	6,234 6,740 14 / 19	6,689 6,6990 12 / 19	7,988		Above Median 9 / 19
4. Scholarship Dollars per Student FTE (from IPEDS)	UI Amount Peer Median UI Rank	876 834 9 / 19	1,324 955 6 / 19	1,389		Above Median 9 / 19
5. Grant & Contract Dollars per Faculty FTE (from IPEDS)	UI Amount Peer Median UI Rank	111,009 102,653 7 / 19	116,163 109,170 8 / 19	119,992		Above Median 9 / 19

Performance Highlights:

In the spring of 2005, President Tim White initiated a "Plan for Renewal of People, Programs, and Place." This pathway to a distinctive future is grounded in the articulation of aspirations, vision, and values, and a plan that eliminates our recurring and accumulated deficits, expresses a multi-year renewal commitment to focus on academic and institutional priorities, and reinvests in people, programs and place. The plan contains five Strategic Academic Themes:

1. Promoting Science and Technology – advancing Idaho's core competencies in science, technology, and engineering areas of imaging, power and energy, biosciences, and nanoscience and materials.
2. Advancing Liberal Arts and Sciences – strengthening the arts and sciences to improve scientific discovery, social and cultural enhancement, and progress in the applied professions.
3. Catalyzing Entrepreneurial Innovation – using ideas, creativity, innovation and engagement to inspire enterprise and technological change.
4. Stewarding the Environment – sustaining Idaho's natural resources that contribute to our quality of life and natural resources-based industries.
5. Understanding Sustainable Design and Life Style – the integration of architecture, creative arts, and law in urban, rural, and frontier environments.

For More Information Contact

Dr. Tim White
University of Idaho
375 S Line
Moscow, ID 83844-4244
Phone: (208) 885-6365
E-mail: timwhite@uidaho.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

The WOI (WI) (originally Washington-Oregon-Idaho, but now Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Department Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. The WOI Program was established in 1974 as a cooperative program of University of Idaho, Washington State University, and Oregon State University. The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University (WSU) and Oregon State University (OSU). Oregon has recently dropped out of the cooperative program. Idaho students' DVM degree is awarded by WSU. The WOI Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University. Idaho actually provides the cooperative program with the majority of veterinary students with an interest in production agriculture animals.

Core Functions/Idaho Code

The University of Idaho provides educational opportunities for any senior student in the Washington State University College of Veterinary Medicine by providing 65 one-month teaching rotations in food animal production and clinical medicine at the Caine Veterinary Teaching Center (CVTC) in Caldwell. Faculty members at the CVTC also interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical evaluation of disease situations.

1. Provide access to veterinary medical education for Idaho residents – the current WOI contract reserves 11 seats for Idaho veterinary medicine students each year. A total of 44 Idaho students are enrolled in this program per year.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State. On average, 65-75% of new Idaho resident graduates of the WOI Program are licensed to practice veterinary medicine in Idaho annually.
3. Provide hands-on instruction opportunities for senior veterinary students – 65 one-month teaching blocks in food animal production medicine and clinical experience are offered annually at the CVTC in Caldwell.
4. Provide access to referrals from Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept approximately 600 hospital clinical referrals annually as student teaching cases; b) provide disease diagnostic testing on approximately 15,000 diagnostic samples annually, and; c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$ 1,536,800	$ 1,586,900	$ 1,754,300	$ 1,774,100
Total	**$ 1,536,800**	**$ 1,586,900**	**$ 1,754,300**	**$ 1,774,100**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$ 477,400	$ 497,600	$ 525,800	$ 504,800
Operating Expenditures	1,059,400	1,089,000	1,128,500	1,131,100
Capital Outlay	0	0	0	38,200
Trustee/Benefit Payments	0	100,000	100,000	100,000
Total	**$ 1,536,800**	**$ 1,686,600**	**$ 1,754,300**	**$ 1,774,100**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Enroll 44 Idaho residents per year	44	44	44	44
Provide 65 one-month student rotations	65	65	65	65
Accept clinical hospital referral cases	586	561	581	595
Accept veterinary diagnostic cases	10,316	10,183	22,358	22,185

Performance Highlights

The University of Idaho is a full partner in the program with a contractual relationship with WSU providing annual access to veterinary medical education for 44 Idaho residents. During their senior year, veterinary students can

participate in 2- or 4-week rotations in food animal production medicine and clinical experience at the Caine Veterinary Teaching Center. A consistent number of Idaho resident graduates are licensed to practice veterinary medicine in Idaho each year. Faculty members interact with veterinarians, livestock producers, allied industries, and regulatory agencies to address animal health and disease issues within the state of Idaho.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Senior veterinary students selecting elective rotations in Caine Center blocks.	24 students	44 students	48 students	40 students	
2. Number/percentage of Idaho resident new graduates licensed to practice Veterinary Medicine in Idaho.	7 students (70%)	8 students (73%)	7 students (64%)	7 students (64%)	
3. Number of disease investigations conducted by Caine Center faculty.	228	324	334	139	
4. Number/amount of grants/contracts by WOI faculty members.	5 / $259,832	7 / $366,120	8 / $211,752	7 / $381,382	

For More Information Contact

Marie S. Bulgin, DVM/Teaching Program Coordinator
Health Programs, WOI Veterinary Medicine
Caine Veterinary Teaching Center
1020 E. Homedale Road
Caldwell, ID 83607
Phone: (208) 454-8657
E-mail: mbulgin@uidaho.edu

Agency Overview

The **Idaho WWAMI Medical Education Program** provides eighteen Idaho students (twenty, beginning in FY08) with the opportunity to complete their first year of medical training through the University of Washington School of Medicine's regional program at the University of Idaho's Moscow campus, sharing resources and faculty with the joint program at Washington State University in Pullman. After completing their second year of training at the medical school in Seattle, WWAMI students also have the opportunity to return and complete their 3rd and 4th year clinical training requirements in Idaho. These clinical rotations are coordinated through the WWAMI (Idaho) Office for Clinical Medical Education in Boise. WWAMI allows Idaho's medical students to complete three of their four years of medical school training in their home state, increasing their familiarity with the healthcare needs of their region and state, and increasing the likelihood that students will return to Idaho communities to practice medicine, once their training is complete.

The UI WWAMI Program is directed by Andrew Turner, PhD, who reports to the Provosts at both UI and WSU, and also functions as an Assistant Dean of the University of Washington School of Medicine. The WWAMI Clinical Education Program in Boise is directed by Suzanne Allen, MD, MPH, who reports to the Vice Dean for Regional Affairs at the University of Washington School of Medicine, and functions as an Assistant Dean in Idaho. The UI WWAMI Program employs twelve part-time faculty (shared with other academic programs) and two administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of three Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee. For 2007, the number of Idaho students applying to the WWAMI Medical Program was 150 applicants.

The WWAMI Medical Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual sub-specialty selection, and to increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. Cutting-edge research prepares the next generation of doctors to be well informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and the clinical faculty in Boise, Pocatello, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and rural training communities, are committed to being both dynamic teachers and informed biomedical scholars.

In addition, our WWAMI program goals include the continued development of the humanitarian and service interests of the medical students, and an enhanced ability to recruit from groups within Idaho that are traditionally underrepresented in medical school populations. To do this, WWAMI delivers outreach programs to high schools and community colleges to help encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers. In 2007, WWAMI-UI hosted a North Idaho Pre-Med Forum, with particular outreach to community and four-year college students in the northern part of the state. Two regional college advisors and thirty-three pre-health and pre-medical students from Lewiston, Moscow, and Coeur d'Alene attended this advising and recruitment forum.

Core Functions/Idaho Code

The core function of the WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access and education in the first year of medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI medical education program (33-3717B(7)).

Health Programs – WWAMI Medical Education

Agency Profile

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007 YTD
General Fund	$ 3,131,900	$ 3,227,200	$ 3,267,700	$ 3,290,400
Unrestricted Current	$395,100	437,800	300,700	216,066
Total	**$ 3,527,000**	**$ 3,665,000**	**$ 3,568,400**	**$ 3,506,466**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007 YTD**
Personnel Costs	$ 657,900	$ 655,600	$ 689,500	$ 686,756
Operating Expenditures	143,900	144,300	241,800	233,249
Capital Outlay	0	19,700	62,400	4,037
Trustee/Benefit Payments	2,498,100	2,583,700	2,574,700	2,582,424
Total	**$ 3,299,900**	**$ 3,403,300**	**$ 3,568,400**	**$ 3,506,466**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Select Idaho students with strong academic preparation for medicine (as evidenced by GPA & average MCAT scores)	3.7/10.4	3.7/10.0	3.6/9.5	3.7/10.0
Admit the maximum number of Idaho WWAMI students allowed through annual legislative funding	18	18	18	18
Provide academic and professional support services with the goal of having all Idaho WWAMI students graduate from medical school (number of graduating students each year; note: some students expand medical school to 5 or 6 years)	17	20	17	18

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI (# of ID applicants per year; ratio of state applicants per seat)	104 5.8 : 1	140 7.8 : 1	124 6.9 : 1	150 7.5 : 1	Natl. ratio of state applicants per seat: 3.4 : 1
Provide excellent first year medical education in biomedical and clinical sciences (as evidenced by pass rate on the U.S. Medical Licensing Examination, Step 1, taken 2nd year of medical training)	100%	100%	100%	(available Fall 07)	90% (2005 U.S. Pass rate)
Increase interest in primary care practice by placing students in 1st year rural medical training opportunities in Idaho (number of WWAMI rural summer medical student placements per year)	18	18	18	20	9 (target: 50% of class interested in rural training experiences)
Percent of Idaho WWAMI graduates choosing primary care specialties for residency training	63%	59%	67%	33%	50% (target rate, per UW School of Medicine mission)
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho (Idaho WWAMI graduates practicing in state/number of Idaho WWAMI graduates)	43%	43%	46%	43%	45% (target rate)
Overall Idaho return on investment (ROI) for WWAMI graduates (five states) who practice medicine in Idaho (all WWAMI graduates practicing in Idaho/number of Idaho WWAMI graduates)	72%	71%	64%	71%	60% (target rate)

For More Information Contact

Andrew Turner, Ph.D., Director
WWAMI Medical Education Program
University of Idaho
PO Box 444207
Moscow, ID 83844-4207
Phone: 208-885-6696
E-mail: aturner@uidaho.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Agency Overview

Research into forestry, forest nursery, and related areas is the mission of this program. Part of the College of Natural Resources, Forest Utilization Research also includes the Policy analysis Group which is charged with performing objective research into the critical natural resource issues facing this state and region.

Core Functions/Idaho Code

Forest Utilization Research House Bill No. 795

Revenue and Expenditures:

Revenue		FY 2004	FY 2005	FY 2006	FY 2007
General Fund		$ 566,500	$ 585,800	$ 611,000	$ 603,400
	Total	**$ 566,500**	**$ 585,800**	**$ 611,000**	**$ 603,400**
Expenditure		**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs		$ 473,100	$ 492,400	$517,600	$ 508,200
Operating Expenditures		93,400	93,400	93,400	95,200
Capital Outlay		0	0	0	0
Trustee/Benefit Payments		0	0	0	0
	Total	**$ 566,500**	**$ 585,800**	**$ 611,000**	**$ 603,400**

Profile of Cases Managed and/or Key Services Provided

Experimental Forest	FY 2004	FY 2005	FY 2006	FY 2007
Conduct workshop/tours	12	12	11	13

Part II – Performance Measures

Experimental Forest	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark
New research projects per year	2	2	4	3	3
Publications per year	2	2	2	2	2

Profile of Cases Managed and/or Key Services Provided

Policy Analysis Group	FY 2004	FY 2005	FY 2006	FY 2007	Projected FY 2008
Invited presentations each year	12	12	14	17	12

Part II – Performance Measures

Policy Analysis Group	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark
Briefs/reports and/or publications	10	10	13	13	10

Profile of Cases Managed and/or Key Services Provided

Forest Nursery	FY 2004	FY 2005	FY 2006	FY 2007
Research/Teaching/Service: Conduct workshop/tours	70	65	70	70
Provide assistance to land owners regarding species selection, etc.	2100	2100	2200	2200
Seedling Industry Research: Conduct workshop/tours	18	06	20	20

Part II – Performance Measures

Forest Nursery	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark
Research/Teaching/Service: New projects per year	3	4	4	5	4
Seedling Industry Research: New projects per year	2	3	3	3	3
Publications per year	10	10	6	5	10

Performance Highlights – Experimental Forest:

The University of Idaho Experimental Forest (UIEF) continues to function as a research, teaching, and demonstration facility for the College of Natural Resources, the University of Idaho and the State of Idaho. The forest hosts and facilitates basic and applied research in natural resources. Annual operations in timber harvesting and domestic animal grazing are designed to promote research, teaching and demonstration opportunities to the faculty. For the past thirty-five years, the temporary (non-benefits) workforce has been students from the College of Natural Resources. The practical knowledge and hands-on experience provided by the forest staff (two) enhances and supplements their college education and increases dramatically their prospects for employment.

The UIEF is a premier site for forest practices educational tours and workshops. UIEF staff, state extension foresters, faculty, high school teachers and private groups are hosted in this regard and the State FFA forestry development events are conducted by the UIEF staff. Faculty and graduate students most often find their desired research criteria on the forest when conducted to general and specific locations by UIEF staff.

Thesis completed (pubs. pending) – A master level study investigating native rodents and their seed preferences – could they be effective reducing the adverse impacts of non-native plants: On GF and DF habitat types, this study will assess the response of non-native seeds and seedlings to the conditions in the natural communities of the western United States. The study will measure light levels, quantify the seed type and quantity of seed removal by rodents, study the effects of fungal pathogen attack on seeds and seedlings, study the effects of competition between and within native and non-native species, and capture rodents for laboratory seed predation studies.

Thesis completed (pubs. pending) - A master level research investigation to determine the atypical outward appearing cankers on infected white pine from the white pine blister rust on the F2 generation –are they a clear indicator of a significantly reduced stem girdling rate resulting in tree death? The affirmative finding provides a low cost method of predicting survival in F2 generation white pine. Prior to this study and other similar studies, stem cankers in the F2 generation, as in the F1 generation, were thought to girdle and kill the infected trees before they reached any appreciable size.

Tree nutrition and mountain pine beetle: This study was delayed one year and is now underway. The study examines the influence of nitrogen fertilization on mountain pine beetle attacking lodgepole pine. Studying the movement of nitrogen from tree to beetle is a key element. Various parameters of the beetle's biology must be measured to determine the process by which beetles obtain their nutritional requirements from the tree and to examine the connection between tree nutrition and the development of bark beetle outbreaks.

Inland Empire Tree Improvement Cooperative (IETIC), based at the College of Natural Resources (CNR), utilizes the UIEF as a safe location to maintain a five acre white pine grafted clone bank (selected stock of desirable genetics). Currently a UIEF twenty acre site for a ponderosa pine and western larch grafted clone bank is under review by cooperators. The UIEF benefits, not only as a IETIC cooperator, but as a UI facility fulfilling its roll to support the timber industry within the State of Idaho by supporting and protecting this significant work of IETIC to identify, secure, improve through breeding, preserve for the future, and transfer to cooperators and others the improved seed of these conifers valuable to a competitive and thriving timber industry.

Performance Highlights – Policy Analysis Group:

Publication highlights included a Policy Analysis Group peer-reviewed report on the economic contribution of the forest products industry in Idaho, a PAG Issue Brief on ecosystem service market potentials, and an article on carbon markets. Presentation highlights included invited testimony to the Resources and Environment Committee of the Idaho Senate on the role of the forest products industry in Idaho, and a briefing paper presented to the Wildland Fire Leadership Council on reducing wildfire risks with hazardous fuel reduction projects and supplying woody biomass to create utilization opportunities for local entrepreneurs.

Performance Highlights – Forest Nursery:

There is an increasing interest in native plant production for restoration and conservation needs. In response to this trend, the research nursery is conducting research on seed treatments and cultural practices to improve seedling quality and nursery production efficiency for container-grown seedlings. Collaborative research with other agencies to improve out-planting success and nursery stock quality is also underway.

For More Information Contact

Steven Daley Laursen
Special Programs, Forest Utilization Research
College of Natural Resources
Phone: (208) 885-6442
E-mail: stevendl@uidaho.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by 10.35 state-funded FTEs and 20-25 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach.

As Idaho grows, demand is increasing for geologic information related to population growth, mineral- and water-resource development, landslide hazards and earthquake monitoring. However, delivery of the information and data to the public is restricted by low funding levels for operating expenses and support personnel, which are essential for publishing and Internet delivery. To best serve Idaho, the Idaho Geological Survey needs a Mission Capability Enhancement for additional applied research, information access and services delivery at its offices in Moscow, Boise, and Pocatello.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents are:

- **Section 47-201**: Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.

- **Section 47-202**: Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Directs that the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.

- **Section 47-203**: Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field, and in the laboratory and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.

- **Section 47-204**: Specifies the preparation, contents, and delivery of a Survey Annual Report.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$ 769,500	$ 801,800	$ 804,300	$ 828,400
Total	**$ 769,500**	**$ 801,800**	**$ 804,300**	**$ 828,400**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$ 743,800	$ 775,500	$ 778,600	$ 822,200
Operating Expenditures	25,700	25,700	25,700	26,200
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
Total	**$ 769,500**	**$ 801,200**	**$ 804,300**	**$ 828,400**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Number of presentations and talks	160	113	180	143
Grants and contracts	13	16	21	19
Web-site products usage	26,844	43,203	86,880	127,646

Performance Highlights:

The Idaho Geological Survey's publication productivity is currently about twice what it was a decade earlier. Internet products at www.idahogeology.org, databases and print-on-demand maps increase efficiency and delivery to users. One-hundred and sixty geologic maps are currently viewable on the Web site and may be downloaded as PDFs.

Typically, Idaho Geological Survey geologists map the geology of fifteen to twenty quadrangles each year. The priority and the location of the mapping projects are determined annually with the assistance of the Idaho Geologic Mapping Advisory Committee. The geologic mapping and related research is accomplished in cooperation with other agencies and universities.

The agency works in close cooperation with the Idaho Bureau of Homeland Security both formally and informally to mitigate, respond to, and recover from the impacts of floods, fires, landslides, and earthquakes, and to provide technical analysis as required under the Idaho State Hazard Mitigation Plan and Executive Order no. 2006-10.

The Idaho Geological Survey cooperates with other state and federal agencies, university programs, and water-user groups throughout Idaho to research and better understand the geologic controls on ground-water flow, recharge, and the distribution and transport of ground-water contaminants.

During FY 2007 the mine safety training program of the Idaho Geological Survey trained and certified over 1,400 miners and industry supervisors under the Mine Safety Health Administration grant.

In cooperation with federal and state agencies, the Idaho Geological Survey evaluates and inventories abandoned and inactive mines in Idaho. The Idaho Geological Survey has studied more than 1,100 of the approximately 9,700 recorded mine properties.

The Survey staff supports a variety of formal and informal geologic education efforts throughout the state by conducting seminars, field trips, and workshops, by teaching selected upper-division courses, and by directing graduate student research.

Internet delivery of geologic information on the survey's website began in 2001and has quickly grown as a customer preference. The Survey's Web site (www.idahogeology.org) served over 200,000 viewers in FY 2007, and forty-thousand clients downloaded online geologic maps and mining reports. The Web site includes seven search engines, such as mines and prospects, geologic maps, active faults, and the list of publications.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Publications and Reports	227	207	223	238	150
2. Grants and Contracts	$429,384	$534,302	$521,192	$458,615	$350,000
3.					
4.					
5.					

Performance Measure Explanatory Note:

For More Information Contact

Roy M. Breckenridge and Kurt L. Othberg
Special Programs, Geological Survey
University of Idaho, Moscow, Idaho 83844-3014
Phone: 208-885-7991
E-mail: roybreck@uidaho.edu and othberg@uidaho.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Agency Overview

The Agricultural Research and Extension System (ARES) is part of the Land-Grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens through educating by helping them apply the latest scientific technology to their communities, businesses, lives and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet needs in Idaho's agriculture, natural resources, youth and family and related areas.

Core Functions/Idaho Code

Conduct educational outreach programs through the University of Idaho Cooperative Extension system.
Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$ 23,816,700	$ 24,865,700	$ 26,294,400	$ 26,219,000
Federal Grant	5,480,900	4,599,400	4,552,251	6,012,996
Misc Revenue	181,900	181,900	181,900	181,900
Restricted Equine Educ	136,100	136,100	136,100	50,000
Total	**$ 29,615,600**	**$ 29,783,100**	**$ 31,399,214**	**$ 32,463,896**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$ 23,766,600	$ 21,865,700	$ 26,710,151	$ 25,140,571
Operating Expenditures	3,552,600	2,500,000	3,625,604	3,620,742
Capital Outlay	721,100	18,100	970,528	2,850,597
Trustee/Benefit Payments	0	500,000	25,602	22,974
Total	**$ 28,040,300**	**$ 24,883,800**	**$ 31,331,885**	**$ 31,634,884**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station and maintain an adequate level of funding.	$19.3 million	$19.8 million	$17.4 million	$20 million
Enhance the university's ability to conduct relevant education and rural development programs for 1,750 individuals, small business entrepreneurs and 45 communities.	1,053 / 29	1,178 / 32	1253 / 31	1350 / 35

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Goal
1. Conduct educational outreach programs through the Cooperative Extension System by:					
1A. Improving food safety and nutritional quality of diets/food by providing educational opportunities for individuals, families and food service personnel	14,000	21,277	Not Available		10,500 Contacts
1B. Increasing youth participation in 4-H through school enrichment, special interest, and after school activities.	14%	13%	Not Available		3% Increase / year
1C. Increasing current level of extension grants, contracts, and county expenditures.	42%%	39%	Not Available		5% / year
1D. Producing or revising Current Information Series publications or Extension Bulletins on topics of interest and need by clientele.	69	95	Not Available		50
2. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station by:					
2A. Increasing external funding for agricultural research.	$10.6M	$10.2M	Not Available		$10 million

Performance Measure	2004	2005	2006	2007	Goal
2B. Generating technical publications with research results directed to the needs of Idaho agriculture, rural communities, and families.	89	127	Not Available		100 publications
2C. Maintaining interactions and cooperative research program linkages with Idaho's commodity commissions/organizations and the Idaho Department of Agriculture in order to develop research programs that continue to meet the needs of Idaho's agriculture.	47	52	Not Available		30 interactions
2D. Developing new varieties of wheat, barley, potato, dry beans, and rapeseed with improved agronomic and end-use qualities.	5	4	Not Available		2 varieties / year

Performance Measure Explanatory Note:

These performance measures have been brought forward from the 1998 Strategic Plan. Performance measures and benchmarks are currently being defined for the newly revised Strategic Plan for 2005-2010.

Performance Highlights:

The Cooperative Extension System is an integral part of the University of Idaho and the College of Agricultural and Life Sciences and is administratively coordinated with the teaching and research function of the college. The Extension System helps people improve the social, economic and environmental qualities of their lives through research-based education and leadership development focused on issues and needs.

The Idaho Agricultural Experiment Station (IAES) has the responsibility to conduct applied and basic investigations leading to problem solving and new knowledge to support Idaho's complex agriculture. In addition to agricultural research conducted on the Moscow campus, the IAES maintains and operates eight diversified agricultural research centers with experimental farms around the State.

For More Information Contact

Greg Bohach/Charlotte Eberlein
Agricultural Research and Extension
Phone:
E-mail: gbohach@uidaho.edu ceberl@uidaho.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four, public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse* with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, professional-technical programs, and community programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for success of LCSC's traditional and non-traditional students.

LCSC's main campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: North Idaho College, the University of Idaho, and Idaho State University) and operates outreach centers in the Clearwater Valley, Grangeville, and Orofino. LCSC's chief executive officer, President Dene K. Thomas, assumed her duties as the College's 14th president in July 2001. Since that time, LCSC has been the fastest-growing four-year public college/university in Idaho, with a 26% growth in enrollment since FY2001. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges…"* and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

LCSC's current role and mission, assigned by the State Board of Education, directs that the College *"will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."*

LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Revenue and Expenditures[1]

Revenue	FY 2004	FY 2005	FY 2006	FY 2007[1]
State Appropriations	$16,002,030	$17,346,451	$17,484,370	$18,004,500
Grants & Contracts	9,713,820	9,896,582	9,414,368	10,652,200
Sales & Services (Educ/Aux)	3,534,068	3,568,285	3,838,165	3,887,900
Misc. Student Fees	8,730,540	8,702,983	9,426,669	8,464,000
Gifts	2,336,869	1,284,890	1,241,975	1,232,700
Other	505,387	710,856	967,666	1,977,400
Total	**$40,822,714**	**$41,510,047**	**$42,373,213**	**$44,218,700**

Expenditure	FY 2004	FY 2005	FY 2006	FY 2007[1]

Personnel Costs	$23,405,954	$25,186,063	$25,938,929	$26,608,400
Supplies & Services	7,401,560	8,173,853	8,080,627	9,102,400
Scholarships	2,424,299	2,611,062	2,168,203	2,205,300
Depreciation	1,483,259	1,570,586	1,532,658	1,600,000
Insurance, Utilities, & Rent	971,841	971,830	1,187,464	1,323,200
Other	1,571,029	1,557,509	1,575,925	2,017,500
Total	**$37,257,942**	**$40,070,903**	**$40,483,806**	**$42,676,800**

Note 1: Revenues and Expenditures for FY2007 are estimates that have not yet been confirmed by outside auditors, as of the submission date of this Agency Profile to the State Board of Education.

Profile of Cases Managed and/or Key Services Provided

Cases Managed or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Enrollment—Headcount (Fall 10th Day)	3,471	3,325	3,451	3,394
Academic	2,637	2,555	2,653	2,645
Professional-Technical	834	770	798	749
Faculty[1]	192	195	221	220
Student/Faculty Ratio (Fall term)	-	-	-	-
Academic	17.1	17.0	14.9	16.0
Professional-Technical	12.1	12.2	10.7	10.3
Student Credit Hours Delivered[2]	63,605	66,621	65,349	64,534
Degrees Conferred	501	551	524	527[3]

Note 1: Faculty numbers include adjunct faculty as well as regular faculty
Note 2: Credit hours shown are for Academic courses only (for Professional Technical Credit Hours, see "Performance Measures" below)
Note 3: Degrees conferred for FY2007 is based on 18 June 2007 snapshot (total awarded will increase as Registrar's Office continues to process transcripts through the summer of 2007).

Performance Highlights

Among the events that took place in FY2007 during the execution of LCSC's Strategic Plan were the following:

- Recognition in the annual U.S. News & World Report survey as the top comprehensive, public 4-year college in the West.
- Occupancy of two new residence hall facilities, and continued expansion of parking spaces on the Lewiston campus.
- Funding approved by the Legislature to build a new Nursing & Health Sciences Building—anticipated completion date September 2009.
- LCSC Baseball team winning the NAIA 2006-2007 World Series (the 15th National Championship for the LCSC Warriors).
- Hosting of Idaho's 50th Annual Professional-Technical Educators' Summer Conference in June 2007.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Enrollment-Headcount (Fall 10th day, credit courses only, IPEDS)	3,471	3,325	3,451	3,394	3,499[1]
2. Enrollment-Full Time Equivalent (Fall 10th day, credit courses only)	2,576	2,635	2,614	2,597	2,649[2]
3. Annual student credit hour production (academic only)—PSR 1.5	63,605	66,621	65,349	64,534	65,825[2]
4. Prof-Technical credit hours (PTE annual program enrollment summary)	13,932	13,304	12,288	11,582	11,600[2]
5. Remediation activity (remedial credit hours—PSR 6.2)[3]	1,419	1,734	1,362	1,338	1,353[3]
6. Non-credit contact hours—Workforce Training and Community programs	103,734	132,003	101,826[4]	72,129[4]	106,917[4]
7. Student Retention rate (First-year, full-time degree seeking students, from fall to fall)[5]	52.2%	59.9%	57.1%	59.2%	61%
8. Graduation Rate (IPEDS GRS)[6]	27.5%	32.5%	27.4%	27.6%	27.5%
9. Degrees and Certificates Awarded (IPEDS Completion Survey)	501	551	524	527[7]	550
10. First-time licensing/certification Exam Pass Rates (PSR 6.3) [8]	RN 93.8%	RN 86.2% PN 100% R-T 100% PRAXIS 90.6%	RN 92% PN 88% R-T 100% PRAXIS 94%	Awaiting Results	RN 95% PN 95% R-T 95% PRAXIS 95%

Performance Measure Explanatory Notes:

1. The HC benchmark for FY2008 assumes a 3.10% annual growth rate which is in line with the recent trend of 3-5%.
2. FTE and Student Credit Hour benchmarks are based on an assumption of 2.0% growth. The growth rate for FTE and Student Credit Hours production is lower than HC because LCSC anticipates enrolling a large number of Dual Enrollment students. P-T credit hours are not expected to increase because of the strong regional economy.
3. Remediation activity levels reflect only Fall semester (Fall 10th day info from PSR 6.2 report)—annual remedial/developmental course hours are approximately twice the Fall semester figure. FY2008 benchmark reflects a 1.1% increase in remedial instruction.
4. Non-credit contact hours include both Workforce Training and Community Programs through FY2005. Reporting format changed starting in 2006—only Workforce Training contact hours are depicted for FY2006, and FY2007. The FY2007 hours reflect a change in reporting dates: the numbers cover only an 11-month period. Benchmark for 2008 assumes 5% growth from FY2006 in Workforce Training program delivery.
5. Retention rates (from IPEDS) are for first-time, full-time students (Fall freshman year to Fall sophomore year)
6. Graduation rate (IPEDS) does not take into account students who transfer into LCSC and successfully complete a degree, or students who transfer out of LCSC and earn degrees. [Transfer students make up a significant portion of the LCSC population.]
7. Degrees and Certificates awarded for FY2007 is based on mid-June 2007 snapshot. Figure will be updated at the beginning of the Fall 2007 semester (as transcripts continue to be evaluated).
8. Certification and licensing exam pass rates reflect first-time test takers only. All graduates must eventually pass the exams before practicing in the specified professional field. "RN" = Registered Nurse NCLEX exam. Licensed Practical Nurse (PN), Radiological Technician (R-T) and Teacher PRAXIS exams went into effect for LCSC in FY2006. 95% benchmark reflects long-term target (no more than one out of 20 examinees failing on first attempt)—95% is well above historical national pass rate averages.

For More Information Contact

Dr. Howard R. Erdman, Director
Office of Institutional Planning, Research, and Assessment
Lewis-Clark State College
500 8th Ave.
Lewiston ID 83501
Phone: (208) 792-2065
E-mail: hrerdman@lcsc.edu

Part 1 – Agency Profile

Agency Overview

Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The College is a State supported technical college created in 1969 to serve citizens in its service area by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

Core Functions/Idaho Code

Eastern Idaho Technical College was created to provide professional-technical post-secondary educational opportunities. Title 33, Chapter 22

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007 *
General Fund and Misc. Receipts	$5,008,723	$5,219,712	$5,540,429	$5,828,396
Grants and Contracts	$2,484,285	$2,589,820	$2,469,555	$1,878,534
Student Fees	$691,803	$782,715	$913,744	$1,417,781
Capital Grants and Appropriations	$199,380	$785,057	$574,385	$25,938
Sales and Services	$432,677	$433,901	$473,299	$535,502
Other	$137,123	$148,901	$247,634	$283,141
Total	**$8,953,991**	**$9,960,106**	**$10,219,046**	**$9,969,292**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007 ***
Personnel Costs	$5,108,836	$5,710,354	$6,076,044	$5,802,484
Operating Expenses	$3,006,805	$3,104,886	$2,874,351	$3,601,760
Capital Outlay	$150,618	$967,842	$723,551	$545,736
Total	**$8,266,259**	**$9,783,082**	**$9,673,946**	**$9,949,980**

* Un-audited figures

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Student Numbers by Service Group:				
- EITC Unduplicated Headcount	1,580	1,447	1,391	1,511
- Work Force Training Headcount	7,095	7,106	8,836	10,033
- Adult Basic Education Headcount	707	774	750	778
- Center for New Directions Headcount	401	402	335	513

Performance Highlights:

- ACCREDITATION - In April of 2007, team evaluators representing NWCCU provided a full-scale evaluation report after review of our 10-year self study and campus visit. In July, the NWCCU Commissioners will determine our accreditation status.
- EXPANSION - Beginning in August of 2007, the new Health Occupations building (which will be shared by EITC and Idaho State University) will be operational, providing new programs such as registered nursing and respiratory therapy. A community grand opening will be held in the fall.
- EITC recently announced a $1.35 million contract with the Idaho National Laboratory to provide environmental, safety and health training to laboratory employees. The three-year contract starts July 1, 2007 and is EITC's largest single training contract (approximately 3,600 students will be served).
- EITC is proud to announce the addition of the following programs: Registered Nursing, Professional Truck Driver Training, and Radiation Safety.
- DISTANCE EDUCATION – EITC currently maintains distance capabilities to classrooms in Salmon, St. Anthony, Driggs, and Arco. A new facility, in cooperation with East Central Idaho Planning and Development, is opening in Rexburg fall 2007.

Part II – Performance Measures

PERFORMANCE MEASURE	2004	2005	2006	2007	BENCH-MARK
1. Enrollment Headcount (Fall 10th day, credit courses only, **IPEDS**)	788	753	772	-	700
2. Enrollment Full Time Equivalent (Fall 10th day, credit courses only) (PTE Postsecondary Session Enrollment)	543	517	509	-	500
3. Professional-Technical credit hours (PTE annual program enrollment summary)	19,307	18,200	17,983	17,240	17,000
4. Non-credit contact hours – Workforce Training	125,891	152,029	125,484	169,430	130,000
5. Student Retention rate (First year, full time degree seeking students, from fall to fall - **IPEDS**)	60%	56%	47%	-	47%
6. Graduate Rate (**IPEDS**)	51.6%	46.2%	46%	-	46%
7. Degrees and Certificates awarded (**IPEDS** Completion Survey)	143	216	169	-	150
8. Licensing/certification Exam Pass Rates (**PSR 6.3**) C.N. (Computer Networking) M.A. (Medical Assistant) P.N. (Practical Nursing) S.T. (Surgical Technology) W.T. (Welding Technology) *	C.N.-100% M.A-80% P.N-96.97% S.T.-100% W.T.-100%	C.N.-100% M.A-87% P.N-96.97% S.T.-83% W.T.-100%	C.N.-67% M.A-100% P.N- S.T.-82% W.T.-	-	85%

*Welding students are now “qualified”, not “certified” to AWS Standards and Procedures.

Performance Measure Explanatory Note:

For More Information Contact

Douglas D. DePriest
Director of Planning & Information Management
Eastern Idaho Technical College
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 524-3000 x3380
E-mail: ddepries@eitc.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Agency Overview

The College of Southern Idaho's mission, as a comprehensive community college, is to provide educational, social and cultural opportunities to the diverse population of South Central Idaho. Its service area is defined in the Idaho Code as the eight counties of the Magic and Wood River Valleys and a portion of Elmore County.

CSI offers its programs and courses at the nearly 350 acre main campus in the center of Twin Falls, as well as at the off-campus centers in Gooding (The Northside Center), Burley (The Mini-Cassia Center), Hailey (The Blaine County Center), and Jerome (Workforce Development Center). CSI's extensive proprietary microwave system delivers classes and programs to college students as well as high school students in dual enrollment. The College also offers a growing number of online courses for students who cannot attend traditional face-to-face courses due to family or work responsibilities. CSI has been the fastest growing institution of higher education in the state.

As embodied in the Idaho Code, the College of Southern Idaho is governed by a five member Board of Trustees who manage the College through a total of 404 full-time faculty, administrators and staff. Trustees are elected from within the College District comprised of Jerome and Twin Falls counties. The 22 year average tenure of the Trustees has given continuity and stability to the College. In July of 2005, Dr. Jerry Beck succeeded Jerry Meyerhoeffer as only the third President in the College's forty-two year existence.

In the July 2005 letter of continuing accreditation for the College, the Northwest Commission on Colleges and Universities commended CSI's performance in several areas. Perhaps most notable are recognition of faculty, staff and administration "...for creating an environment of collegiality and learning"; and recognition "for creating a place where students are valued and respected." The College was recognized by the Twin Falls Chamber of Commerce as a community asset that is "the heart and soul" of the community.

The College of Southern Idaho provides support and leadership to economic development efforts in all of South Central Idaho. CSI has been instrumental in recruiting and retaining firms that contribute to a 2.3% unemployment rate in Twin Falls (Jerome 2.7%, Idaho 2.5%, U.S. 4.5%).* CSI actively led the recruitment of: Hilex-Poly (Plastics); Jayco (RV trailers); Kiefer-Built (Trailers); Gossner Cheese; Mulholland Positioning Systems; Les Schwab (Tire manufacturer); and, Dutchmen Manufacturing (RV trailers). Dr. Beck was the founding chairman of Southern Idaho Economic Development Organization (SIEDO) and he still serves on the Executive Committee.
* Idaho Commerce and Labor http://lmi.idaho.gov// June 2007

CSI partners with industry, school districts and others including sister institutions of higher education. Probably more than any other industry, CSI has developed a relationship with health care providers in Magic Valley and the State of Idaho. The critical shortage of nurses and other health care professionals has prompted the College to expand its programs. Although the number of graduates in the RN and PN programs have nearly doubled, there is still a waiting list for these programs. Health science programs will be expanded with the future addition of the new Health Science Center.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33, Idaho Code. While there is no formal divisional structure at the College, the primary functions may be categorized as: Instructional, Student Support, Financial Support, Administrative, and Community Relations.

Instructional:
The primary function of the College of Southern Idaho stated in the Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees". (33-2102 I.C.) Academic programs are submitted to the Idaho State Board of Education for approval. The State Board of Education acts under the authority granted in Article IX, Section 2 of the Idaho Constitution and Title 33, Chapter 1, I. C. The College offers 75 academic programs and 73 completion options among 47 professional technical programs and program options (does not include short term training).

Student Support:
Support for CSI students is delivered through the student services division (Admission/Records, New Student Services, Advising, Financial Aid, Multicultural Student Services, Student Disability Services, Counseling/Career Services, Student Activities) which assists students in seeking access to college programs and services, developing while a student, as well as transitioning into the workforce or transferring to a four-year institution to continue their education. All personnel and programs are approved by the Board of Trustees under its authority in Chapter 21 of Title 33, Idaho Code.

Financial Support:
Also under the authority of the Trustees, financial management of the College's funds is carefully overseen by the Business Office. This office manages the various sources of funds directed to the College, including: state, federal, grant funding. Sources of funding include grants from both public and private sources, as well as the CSI Foundation, a twenty-three year old 501(c)(3) entity with over 23 million dollars in assets.

Administrative Support and Community Relations:
Personnel who act as administrators are hired by the Board of Trustees. The President of the College, Gerald Beck, Ed.D; Executive Vice President and Chief Academic Officer, Claudeen Buettner, Ed.D; Vice President of Administration, Mike Mason, CPA; Vice President of Student Services/Planning and Grant Development, Edit Szanto, Ph.D. are the senior administrators.

Also included in administrative support, within the Office of Administration, is Plant, Facility and Security. College buildings, maintenance, and functionality for student success were mentioned as part of a commendation in the accreditation report from the Northwest Commission on Colleges and Universities (NWCCU).

Community relations are a critical element in the operation and management of the College. CSI is actively engaged in economic development, most notably as a charter member of the Southern Idaho Economic Development Organization (SIEDO). The College invites use of its resources as well. As shown in the "Profile" section below, the College offers numerous community education opportunities to meet the needs of a great variety of groups from elementary school children to senior adults. Also see "Agency Overview" for recent economic development activities.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
State General Fund	$9,612,000	$9,942,700	$10,495,300	$11,594,900
Dedicated Liquor Fund	$150,000	$150,000	$150,000	$150,000
Inventory Phaseout Tax	$537,300	$568,700	$560,000	$560,000
Property Taxes	$3,301,600	$3,340,000	$3,564,500	$3,745,800
Tuition and Fees	$5,772,300	$6,464,900	$6,709,000	$6,709,000
County Tuition	$1,640,600	$1,715,000	$1,700,000	$1,600,000
Misc Other Revenue	$1,153,900	$1,304,400	$1,339,200	$1,324,500
Total	**$22,167,700**	**$23,485,700***	**$24,518,000**	**$25,684,200.00**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$15,450,600	$17,382,100	$18,479,400	$19,379,900
Operating Expenditures	$1,828,300	$1,913,300	$1,913,200	$2,094,000
Capital Outlay	$4,888,200	$4,125,300	$4,125,400	$4,210,300
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$22,167,100**	**$23,420,700***	**$24,518,000**	**$25,684,200.00**

*FY05 Difference is unbudgeted 1% salary @ $65,000

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
CSI Performance Measures				
Headcount - Total Freshmen Admitted	4,627	5,728	4,592	4,993
Headcount – Total Freshmen Enrolled Full Time	1,022	1,946	1,820	1,911
Remediation – Total Number of Students	3,625	3,749	3,819	3,620
Remediation Total Number Credit Hours	15,622	16,450	17,525	16,362
Retention – Completers or Continuing Students	51.9%	51.4%	50.1%	48.4%
Graduation Rates – Total Degree Earners	26.15%	24.35%	22.34%	21.8%
Remote Credits - Academic	24,029	24,180	28,793	30,220
Remote Credits – Technical	4,157	4,004	4,959	5,115
Pass Rate/Licensure/Certification	See Performance Highlights			
Employer Satisfaction (very satisfied =10)	8.66	8.64	n/a	8.0%
Transfers in to CSI	595	639	686	681
Outreach Public Service	See Performance Highlights			
External Grant Contracts	$11,022,727	$9,974,906	$9,947,280	$9,561,503
Degree & Certificates Earned	783	803	875	824
Collaboration Partnership Activities	See Agency Overview and Core Functions			
Eight County Participation Rate	11.5%	11.2%	11.0%	10.5%
Average section size full time/part time	19.27/14.72	19.71/15.10	20.26/14.74	18.71/14.31
Sections using Blackboard - number of courses/number of students	291/3,380	341/4,153	419/4,576	496/5,377
Number of faculty integrating Blackboard	203	257	282	329
Promise Scholars - College match/CSI Foundation match	$167,000/$12,000	$232,360/$74,375	$206,750/$92,190	$223,250/$104,000
Maintain or increase state general funding levels	3.84%	3.44%	Est 5.56%	Est 10.39%
Departmental pursuit of minimum of one external discretionary grant annually	51.72% (28 of 58)	58% (11 of 19)*	75% (12 of 16)**	100% (16 of 16)**
Contracted employees by gender female/male	50.38%/49.62%	49.36%/50.64%	49.23%/50.77%	50.74%/49.26%
Contracted employee diversity (nonwhite)	4.6%	5.9%	5.6%	4.95%
Rate of employee turnover (less retirements)	4.2%	7.93%	5.61%	6.19%
CSI salary levels (percentage of Mt States Ave/percentage of North Idaho College	91.7%/96.7%	94.6%/97.6%	93.6%/na	92.9%/90.6%
Staff salary meets minimum range for similar state of ID employees	100%	100%	100%	100%

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Percentage of students rating CSI education good or excellent compared to national peer group (CSI/peer group)	89.1%/86.5%	92.3%/86.4%	91.9%/86.5%	n/a
Percentage of students rating CSI support to succeed at CSI compared to national peer group (CSI/peer group)	72.4%/68.6%	72.9%/69.1%	75.5%/69.4%	n/a
Percentage of students rating good relationships with CSI faculty compared to national peer group (CSI/peer group)	57.6%/60.1%	67.9%/60.7%	70.7%/60.6%	n/a
Percentage of students rating good relationships with CSI administration and offices (CSI/national peer group)	44%/38.4%	47.4%/39.8%	49.8%/39.7%	n/a

*2005 based on number of Departments (previously based on number of Programs)
**2006/2007 based on Instructional Departments

Performance Highlights

Pass Rate/Licensure/Certification
Pass rates for CSI students are consistently above the national norms.

Outreach Public Service
The College of Southern Idaho is committed to outreach and public service. Classes are offered through the College's off-campus centers located in Jerome (Workforce Development Center), the Mini-Cassia Center in Burley, the North Side Center in Gooding and the Blaine County Center in Hailey.

During FY 2007 the College worked in partnership with 24 high schools and school districts.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1 Average number of instructional sections – full time/part time	11.84/3.65	11.55/3.39	10.92/3.43	10.99/3.32	12/4
2. Average number of enrollments - full time/part time	228/53.78	227.71/51.17	221.30/50.51	205.69/47.52	240/54
3. Computer literacy pass rate	78.6%	90.4%	93.0%	96.1	100%
4. Percentage of grants development supporting Strategic Plan	84.85%	100%	100%	100%	90%
5. CSI Foundation fundraising strategies support the Strategic Plan	100%	100%	100%	100%	100%

Performance Measure Explanatory Note:

Prior CSI Unique indicators that may have statewide applicability.

For More Information Contact

Dr. Edit Szanto
College of Southern Idaho
315 S. Falls Ave.
PO Box 1238
Twin Falls, ID 83303
Phone: (208) 732-6863
E-mail: eszanto@csi.edu

THIS PAGE IS LEFT INTENTIONALLY BLANK

Agency Overview

Founded in 1933, North Idaho College is a comprehensive community college that provides a wide array of academic, professional technical, and workforce training programs. NIC enrolls over 4,600 students in its credit courses and programs and has over 13,550 course enrollments (a headcount of 7,319) in various non-credit offerings. NIC offers associate of arts and associate of science degrees in 39 college transfer programs, and associate of applied science degrees and technical certificates in over 31 professional-technical programs.

North Idaho College is accredited by the Northwest Association of Schools and Colleges. The Nursing Program is accredited by the National League for Nursing Accrediting Commission.

NIC's 45-acre campus is located on the shores of beautiful Lake Coeur d'Alene. In addition to the main campus, the college delivers courses at the NIC Workforce Training Center in Post Falls and through outreach centers located in Sandpoint, Kellogg, and Bonners Ferry. Additional courses are offered at various sites throughout the five-county service area through an extensive network of interactive video classrooms, and through the Internet. Classes are also offered at area high schools through NIC's dual enrollment program.

Of the 4,631 students taking credit classes or programs during the Fall semester of 2007, 91% of them were from Idaho and approximately 9% were from other states. By gender, 62% of NIC students are female and 38% are male. Fifty-four percent of NIC's students were full-time and 46% were attending part-time. The four top majors for NIC students include General Studies, Business Administration and Management, Education, and Nursing/ Pre-Nursing.

The college is governed by a locally elected board of trustees who hires the president of the institution. The organizational structure of the college includes senior level administration, professional staff, instructional staff and classified staff. There are over 800 people employed by North Idaho College, 434 are full-time and 334+ are part-time. The FY 2006 count for faculty included 153 full-time instructors and 133 part-time instructors. The administrative/professional staff totaled 138, and the classified staff totals 344.

Revenue for the operation of the college and its programs comes from a combination of sources including state appropriation, local property taxes and student tuition.

Core Functions

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in professional technical courses and programs. As a part of professional technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for professional technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

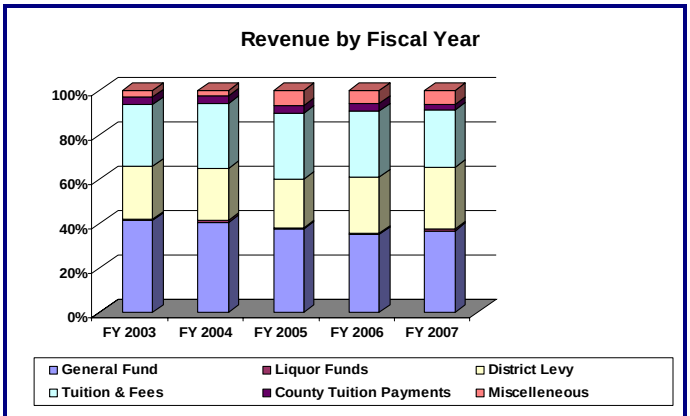
North Idaho College — Agency Profile

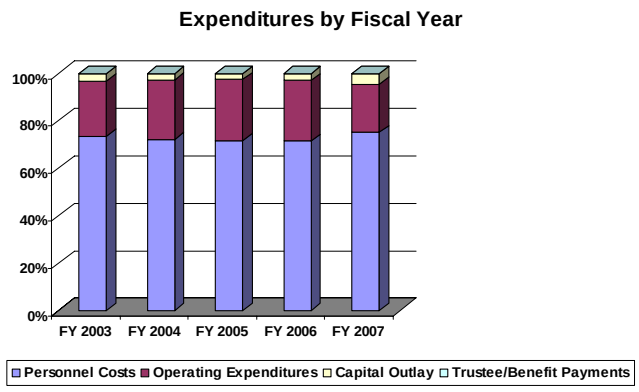
July 2007

REVENUE & EXPENDITURES

Revenue	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$9,128,500	$9,612,000	$9,942,800	$10,243,400	$10,506,000
Liquor Funds	$150,000	$150,000	$151,000	$150,000	$150,000
District Levy	$5,198,100	$5,526,200	$5,847,700	$7,362,300	$7,994,100
Tuition and Fees	$6,090,600	$6,982,200	$7,938,300	$8,659,000	$7,310,400
County Tuition Payments	$773,000	$773,000	$876,000	$902,300	$735,800
Miscellaneous	$655,800	$572,800	$1,822,400	$1,778,800	$1,804,200
Total	**$21,996,000**	**$23,616,200**	**$26,578,200**	**$29,095,800**	**$28,500,500**

Expenditures	FY 2003	FY 2004	FY 2005	FY 2006	
Personnel Costs	$16,157,600	$17,055,600	$19,051,900	$20,797,700	$21,392,400
Operating Expenditures	$5,164,600	$5,931,000	$6,862,800	$7,473,900	$5,794,500
Capital Outlay	$673,800	$629,600	$663,500	$824,200	$1,313,600
Trustee/Benefit Payments	$0	$0	$0	$0	$0
Total	**$21,996,000**	**$23,616,200**	**$26,578,200**	**$29,095,800**	**$28,500,500**





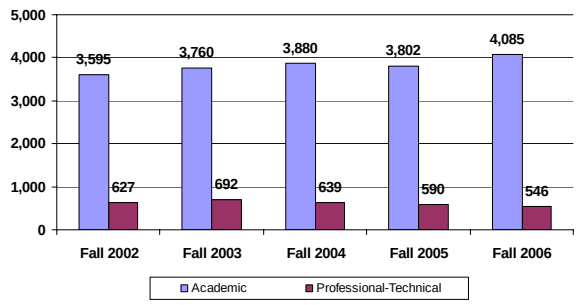
PROFILE OF KEY SERVICES PROVIDED

Credit Enrollment Headcount & FTE (Fall Terms)	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Credit Enrollment (Headcount)					
Academic	3595	3760	3880	3802	4083
Professional-Technical	627	692	639	590	548
Total Student Headcount	4222	4452	4519	4392	4631
Credit Enrollment (FTE)					
Academic	2568	2648	2713	2623	2830
Professional-Technical	557	665	627	576	374
Total Student FTE	3125	3313	3340	3199	3204

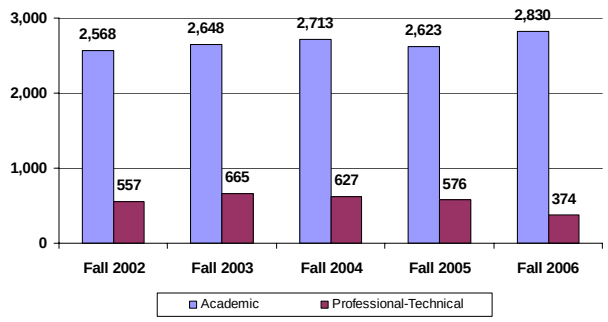
North Idaho College — Agency Profile

July 2007

Credit Enrollment (Headcount)

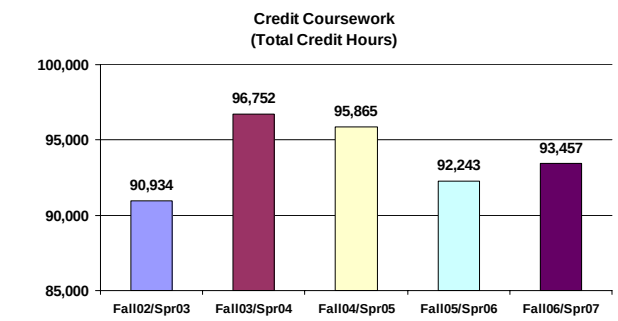


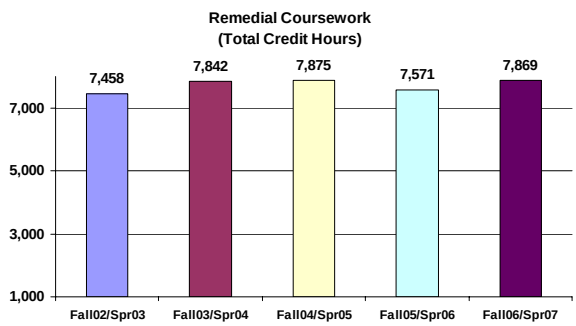
Credit Enrollment (FTE)

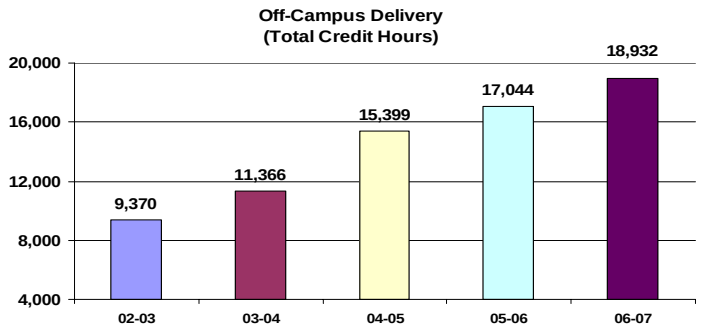


Credit Coursework	Fall 2002/ Spr 2003	Fall 2003/ Spr 2004	Fall 2004/ Spr 2005	Fall 2005/ Spr 2006	Fall 2006/ Spr 2007
Credit Coursework Total Credit Hours (Fall + Spring)	90,934	96,752	95,865	92,243	93,457

Remedial Coursework	Fall 2002/ Spr 2003	Fall 2003/ Spr 2004	Fall 2004/ Spr 2005	Fall 2005/ Spr 2006	Fall 2006/ Spr 2007
Remedial Coursework Total Credit Hours (Fall + Spring)	7,458	7,842	7,875	7,571	7,869







North Idaho College — Agency Profile

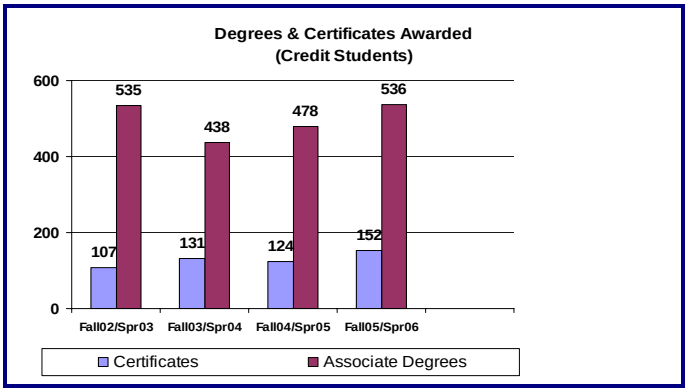
July 2007

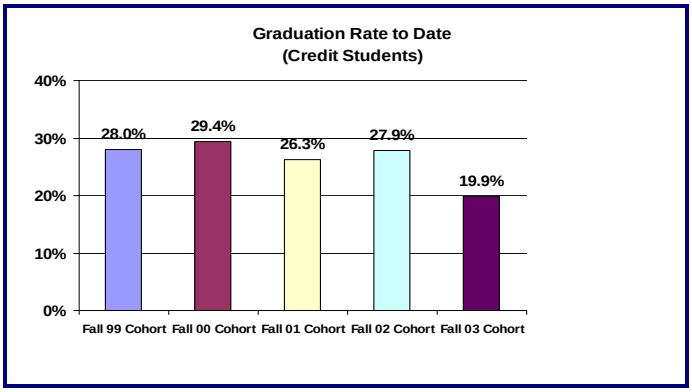
Off-Campus Delivery	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Off-Campus Delivery Total Credit Hours (Summer + Fall + Spring Semesters)	9,370	11,366	15,399	17,044	18,932 estimate

Degrees & Certificates Awarded Credit Students Fall + Spring Semesters	Fall 02/Spr 03	Fall 03/Spr 04	Fall 04/Spr 05	Fall 05/Spr 06	Fall 06/Spr 07
Certificates	107	131	124	114	N/A*
Associate Degrees	535	438	478	527	N/A*

** Available October 2007*

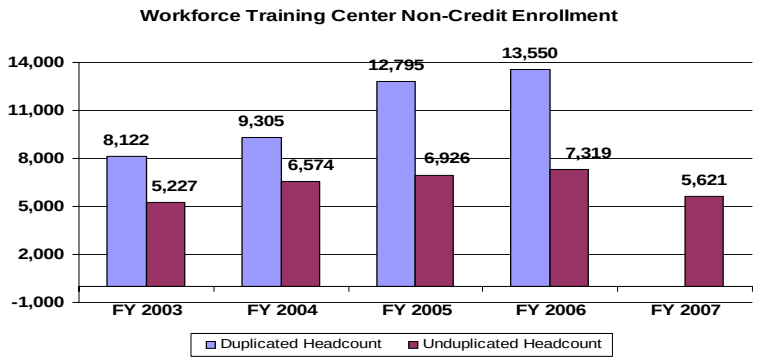
Graduation Rates First-Time, Full-Time Degree Seeking Credit Students who obtained a degree from NIC to Date – Summer 2006	Fall 1999 Cohort (N = 856)	Fall 2000 Cohort (N = 946)	Fall 2001 Cohort (N = 826)	Fall 2002 Cohort (N = 817)	Fall 2003 Cohort (N = 920)
N = Number of Students in Cohort	28%	29.4%	26.3%	27.9%	19.9%





Workforce Training Center Non-Credit Enrollment	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Duplicated Headcount (Fiscal Year)	8,122	9,305	12,795	13,550	N/A *
Unduplicated Headcount (Fiscal Year)	5,227	6,574	6,926	7,319	5,621 **

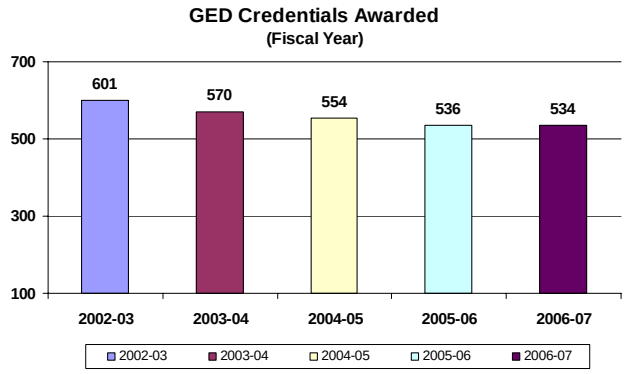
* Duplicated Headcount for FY 2007 not yet available
** To date as of June 4, 2007



Professional-Technical Positive Placements	Fall 2002 - Summer 2003	Fall 2003 – Summer 2004	Fall 2004 – Summer 2005	Fall 2005 – Summer 2006
Professional-Technical Positive Placements (Academic Year)	92%	92%	91%	92%

GED Credentials Awarded	July 2002 – June 2003	July 2003 – June 2004	July 2004 - June 2005	July 2005 – June 2006	July 2006 - June 2007
GED Credentials Awarded (Fiscal Year)	601	570	554	536	534*

* To Date as of June 18, 2007



Performance Highlights

New Programs Added

Basic Manufacturing: This new certificate program will begin September 2007 and will provide students with a foundation of knowledge in manufacturing systems, safety, quality and basic manufacturing technologies. These skill sets will help to meet a significant workforce need among one of the major sectors of our regional economy, and will illuminate career pathways for students that lead to self-sufficiency.

Human Services: Beginning Fall Semester 2007, an associate of science degree will be offered in the Human Services program. NIC currently offers a technical certificate and A.A.S. Degree. The A.S. Degree will allow students to pursue a bachelor's degree in several human services fields of study.

Dual Credit Program Expands

NIC's dual credit program which allows high school students to enroll in NIC classes for both high school and college credit expanded with new classes offered at various high schools in North Idaho. The student enrollment increased by 25% in the 2006-2007 year.

Diesel Technology & Welding Technology Programs Expand

Beginning Fall Semester 2007, additional students will be accommodated in the Diesel Technology and Welding Technology programs by reconfiguring how the courses are delivered. These programs have been filled to capacity in recent years.

New Outreach Campus Opens

The North Idaho College Bonners Ferry Center opened July 2006 and is currently serving nearly 80 degree-seeking students as well as non-credit students. Due to a $90,000 windfall from the state's Department of Public Works, NIC will build three more classrooms at this outreach campus, upgrade to a high-speed broadband network and install at least 16 new computers in a remodeled computer lab by September 2007. Other NIC outreach centers provide services to students in Sandpoint and in Kellogg.

Student Newspaper Award

NIC's student newspaper *The Sentinel* won Best All-Around Non-Daily Student Newspaper honors from the Society of Professional Journalists in the spring of 2007. *The Sentinel* was competing against four-year colleges and universities for the award and was one of only two two-year schools to win one of the prestigious Mark of Excellence Awards.

Performance Highlights, continued …

Athletic Honors

NIC teams won regional championships in men's soccer, volleyball, wrestling, and softball. NIC once again fared well at the NJCAA national tournament competition with the softball and volleyball teams capturing second and the wrestling team capturing third. An NIC softball player will represent the United States at the August 2007 World University Games and two NIC teams were honored with NJCAA Academic All-American team status.

Award-Winning Students

Heather Lewis, an NIC sophomore from Pinehurst, was one of 51 students in the country and the lone student from Idaho to be selected for a Jack Kent Cooke Undergraduate Transfer Scholarship.

A total of seven NIC business students captured national awards at the Business Professionals of America conference in New York City in May 2007. BPA provides students with an avenue to acquire practical experience by applying the skills they learn in their course of study.

NIC Auditorium staff and Theatre graduates received several prestigious awards from the Kennedy Center American College Theater Festival for their production of "Midsummer Night's Dream."

PART II – Performance Measures – North Idaho College

Performance Measures	NEW Measure & Benchmark as of July 2006	July 2007 Update
1. Increase retention rates of students completing a certificate or associate degree program. Supports NIC Strategic Goal #1 and SBOE Goal #2.	Increase fall to fall retention rate from 48.5% to 52% for first-time, full-time degree seeking students.	The fall to fall retention rate of first-time, full-time degree seeking students has increased from 48.5% (Fall 2003 cohort) to 49.6% (Fall 2005 cohort).
2. Increase graduation rates of students completing a certificate or associate degree program. Supports NIC Strategic Goal #1and SBOE Goal #2	Increase the three-year graduation rate of students entering fall 2005 to 27% up from 24.4% for fall 2002 cohort.	The Fall 2005 cohort three-year graduation rate will be available Summer 2008. The Fall 2002 cohort has a 27.9% graduation rate as of Summer 2006 (four-year rate).
3. Increase program offerings for students in certificate programs, associate degree programs, work-related short-term/contract training, and dual enrollment sites/classes. Supports NIC Strategic Goal #2 and SBOE Goal #1.	Increase by 5% annually the number of new programs offered to students. The 5% may be a combination of new offerings in all program areas.	Program offerings (new courses added) for students in certificate and associate degree programs have increased by 9.5% (Fall 2006 – Fall 2007). The increase in Customized Training classes for FY 06 to FY 07 increased 39%. Apprenticeship enrollment increased by 22% from FY06 to FY07. New programs for Fall 2007 include the addition of a new certificate program in Basic Manufacturing. Dual enrollment headcount has increased 25% (Fall 2005 – Fall 2006).
4. Increase the assessment of educational and training needs of the region. Supports NIC Strategic Goal #3 and SBOE Goal #4.	Increase by 5% annually the number of educational and training opportunities identified by NIC beginning fall 2005.	The number of new Customized Training contracts developed FY06 toFY07 increased by 49%.
5. Increase enrollment by 2% in certificate programs, associate degree programs, short-term /contract training, or dual enrollment. Supports NIC Strategic Goal #4 and SBOE Goal #3.	Increase enrollment annually by 2% in certificate programs, associate degree programs, short-term /contract training, or dual enrollment.	Credit Enrollment (Headcount) has increased 5.4% (Fall 2005 – Fall 2006). Workforce Training Enrollment (unduplicated headcount) has increased 5.7% (Fiscal Year 2005-Fiscal Year 2006) Customized Training enrollments from FY06 to FY07 increased by 15%
6. Increase the number of administrative and support departments that establish department review plans during FY 2007. Supports NIC Strategic Goal #5 and SBOE Goal #1.	During FY 2007, 50% of the administrative and support departments will establish department review plans.	Department review plans (goals, outcomes, evaluation) were completed for 53% of the administrative and support departments.
7. Increase the number of instructional departments that establish assessment measures for student learning outcomes and General Education abilities. Supports NIC Strategic Goal #5 and SBOE Goal #2	Increase by 2% annually the number of instructional departments that establish assessment measures for student learning outcomes and General Education abilities.	The establishment of student learning outcomes has been completed for 90% of the instructional departments.

Performance Measure Explanatory Note: The Performance Measures established in July 2006 by North Idaho College link to the NIC Strategic Goals and are aligned with the State Board of Education Goals.

For More Information Contact

Kathy Christie
North Idaho College
1000 West Garden Ave
Coeur d'Alene, ID 83814
Phone: 208.769.3403
E-mail: kathy_christie@nic.edu

Part 1 – Agency Profile

Agency Overview

Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce. Professional-technical education programs are integrated into a larger, educational structure through public school districts, colleges, and universities.

The mission of Professional-Technical Education is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace.

Idaho's professional-technical system consists of three interconnected delivery mechanisms which operate as a single System: the System office); six postsecondary technical colleges; 766 secondary technical programs and related services throughout the state. The education provided by the System includes high school programs, postsecondary programs, workforce upgrading and retraining, customized training for new and expanding industries, and fire service, hazardous materials, and emergency services training.

The Division of Professional-Technical Education is the administrative agency of the State Board for Professional-Technical Education and provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary through adult. It is responsible for state, federal, and dedicated funds management. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs, and providing leadership for student organizations. The Division also acts as the administrative agency for the State Occupational Information Coordinating Committee (SOICC) which governs the Career Information System (CIS). In addition, the Division as gained responsibility for Human Resources training functions (3 FTP), ABE/GED (3 FTP) and Veterans Education and Proprietary Schools (1 FTP + 1.375 group positions).

Funding and technical assistance provided by the State Division for the System changes with the specific delivery and training involved. These include:

1. Junior High (7-8) – Funding is limited to special grants targeted at career awareness and pre-vocational exploration. The Division provides considerable technical assistance at the junior high level, particularly related to career guidance and exploration.
2. High school (9-12) – Secondary programs are offered as part of comprehensive high schools or in professional-technical schools. State funding is provided for approved professional-technical programs to offset the "added costs" associated with operating those programs. Funding for the "regular" costs is distributed through the public school funding formula. The professional-technical schools receive special added-cost funding of approximately 1/3 more than the regular public school funds. High schools are also major recipients of federal funds. The Division is the primary source of technical assistance for the secondary programs including curriculum development, program development, program improvement, statewide student organization supervision, and supplemental services to special populations.
3. Postsecondary – The Division, through the state general account, is the primary source of funding for the postsecondary technical college system. The general account pays for the faculty salaries, operating expenses, capital outlay, and local administration. The postsecondary system also receives federal vocational money distributed through the Division. The Division is responsible for providing staff support to the State Board for Professional-Technical Education on programmatic and fiscal issues that relate to the technical college system. Technical assistance is provided to the colleges particularly in maintaining program standards and curriculum development. The technical colleges have primary responsibility for program operation, development, and evaluation.

The agency has 42 FTP employees. Eight (8) of these, however, work for the CIS which is administratively housed within the Division. Of the remaining 34 employees, 7 are federally funded and 27 are funded through the state general account. The Division also includes 502 postsecondary FTP's in its budget.

The Division was established to oversee all professional-technical education and training in the state. It began when the State Board of Education was designated as the State Board for Vocational Education in 1918 and given the charge to hire an administrator. In 1966, the legislature created a system of area vocational schools

(postsecondary) which were funded by and responsible to the Division. In the 1980's, these schools were converted into technical colleges and the two-year Associate of Applied Science degree was added. The Displaced Homemaker Act was also passed in the early 1980's to provide transitional services for displaced homemakers. A dedicated account (divorce fee) was created and responsibility assigned to the agency. In the early 1990's, additional responsibility for Emergency Services Training was given to the agency through the appropriation process. In 1998, the Professional-Technical School was created, providing for high-end technical education at regional centers. In 1999, the name of the Board and the Division was changed from vocational education to professional-technical education.

The CIS provides information to the residents of the state of Idaho that helps them to become aware of the world of work, to understand the link between education and work, and to make successful career decisions. Established in 1980 as Idaho's official career information system, CIS represents the only comprehensive source of career information about Idaho and the nation.

Core Functions/Idaho Code

Statutory authority for the Division of Professional-Technical Education is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Section 33-1002G allows school districts to establish professional-technical schools and 39-5009 established the displaced homemaker account for appropriation to the State Board.

The role of the Division of Professional-Technical Education (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, the Division:

- Provides statewide leadership and coordination for professional-technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of professional-technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for professional-technical education;
- Evaluates professional-technical education programs;
- Initiates research, curriculum development and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates professional-technical education related activities with other agencies, officials, and organizations.

The Division is the administrative agency for the State Occupational Information Coordinating Committee (SOICC). SOICC serves as the Board of Directors for CIS and includes the chief executive officer or their designee from the Office of the State Board of Education, the Division of Professional-Technical Education, the Idaho Departments of Commerce and Labor, the Division of Vocational Rehabilitation, and the Workforce Development Council.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$44,233,200	$46,055,100	$47,279,900	$48,804,800
Economic Recovery Fund Reserve	$0	$0	$1,070,200	$1,626,300
Displaced Homemaker	$170,000	$170,000	$170,000	$170,000
Haz Mat/Waste Trans	$67,800	$68,800	$68,800	$69,800
Federal Grant	$7,849,100	$7,587,300	$7,735,800	$7,541,300
Miscellaneous Revenue Fund	$0	$0	$366,500	$538,700
Unrestricted Current	$339,700	$371,900	$434,100	$464,800
Total	**$52,659,800**	**$54,253,100**	**$57,125,300**	**$59,215,700**

Expenditure	FY 2004	FY 2005	FY 2006	FY 2007
Personnel Costs	$2,056,200	$2,229,400	$2,790,800	These
Operating Expenditures	$316,800	$589,300	$507,000	Numbers
Capital Outlay	$108,200	$21,600	$34,400	Will Not
Trustee/Benefit Payments	$17,398,700	$17,764,100	$17,779,100	Be Available
Lump Sum	$32,381,600	$33,715,200	$34,927,900	Until
Total	**$52,261,500**	**$54,119,600**	**$56,039,200**	August 15th

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Administration & Supervision (Pgm 01)				
Provide local education agencies with technical assistance in planning, developing, maintaining, and improving professional-technical education -- number of secondary and postsecondary programs	910	905	928	928
Plan and conduct activities to promote quality improvement of professional-technical education -- number of program reviews	481	546	638	484
Provide student organization leadership development through FFA, PAS, FCCLA, DECA, Delta Epsilon Chi, Skills USA, BPA, ITSA, and HOSA -- number of secondary and postsecondary members	9,981	10,186	10,133	10,245
General Programs (Pgm 02)				
Provide quality high school professional-technical programs that are realistic in terms of employment opportunities and consistent with student interests, aptitudes, and abilities -- number enrolled	77,996	79,098	81,373	83,103
Provide Professional-Technical Schools with high-quality programs that are too expensive to offer in the normal comprehensive high school -- number enrolled	4,282	4,635	4,278	6,609
Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education	92.67%	92.68%	93.62%	94.35%
Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education	79.45%	77.60%	80.40%	81.04%
Prepare secondary graduates to continue their education – percent of secondary completers who transition from Secondary to Postsecondary Education (Each number represents the percentage of secondary completer respondents enrolled in postsecondary education during the year after they complete their secondary program)	58.03%	57.45%	59.56%	60.48%

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Provide professional-technical short-term classes in upgrading and retraining for individuals employed or seeking a new occupation, customized training for business/industry, and related instruction for apprentices -- number enrolled	29,357	33,632	33,417	This data is not available until Aug. 25, 2007
Plan, administer, and deliver uniform, comprehensive statewide fire and emergency services training programs -- students served *(*Student count was computed differently in FY2006.)*	4,769	4,834	7,668*	This data is not available until Aug. 25, 2007
Postsecondary (Pgm 03)				
Provide professional-technical education opportunities at the postsecondary level -- End-of-Year Full Time Equivalent (FTE)	4,639	4,347	3,879	3,812 (preliminary #)
Provide opportunities and improve the articulation of secondary and postsecondary professional-technical education -- number of Tech Prep students enrolled in postsecondary education	416	414	545	594
Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education	94.10%	94.20%	93.90%	95.27%
Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education	85.50%	85.60%	87.86%	89.41%
Unprepared Adults (Pgm 04)				
Help displaced homemakers and single parents to become personally and economically self-sufficient -- number people served	1,429	1,314	1,089	This data is not available until Aug. 25, 2007
CIS				
Number of individual users	110,774	113,980	112,000	119,000

Performance Highlights

- The quality of professional-technical education in Idaho has been demonstrated by the success of Idaho students in national professional-technical competitive events. Idaho was recognized by the National Association of Career Technical Education as having the top secondary and top postsecondary students in the nation this past year.
- Professional-technical education has implemented several strategies to support high school reform. These have included developing a specialized integration class to teach teachers how to integrate and enhance academic instruction in a technical setting.
- Health professions enrollment has increased dramatically. At the high school level it increased by 10% this past year and 69% over the past five. At the college level, enrollments increased by 51% over the past five years.
- Demand for professional-technical training has continued to increase. Employers are reporting critical shortages of technically trained people, especially in health and manufacturing.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Number of Secondary Tech Prep students	8,468	9,298	10,690	10,011	5% increase per year
2. Number of postsecondary offerings	342	345	340	343	1% increase per year
3(a). Secondary Placement	92.67%	92.68%	93.62%	94.35%	Above 90% per year
3(b). Postsecondary Placement	94.10%	94.20%	93.90%	95.27%	Above 90 % per year
4. Number of high school PTE sections of applied academic content	576	577	568	583	1% increase per year

Performance Measure Explanatory Note:

#1 above: Number of Secondary Tech Prep students is an indicator of how well we are supporting articulation between secondary and postsecondary professional-technical education.

#2 above: This number represents the postsecondary programs and options available through the six regional technical colleges. In FY2006, several options were either combined or converted to stand-alone programs; thus, the drop in the number of offerings.

#3a & b above: Report the percent of completers who attain employment, join the military, or continue their education.

#4 above: Benchmark shows the Division's desire to increase the number of sections of applied academic content being provided through PTE classes as an effort to support high school reform.

For More Information Contact

Mike Rush
Administrator
Professional-Technical Education
650 W State Rm 324
PO Box 83720
Boise, ID 83720-0095
Phone: (208) 334-3216
E-mail: mrush@pte.idaho.gov

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is one of six agencies under the oversight of the Office of the State Board of Education. Dr. Michael Graham is the Administrator of the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, State Renal Disease Program, and Extended Employment Services while also serving as a flow through agency for funding related to the State Epilepsy Program.

The Public Vocational Rehabilitation program is one of the oldest and most successful federal/state programs in America. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to gainful employment. The average time needed for a person to complete a rehabilitation plan and become employed is thirty-two (32) months. Last year, employment of individuals with disabilities resulted in a 352% increase in client weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services Bureau as well as Managers who deal with Human Resources, Program Development, Planning and Evaluation, Fiscal Operations, and Information Technology. There are also three zone managers, as well as six Regional Managers who supervise Field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Boise Corrections, Boise Mental Health/School Work, Twin Falls, Pocatello, Idaho Falls, and Caldwell.

IDVR is comprised of 158 employees, of which 150 are full time positions serving in thirty-eight (38) offices throughout the state. Offices are located in Boise, Mountain Home, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, Payette, & Eagle. There is one (1) Central Office, nine (9) Regional Offices; eleven (11) general Sub-Offices, six (6) Mental Health Sub-Offices; twelve (12) School – Work Sub- Offices; and two (2) Corrections Sub-Office.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 701, and is augmented by regulations promulgated and set forth at 34 CFR § 361.1.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The Division also manages state- appropriated funds to assist individuals with chronic renal failure to help cover the catastrophic costs of this serious, life-threatening disease. The Division coordinates the medical management of this program, and coordinates its payments with the client's ability to pay, private insurance payments, and Medicare and Medicaid payments. (Idaho Code, Chapter 23, Vocational Rehabilitation 33-2307 – 33-2308)

The Extended Employment Services (EES) program provides funding to individuals with severe disabilities who are determined unable to maintain competitive employment without on-going support. A state financial allotment is provided annually to be allocated by the EES staff to contracted Community Rehabilitation Programs who subsequently provide the long term support to eligible clients.

The Epilepsy Foundation of Idaho is a statewide not-for-profit organization, staffed by volunteers dedicated to the service of individuals in Idaho affected by epilepsy/seizure disorders. The intent is to overcome the associated problems through direct services, increased public and professional awareness, and the control of epilepsy and its consequences. The Joint Financial Appropriations Committee has designated IDVR as the flow through agency for funding this entity.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$3,673,000	$7,676,800	$7,737,900	$8,113,600
Rehab Rev & Refunds	$217,600	$401,000	$238,300	$621,700
Federal Grant	$14,381,900	$14,471,200	$13,467,000	$15,372,370
Miscellaneous Revenue	$326,900	$564,000	$870,200	$1,600,000
Total	**$18,599,400**	**$23,113,000**	**$22,313,400**	**$25,707,670**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$6,581,900	$7,249,700	$7,383,500	$7,706,000
Operating Expenditures	$1,380,400	$1,379,600	$1,418,500	$1,486,700
Capital Outlay	$228,900	$67,800	$95,400	$309,800
Trustee/Benefit Payments	$9,910,200	$13,931,800	$13,921,600	$14,438,500
Total	**$18,101,400**	**$22,628,900**	**$22,819,000**	**$23,941,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
The number of individuals served by Vocational Rehabilitation	12,959	13,438	13,191	12,874
The number of individuals who went to work after receiving VR services	1,799	1,777	1,907	1,996
The percent of all individuals who went to work after receiving VR services	60.5	58.58	54.49	59.0
The average hourly earnings of all individuals who completed the VR program and went to work	$7.73	$8.77	$8.69	$9.22
The percentage of individuals who have maintained their employment twelve months after exiting the VR program	.78	.80	.79	**

**IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis for consistency. For this reason, chart data represents figures that are six months behind the State Fiscal data reported.*

***This data will no longer be reported.*

Performance Highlights

Sustained Annual Rehabilitation Outcome

During the Federal Fiscal year (FFY) 2006, the agency continued to demonstrate strong growth in rehabilitation outcomes. While on a national level, overall outcome remained static or declined in some states, Idaho experienced a 5% growth rate in successful employment for individuals with disabilities. It is anticipated that Idaho will be able to exceed these outcomes during FFY2007 as result of a continued strong economy and strong internal management support. During 2007, IDVR enlisted the training expertise of Alan Anderson, a renowned speaker /instructor who has been contracted by 20 VR agencies in respective states across the nation. The purpose of this training is to enhance the capacity of the agency to maintain high outcomes against the reality of limited state/federal resources within the forthcoming years.

Collaborative Statewide Service Strategies

IDVR continues to maintain excellent collaboration with a number of partners throughout the state including the State Mental Health Division, various school districts, and the Departments of Juvenile and Adult Corrections. Currently, the agency has twelve (12) full time counselors assigned to as many school consortiums across the state. Through the combining of State Department of Education resources with IDVR the agency is able to maximize its Federal allotment. During FFY 2007, IDVR and the Department of Education conducted a training seminar designed to strengthen the relationship between VR counselors and the Special Education staff and better serve the transitional population. Additionally, it is the intent of the management within IDVR and the Department of Special Education to create working groups in the various regions of the state to enhance the coordination of services to mutual clients and increase the understanding of each agency's role in the transition process.

Community Rehabilitation Pilot Project

IDVR has historically purchased services from Community Rehabilitation Programs (CRP) on an hourly basis. In an effort to contain costs and ensure that the agency is getting the best value for the funds expended, IDVR entered into a pilot project with the CRPs. This project utilizes an incremental fee-for-service outcome based model. It is anticipated that this program will result in more efficient usage of resources as well as higher rehabilitation closures.

PASS Plan Contracts

During FFY2007, IDVR has established PASS Plan contracts with three separate vendors representing Northern, Southwest/Central and Southeastern Idaho. The intent of this strategy is to enter into a service contract with qualified vendors to prepare a targeted number of Plans for Achieving Self Support enabling agency clientele who are SSA recipients to receive financial benefits in order to secure gainful employment. By utilizing these SSA resources it is anticipated that VR will be able to capture support services and comparable benefits that would otherwise be unavailable to the agency.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
The number of individuals exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year performance.	1799	1777	1907	1996	Increase the number of eligible individuals that are served.
Of all individuals who exit the VR program after receiving services, the percentage who are determined to have achieved an employment outcome shall be at least 55.8%.	60.5	58.58	54.49	59.0	Increase the number of individuals who successfully become employed after receiving Vocational Rehabilitation Services.
The average hourly earnings of individuals exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year's performance.	$7.73	$8.77	$8.69	$9.22	Increase the earnings of individuals who after receiving VR services, become successfully employed.
The percentage of individuals who have maintained their employment and earnings twelve months after exiting the VR program will be equal to or greater than the previous year's performance.	78%	80%	79%	** (This data will no longer be reported.)	Increase client employment retention twelve months after successful case closure.
The service rate of all individuals with disabilities from minority backgrounds as compared to all non-minority individuals with disabilities shall be at least .80 (ratio).	.94	.938	.984	.91	Increase the number of individuals from minority backgrounds that are served.
The number of individuals involved with the correctional system exiting the VR program who achieved an employment outcome during the current year shall be equal to or exceed the previous year performance.	288	341	316	337	Increase the number of individuals involved with the Correctional system who successfully become employed after receiving VR Services.

Performance Measure Explanatory Note: The performance measures established are those utilized by the Rehabilitation Services Administration which provides Federal oversight of the effectiveness and quality of all Vocational Rehabilitation Agencies across the United States.

For More Information Contact

Dr. Michael Graham
Vocational Rehabilitation
650 W State Rm 150, PO Box 83720
Boise, ID 83720-0096
Phone: (208) 287-6477
E-mail: mgraham@vr.idaho.gov

THIS PAGE IS LEFT INTENTIONALLY BLANK

Part 1 – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an agency of the Idaho State Board of Education/State of Idaho and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system based in the capital city of Boise with additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over the next 40 years, IdahoPTV has expanded its reach to include over the air broadcast television service to more than 97 percent of Idaho's population and portions of six adjoining states and Canada through an efficient system of 5 analog and 5 digital transmitters and 37 analog repeaters (translators). In addition, IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. Idaho Public Television's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV has benefited from the financial support of four affiliated not-for-profit support organizations, operated under federal and FCC guidelines, including the Friends of Idaho Public Television: KAID/KIPT, Inc.; Friends of Idaho Public Television: KISU, Inc.; Friends of Idaho Public Television: KUID/KCDT, Inc.; and the Idaho Public Television Foundation. As directed by FCC guidelines, our constituents are the people of Idaho, as well as those in portions of six surrounding states and Canada. Private donations provide more than 61% of our yearly operating budget, or $4.3 million from nearly 24,000 individuals, foundations and companies in our rural service areas. State of Idaho support provides approximately 25% of our operating budget and is directed specifically toward the maintenance and administration of the statewide delivery system. The remaining 14% of our operating budget comes in the form of a yearly grant from the Corporation for Public Broadcasting, a private corporation funded by Congress. IdahoPTV's comprehensive audit is conducted yearly by the Legislative Auditor, Legislative Services.

As of July 1, 2007, Idaho Public Television is staffed with 57 full-time employees primarily in the network operations center in Boise, with branch facilities in Moscow and Pocatello.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users (see Performance Highlights).

Between the summer of 2006 and the late spring of 2007, IdahoPTV distributed one locally produced program nationally. *Rosalie Sorrels: Way Out In Idaho* was distributed in May 2007 through the Public Broadcasting Service (PBS). In addition, IdahoPTV distributes *FocusWest*, a four hour per day, packaged public affairs program service via Internet2 to public television stations serving Utah, Wyoming and northern Nevada. *FocusWest* aggregates public affairs content produced by IdahoPTV, the before-mentioned stations, and Oregon Public Broadcasting and packages it in an efficient "ready to air" form for broadcast via digital and analog television.

IdahoPTV produces a number of on-going series including *Outdoor Idaho, Idaho Reports* (coverage of the Idaho Legislature), *Dialogue* (weekly, live public affairs program), *Dialogue for Kids* (educational science program for grade school students), *Idaho Debates* (primary and statewide election coverage), *Legislature Live, Governor's Inauguration, Governor's State of the State Address, Governor's State of the Budget Address, INL Scholastic Tournament, Read To Me with the First Lady, Ron's Picks and The Buzz on IdahoPTV.* Also produced are other one-time programs including *Idaho Homefront: World War II, Idaho: An Aerial Tapestry, Idaho Edens, West of the Basque, Lewis & Clark: Crossing the Centuries, Hymns of Thanksgiving and Picturing Idaho.*

Our community outreach ranges from locally produced events and workshops to children's events such as science and technology workshops, science camps, literacy content and educator workshops.

The staff is led by Peter W. Morrill, General Manager; Ron Pisaneschi, Director of Broadcasting; Phillip Kottraba, Director of Finance; Kim Philipps, Director of Marketing/Development; Rich Van Genderen, Director of Technology; and Sandy Streiff, Director of Communications.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. IdahoPTV was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education, State of Idaho.

The mission of Idaho Public Television is to meet the needs and reflect the interests of our various audiences. We do this by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$1,528,200	$1,595,000	$1,586,800	$1,824,200
Dedicated Fund	$820,200	$861,800	$531,400	501,200
Miscellaneous Fund	$0	$0	$867,200	865,800
Total	**$2,348,400**	**$2,456,800**	**$2,985,400**	**$3,191,200**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$1,665,200	$1,750,400	$1,757,700	$1,744,700
Operating Exp.	$683,200	$706,400	$706,300	779,700
Capital Outlay	$0	$0	$521,400	666,800
Trustee/Benefit Payments	$0	$0	$0	0
Total	**$2,348,400**	**$2,456,800**	**$2,985,400**	**$3,191,200**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Number of national awards for IdahoPTV	54	58	60	51
Private in-state/out-of-state partnerships	79/32	97/23	135/35	105/23
Public in-state/out-of-state partnerships	128/48	132/26	71/16	55/17
% of closed captioned shows for hearing impaired & visual learners	96%	97.1%	98.6%	97.4%
Descriptive video service hours for those with impaired vision	3,187	11,116	12,869	13,401
Channel hours for children	7,684	12,192	13,020	13,102

Channel hours for ethnic minorities	4,012	3,782	5,320	4,951
Channel hours for learners	10,580	10,580	11,094	10,722
Visitors to idahoptv.org	1,326,233	1,546,488	1,623,860	2,035,877
DTV channel hours	135,710	137,240	137,240	137,240
# of DTV transmitters # of DTV-ready translators of 37 # of local cable carriage of hi-def # of satellite systems, analog service	5 3/37 10 3	5 3/37 10 5	5 5/37 10 7	5 15/37 10 7
% pop. IdahoPTV digital TV coverage	71.3%	71.3%	71.3%	73.1%
Channel hours, public affairs	4,413	10,197	12,740	12,912
Channel hours, Idaho specific	655	675	2,162	2,937
# of IdahoPTV produced programs	96	193	138	262
Viewers per week, children under 12	88,150	85,126	93,589	126,681
Viewers per week, adults 50+	128,610	199,470	205,716	207,901
Viewers per week, total	298,000	423,150	449,500	494,450

Performance Highlights

FY 2007 Highlights (Un-audited):

- Federal legislation enacted that calls for the cessation of analog broadcast television via transmitters on February 17, 2009.
  - This will have significant impact on at least 1/3 of Idaho homes that still receive analog television via over-the-air transmitter broadcasts.
  - IdahoPTV has 37 rural translators that need to be upgraded to digital television ready status.
    - As of July 1, 2007, 32 translator sites have funding in place for conversion or have been upgraded, 5 sites are still in need of funding/upgrades.
- FY 2006 Audit conducted by Legislative Auditor, No Findings of Fiscal Fact.
- FY 2007 Audit begins in September 2007.
- IdahoPTV "In-State Public Partnerships" dropped in FY 06 from FY 05 levels due to cuts by the U.S. Department of Education to local funding for Ready-To-Learn (RTL) educational services. RTL enabled (and funded) IdahoPTV's educational outreach to low-income families, through public schools and agencies, teaching parents to incorporate reading into family life.
- IdahoPTV received state funding for FY 2007 totaling $1.59 million in replacement capital including studio equipment for Moscow/KUID (Phase 2 of 3 studio replacement), matching funds for 5 rural translator site upgrades to digital ready status, on-air video storage system and 1 field engineering vehicle.
- IdahoPTV finished the last of a three year upgrade of 7 translator sites in the KUID/Moscow viewing area to digital TV ready funded by the US Department of Agriculture. In addition, IdahoPTV received new competitive grants from USDA and US Department of Commerce for upgrading 16 additional rural translator sites to digital TV ready status.
- IdahoPTV was awarded 51 national and regional awards of excellence for local programming and media creation including four regional Emmy awards for OUTDOOR IDAHO programs CYCLING IDAHO and A TRIP TO THE MOON, 2006/2007 season of DIALOGUE FOR KIDS – D4K series, and the D4K website.
- www.idahoptv.org had 20,686,940 hits in FY 07 (16,109,372 hits, FY 06).

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Number of national awards for IdahoPTV	54	58	60	51	45
2. Partnerships: Private in-state/out-of-state Public in-state/out-of-state	79/32 128/48	97/23 132/26	135/35 71/16	105/23 55/17	100/20 45/15
3. Descriptive video service hours for those with impaired vision	3,187	11,116	12,869	13,401	13,000
4. Channel hours for children	7,684	12,192	13,020	13,102	13,000
5. Channel hours for learners	10,580	10,580	11,094	10,722	10,580
6. Visitors to idahoptv.org	1,326,233	1,546,488	1,623,860	2,035,877	2,000,000
7. # of DTV-ready translators of 37	3/37	3/37	5/37	15/37	24/37
8. % pop. IdahoPTV digital TV coverage	71.3%	71.3%	71.3%	73.1%	73%
9. Channel hours, Idaho specific	655	675	2,162	2,937	2,500
10. Viewers per week, total	298,000	423,150	449,500	494,450	450,000

Performance Measure Explanatory Note:

In Part 1, IdahoPTV has historically utilized 21 performance measures quantifying services that we provide to the citizens of Idaho. As a result of FY2007 state guidelines, IdahoPTV began reporting 10 of those original indicators.

IdahoPTV anticipates no new general fund programmatic revenue for FY 08 and thusly projects a maintenance of current operation (MCO) for service delivery and is reflected in our benchmarking metrics.

For More Information Contact

Peter W. Morrill
General Manager
Idaho Public Television
1455 North Orchard Street
Boise, Idaho 83706
Phone: (208) 373-7220
E-mail: peter.morrill@idahoptv.org

Part 1 – Agency Profile

Agency Overview

The Idaho School for the Deaf and the Blind was established to provide quality education to children from birth to 21 years of age who are hearing impaired or visually impaired to the extent that they cannot receive proper education in the public school system. The Agency offers educational and social opportunities for a specialized student population by providing a residential academic program complemented by a residential cottage life program. In addition, the Agency offers its programs and enhances services statewide through regional programs for the visually-impaired and hearing-impaired students via its seven outreach offices located throughout Idaho. The outreach offices are located in Coeur d' Alene, Lewiston, Idaho Falls, Pocatello, Gooding, Boise and Middleton.

The school is funded with General Fund appropriations, miscellaneous State funds, endowment earnings and federal grants.

Core Functions/Idaho Code

The State Constitution, Article X, Section 1, provides for the establishment and support of State institutions for the deaf and the blind. Idaho Code, Title 33, Chapter 34, established the Idaho School for the Deaf and the Blind in Gooding, Idaho. Additionally, this chapter lists the general duties of the governing Board of Trustees and defines eligibility for students to attend the campus program located in Gooding. Idaho Code, Title 33, Chapter 1, created the State Board of Education and gave the Board general supervision, governance, and control over the Idaho School for the Deaf and the Blind.

The Agency is organized into four major program areas: Education Services, Financial Services, Student Services, and Outreach Services. The Agency's Administrative Leadership Team (ALT) is comprised of the following individuals: Mary L. Dunne, Agency Director; Jeff Woods, CPA, Director of Financial Services; Gretchen Spooner, K-12 Principal and Director of Curriculum and Special Services; Rod Howells, Director of Student Services; Janet Stout, Director of Deaf and Hard-of-Hearing Outreach Services; Carol Baron, Director of Blind and Visually Impaired Outreach Services; Randy Bow, Director of IT; and Ken Allison, Director of Maintenance.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$7,183,600	$7,533,300	$7,791,600	$7,704,900
Federal Grant	$401,700	$260,800	$117,100	$226,200
Miscellaneous Revenue	$258,100	$94,600	$94,600	$95,800
Budget Stabilization Fund	$0	$0	$200,200	$230,600
ISDB Contingency Fund	$0	$133,800	$23,600	$57,200
ID School Deaf & Blind	$417,400	$147,000	$0	$78,700
Total	**$8,260,800**	**$8,169,500**	**$8,227,100**	**$8,393,400**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$5,949,600	$6,418,500	$6,942,900	$6,398,100
Operating Expenditures	$1,276,500	$1,396,500	$1,226,500	$1,542,900
Capital Outlay	$383,700	$244,700	$51,400	$313,600
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$7,609,800**	**$8,059,700**	**$8,220,800**	**$8,254,600**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
Provide programming for hearing impaired students (on campus)	55 students	53 students	45 students	37 students
Provide programming for visually impaired students (on campus)	14 students	17 students	16 students	19 students
Provide programming for multi-handicapped students (on campus)	12 students	10 students	12 students	10 students
Provide regional services for hearing impaired students	347 students	399 students	530 students	576 students
Provide regional services for visually impaired students	283 students	268 students	347 students	358 students
Number of students served statewide	711 students	747 students	950 students	1,000 students
Provide student housing in cottages (on campus)	43 students	44 students	38 students	33 students
High School graduates from Gooding campus program	7 students	10 students	8 students	7 students
Graduates qualifying for developmental disability waiver	0 students	3 students	2 students	2 students

Performance Highlights:

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Number of campus students who achieve HS graduation with their primary year group.	5 students (71%)	8 students (80%)	4 students (50%)	3 students (43%)	75%
2. Number of students who go on to post-secondary education; either college or professional-technical training.	4 students (57%)	6 students (60%)	4 students (50%)	1 student (14%)	65%
3. Number of students living independently or at college or training facility	5 students (71%)	5 students (50%)	6 students (75%)	3 students (43%)	70%
4. Number of students gainfully employed (full-time).	2 students (29%)	1 student (10%)	1 student (13%)	2 students (29%)	25%

Performance Measure Explanatory Note:

For More Information Contact

Jeff Woods
Director of Financial Services
Idaho School for the Deaf and the Blind
1450 Main Street
Gooding, ID 83330
Phone: (208) 934-4457 (V/TTY)
E-mail: jeff.woods@isdb.idaho.gov

Part 1 – Agency Profile

Agency Overview

Our historical society has given us a sense of direction from the beginning. Eighteen years after the Idaho Territory was established in the midst of civil war and westward expansion, and nine years before statehood in 1890, a room full of early settlers created the Historical Society of Idaho Pioneers. As technology and time itself accelerated in the late 19th century, several of these founders sensed how much of their own heritage was about to be lost, and how much native heritage remained to be discovered. Their efforts led to the establishment of the Idaho State Historical Society as a state agency in 1907.

From its original "library and cabinet" meant to preserve "literary and scientific objects" the Society has evolved in its first century to include the Idaho State Historical Museum, the Public Archives and Research Library, the State Historic Preservation Office, the Historic Sites Program, and the Administration unit. With a staff of 35 professionals, 50 volunteers, and a board of trustees that represent the seven legislative districts of the state, the Society now reaches more than 100,000 people annually and serves an additional 700,000 on its web site.

From its origin as a "cabinet of curiosities" the **Idaho State Historical Museum** has become the largest and most visited museum in the state. Its many interactive programs educate children, students, working adults, and retirees in the historical value of its diverse and comprehensive collections.

The **Public Archives and Research Library** provides public and scholarly access to holdings in many media dealing with Idaho's history and genealogy. These include manuscripts, state archives, books, periodicals, oral history interviews, films and videos, microfilms, and maps.

This **Historic Sites** program oversees sites at Pierce, Franklin, Rock Creek, and Boise. These include National Historic Landmark Assay Office where the State Historic Preservation Office is located.

Under the terms of the National Historic Preservation Act of 1966, the **State Historic Preservation Office** administers the National Register of Historic Places and the state's historic and archaeological site inventories, the certified local government program, and the tax incentive program, and carries out federal project review duties. In 1992 the state legislature established the Archaeological Survey of Idaho with collections repositories in Pocatello, Boise, and Moscow.

Mission Statement

Idaho State Historical Society preserves and promotes Idaho's cultural heritage

Vision Statement of Purpose

Our vision is to inspire, enrich and engage all Idahoans by leading the state in preserving and sharing our dynamic cultural heritage.

Core Functions/Idaho Code

We now know that people have wrested a living from Idaho's remarkable resources for more than 13,000 years. Our state has a rich history and prehistory; the Idaho State Historical Society is charged with responsibility for its preservation in accordance with Chapters 41 and 46 of Title 67 of the Idaho Code, and other statutory capacity assigned by Titles 14, 31, 33, 58, and 63. The Society serves as an agency of the State Board of Education, with oversight provided by a seven member Board of Trustees.

Revenue and Expenditures:

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$1,923,700	$1,973,800	$2,200,000	$2,797,700
Federal Grant	$1,063,700	$1,015,000	$1,047,400	996,900
Miscellaneous Revenue	$793,900	$780,500	$1,175,000	779,600
Total	**$3,781,300**	**$3,769,300**	**$4,422,400**	**$4,574,200**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$2,049,700	$2,134,900	$2,303,206	$2,329,900
Operating Expenditures	$705,300	$707,600	$956,995	1,278,200
Capital Outlay	$17,400	$121,300	$233,269	488,300
Trustee/Benefit Payments	$157,700	$161,800	$258,012	132,400
Total	**$2,930,100**	**$3,125,600**	**$3,751,482**	**$4,228,800**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
*Public Archives/Research Library patrons served	10,697	11,428	10,828	12,458
*Materials added to Public Archives (cubic feet)	3,777	4,649	6,020	6,423
*Research Library items cataloged	9,303	5,731	5,759	6,219
*Oral History interviews and related materials created	424	257	187	190
*Number of paid visitors to the Historical Museum per annum (fees implemented October 1, 2003)	22,308	21,845	32,600	26,979
*Historical artifacts and objects processed at the Historical Museum	3,000	1,100	750	550
*Number of students (K-12) receiving educational material from the Historical Museum	5,200	5,200	14,758	14,537
*Number of students participating in Idaho History Day contest	711	992	1,213	1,100
*State Historic Preservation Office review of environmental impact clearances (required by federal law)	1,100	1,185	1,152	1,010
*Historical and Archaeological sites added to the Archaeological Survey of Idaho	1,500	1,068	1,112	907
*Historic sites added to Idaho Historic Sites inventory	1,771	613	725	436
*Estimated dollar benefit to Idaho business through federal Tax Act projects (000s)	1,700	6,300	200	5,650
*General Tour visitation to ISHS Historic sites statewide	37,500	37,000	21,043	23,852
*Number of guided interpretive tours provided at the Old Penitentiary	500	520	500	447
*Man hours spent to maintain, restore and repair Old Pen buildings	7,500	6,000	6,000	3752
*Total Volunteer hours/dollar equivalent	n/a	n/a	n/a	20,105 hrs/ $386,016

Performance Highlights:

Board, staff, and community members completed a comprehensive strategic planning process that resulted in the first plan of its type in the Agency's history, resulting in compelling goals for the future of the agency.

Celebrated a *"Centennial of Service"* to the state of Idaho; the Idaho State Historical Society was conceived by visionary citizens in 1881 and became a state agency in 1907.

Archaeologists, led by the Idaho State Historical Preservation Office discovered what the believe is the Nez Perce Indian village along the snake river where three members of the Lewis and Clark expedition spent two nights and on day on an ill-fated fishing expedition.

Planning continued with the Friends of the Museum for the design and implementation of an expansion of the Idaho Historical Museum. This expansion will provide space for enhanced school and public programs as well as opportunities to increase attendance and revenues resulting from special exhibitions.

Idahohistory.net Web site usage has grown from zero to an average of 2,101 user sessions per day in seven years, with the average user session length of 10 minutes 21 seconds.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. Number of daily user sessions on agency internet web site	963	1,197	1,973	2,101	5% increase/yr
2. Number of paid visitors to Historical Museum and Old Penitentiary	43,403	41,396	53,643	50,831	5% increase/yr
3. Cubic feet of material catalogued in Public Archives holdings	New	New	New	6,423	2,000/yr
4. Number of students participating in Idaho History Day competition	711	992	1,212	1,100	5% increase/yr
5. Number of federal projects reviewed for compliance with Section 106 of National Historic Preservation Act and commented on within the 30 day deadline	1,100	1,185	1,152	1,010	100%
6. Take lead in seeking creation of a legislative task force to study updating state records management and preservation.	New	New	New	Delayed until 2008 session	Passage of legislative resolution creating task force in 2007
7. Position Idaho Historical Museum for successful reaccredidation in fall of 2007	New	New	New	Review scheduled for late August; one additional staff person hired; other issues being resolved.	Obtain adequate resources to fulfill personnel and operational funding shortfalls necessary to meet reaccredidation guidelines

Performance Measure Explanatory Note:

#5 above: Benchmark is to review the applications and provide comments within the required 30-day deadline in all cases (numbers above reflect successful obtainment of this goal).

For More Information Contact

Janet L. Gallimore
Historical Society, Idaho State
2205 Old Penitentiary Road
Boise, ID 83712
Phone: (208) 334-2682
E-mail: Janet.Gallimore@ishs.idaho.gov

Part 1 – Agency Profile

Agency Overview

The Idaho Commission for Libraries (ICFL) is located in the Executive Branch of state government and is governed by the Board of Library Commissioners, which is appointed by the State Board of Education. With legislation passed by the 2006 Legislature, the name of the agency changed from the Idaho State Library to the Idaho Commission for Libraries effective July 1, 2006.

The State Librarian, appointed by the Board of Library Commissioners (I.C. 33-2504), serves as the agency's chief executive officer and is charged with implementing the Board's policies and rules and with managing the operations of the agency. Current State Librarian Ann Joslin works with 3 staff as a Management Team: two Associate State Librarians and one Program Supervisor. In our relatively flat organization, all employees work to support the agency mission to assist libraries to build the capacity to better serve their clientele.

The agency has 40.5 FTE positions and 3 office locations. The central office is in Boise at 325 W. State Street. Field offices are located in Moscow and Idaho Falls.

ICFL has its origins in the Columbian Club of Boise, which established the Traveling Library System in 1899. In 1901, the Idaho Free Library Commission was organized as a state institution and received its first appropriation. In addition to providing reading materials to Idaho citizens via the traveling library, the agency was to assist in the establishment and improvement of free public and school libraries throughout the state, and to deliver, foster, and promote library services in Idaho.

Beginning in 1957, ICFL was designated as the Idaho recipient of federal funds under the Library Services Act (LSA), and it was appropriated a significant increase in its general fund budget to provide the match necessary to receive the LSA funds. The federal program has evolved over the years, first to the Library Services and Construction Act (LSCA), and most recently to the Library Services and Technology Act (LSTA). LSTA funds are used for pilot projects, to implement collaborative projects among Idaho libraries, and for statewide programs for the Idaho library community.

In 1972, ICFL was charged with distributing Idaho state public documents through a library depository system. In the same year, the State Legislature directed the agency to establish a library for the blind and physically handicapped of Idaho. In 1984, library development services were expanded as a response to major changes occurring in the public library community. In 2002, after a 20% budget cut over two years, the Board of Library Commissioners discontinued several direct services and revised the agency mission to focus on statewide library development.

Our customers, Idaho's libraries, tell us that the demand for their services is growing. Idahoans (kids, adults, students, parents, businesses) want both traditional library services and 24/7 electronic information services. The libraries' challenge is to plan for and maintain the necessary trained staff, collections, and technology to deliver this range of services when and where people want them. Our challenge is to help Idaho libraries sustain their services and thrive in this rapidly changing environment.

Core Functions/Idaho Code

Consistent with our mission, the core function of ICFL is statewide library development. We provide continuing library education and consultant services to the Idaho library community, coordinate statewide library programs, administer grant programs for library development purposes, advocate for library services, and facilitate planning for library development at the local, cooperative, and state levels. Other functions include the management of the depository system for Idaho state public documents and the Idaho talking book service, both since 1972.

Following are the relevant citations in the Idaho Code and the US Code:

- IC 33-2501. Commission for Libraries established.
- IC 33-2503. Board of Library Commissioners - Powers and duties.
- IC 33-2505. State Librarian - Depository for public documents – Distribution.
- IC 33-2506. Library services improvement fund - Established.
- IC 33-2611 and 33-2726. Public library annual fiscal reports.
- US Code Title 20, Subchapter II, Library Services and Technology Act. As certified by the Idaho Attorney General, the Idaho Commission for Libraries is the official state agency in Idaho with the authority to develop, submit, and administer the State Plan under the Library Services and Technology Act.

Revenue and Expenditures

Revenue	FY 2004	FY 2005	FY 2006	FY 2007
General Fund	$2,418,600	$2,552,200	$2,687,400	$2,779,400
Library Services Improvement Fund	$306,400	$524,200	$985,300	$739,000
Federal Grant	$971,800	$1,110,600	$1,020,200	$1,023,600
Miscellaneous Revenue	$17,800	$11,500	$20,800	$39,400
Total	**$3,714,600**	**$4,198,500**	**$4,713,700**	**$4,581,400**
Expenditure	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Personnel Costs	$1,858,100	$1,961,900	$2,067,100	$2,006,100
Operating Expenditures	$1,419,700	$1,532,200	$1,779,500	$1,766,100
Capital Outlay	$92,700	$157,400	$156,400	$186,600
Trustee/Benefit Payments	$369,500	$447,100	$237,200	$419,200
Total	**$3,740,000**	**$4,098,600**	**$4,240,200**	**$4,378,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2004	FY 2005	FY 2006	FY 2007
LiLI Databases Sessions/Logins	732,153	874,068	819,414	896,240
LiLI Databases Full Text Views	1,511,045	1,481,687	1,681,022	1,269,359
Talking Book Service Patrons	3,277	3,392	4,185	4197
Talking Book Service Circulations [1]	163,190	183,399	180,515	160,726
Attendance at Public Libraries [2]	6,339,728	6,989,638	7,269,206	N/A
Continuing Library Education Events Sponsored / Participants	78 / 1,717	63 / 1,109	49 / 1,142	150/1,589
E-Course Completions	309	385	486	374

[1] Decrease in FY2007 is due to circulation system inaccuracies and removal of large print book collection.
[2] Statistics for public libraries are available 6 months after the end of their fiscal year, which is September 30.

Part II – Performance Measures

Performance Measure	2004	2005	2006	2007	Benchmark
1. % of Idaho citizens who identify libraries as important	NA	NA	97.5%	95%	Maintain at least 90%
2. % increase in interlibrary loans through LiLI Unlimited (to/from)	NA	NA	98,921 (base #)	15.8% (114,539)	2% annual increase

3. % increase in LiLI Unlimited participating libraries	NA	88 (base #)	52.2% (134)	61.9% (217)	5% annual increase
4. % increase in registrations at summer reading programs [3]	27,632 (base #)	32.5% (36,600)	11.2% (40,700)	N/A	10% annual increase
5. Value of LiLI Database licenses (V) if purchased individually by all libraries compared to actual cost (A)	NA	NA	V= $10,871,113 > A= $529,873	V= $10,592,173 > A= $530,600	V > A

[3] Figure available after October 1 each year.

Performance Measure Explanatory Note:

All five of the above performance measures were new as of 2006. They reflect our efforts to measure how effectively the Idaho Commission for Libraries is assisting libraries to build the capacity to better serve their clientele. See the Performance Measures section of the Strategic Plan, 2008 – 2011 for further explanation.

For More Information Contact

Ann Joslin, State Librarian
Libraries, Idaho Commission for
325 W State St
Boise, ID 83702
Phone: (208) 334-2150
E-mail: ann.joslin@libraries.idaho.gov

THIS PAGE IS LEFT INTENTIONALLY BLANK

M. Annual Planning and Reporting

1. Strategic Plans
    A. Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System, and the School for the Deaf and the Blind will develop and maintain five-year strategic plans.
        1. Institution, school and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.
        2. Plans shall be updated annually and submitted to the Board for approval.
        3. Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.
    B. The Idaho State Historical Society and Idaho Commission for Libraries are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.
    C. Format
    Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format established by the executive director.
    Plans should contain:
        1. A comprehensive mission and vision statement covering the major programs, functions and activities of the organization
        2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
            a. Institutions (including Professional-Technical Education) and the School for the Deaf and the Blind should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
            b. Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including

personnel, finance, and facilities), and advancement (if applicable).

3. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
4. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

2. Performance Measures
   Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives.
   A. Postsecondary institutions will develop a set of uniform performance measures that will gauge progress in such areas as enrollment, retention, and graduation.
   B. Each institution, agency and the school will develop unique measures tied to its strategic plan.

3. Progress Reports
   Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations will be provided to the Board at least once annually in accordance with a schedule and format established by the executive director.

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 19
STATE PLANNING AND COORDINATION

67-1903. STRATEGIC PLANNING. (1) Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be based upon the agency's statutory authority and, at a minimum, shall contain:

(a) A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;

(b) Goals for the major divisions and core functions of the agency;

(c) Objectives and/or tasks that indicate how the goals are to be achieved;

(d) Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;

(e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and

(f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

(2) The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.

(3) The strategic plan shall serve as the foundation for developing the annual performance information required by section 67-1904, Idaho Code.

(4) When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section 67-1904(7), Idaho Code.

(5) Strategic plans are public records and are available to the public as provided in section 9-338, Idaho Code.

67-1904. PERFORMANCE MEASUREMENT. (1) Every fiscal year, as part of its budget request, each agency shall prepare an annual performance report. The report shall be comprised of two (2) parts:

(a) Part I shall contain basic profile information for the prior four (4) fiscal years including statutory authority, fiscal year revenue and expenditure information and any informative breakdowns such as amounts from different revenue sources, types of expenditures, and data about the number and types of cases managed and/or key services provided to meet agency goals.

(b) Part II shall contain:

(i) Not more than ten (10) key quantifiable performance measures, which clearly capture the agency's progress in meeting the goals of its major divisions and core functions stated in the strategic plan required in section 67-1903, Idaho Code. The goal(s) and strategies to which each measure corresponds shall also be provided. More measures may be requested by the germane committee chairs through the process set forth in subsection (7) of this section.

(ii) Results for each measure for the prior four (4) fiscal years. In situations where past data is not available because a new measure is being used, the report shall indicate the situation.

(iii) Benchmarks or performance targets for each measure for, at a minimum, the next fiscal year, and for each year of the four (4) years of reported actual results.

(iv) Explanations, where needed, which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.

(v) Attestation from the agency director that the data reported has been internally assessed for accuracy, and, to the best of the director's knowledge, is deemed to be accurate.

(2) Each agency performance report shall be presented in a consistent format, determined by the division of financial management, which allows for easy review and understanding of the information reported.

(3) Each agency shall review the results of the performance measures compared to benchmarks or performance targets and shall use the information for internal management purposes.

(4) Each agency shall maintain reports and documentation that support the data reported through the performance measures. This information shall be maintained and kept readily available for each of the four (4) years covered in the most recent performance report.

(5) The performance report shall be submitted by the agency to the division of financial management and the budget and policy analysis office of the office of legislative services by September 1 of each year. In fiscal year 2006, agencies shall submit part I of the performance report required by subsection (1)(a) of this section no later than November 1, and are exempt from submitting part II of the performance report required by subsection (1)(b) of this section. In accordance with section 67-3507, Idaho Code, agency performance reports shall be published each year as part of the executive budget document.

(6) The office of budget and policy analysis of the office of legislative services may incorporate all or some of the information submitted under this section in its annual legislative budget book.

(7) Each agency shall orally present the information from the performance report to its corresponding senate and house of representatives germane committees each year unless a germane committee elects to have an agency present such information every other year. The presentations shall consist of a review of agency performance information and shall provide an opportunity for dialogue between the agency and the committees about the sufficiency and usefulness of the types of information reported. Following any discussion about the information reported, the

germane committees, in accordance with the requirements of this section, may request any changes to be made to the types of information reported. In fiscal year 2006, each agency shall be required only to present part I of the performance report required in subsection (1)(a) of this section and, at a minimum, a progress report on the implementation of part II of the performance report as set forth in subsection (1)(b) of this section.

(8) If an agency and its corresponding germane committees determine that it is not feasible to develop a quantifiable measure for a particular goal or strategy, the germane committees may request an alternative form of measurement.

(9) The senate and the house of representatives germane committees should attempt to meet jointly to hear and discuss an agency's performance report and achieve consensus regarding the types of measures to be reported.

THIS PAGE IS LEFT INTENTIONALLY BLANK

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

The University of Idaho requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2007 football season

REFERENCE

August 12, 2004	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2004 football season.
March 10, 2005	Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2005 football season.
March of 2005	President White reported that there had been no serious incidences regarding the pre-game service of alcohol, and further noted that the UI created a restaurant-type atmosphere within the secure areas.
August 2005	Following discussion regarding the presence of supervised minors in the alcohol service areas, the Board amended policy Section I.J. to specifically allow for the persons of the lawful age to consume alcohol to be accompanied by youth for whom they are responsible in the secure alcohol service areas, provided the youth remain at all times under the supervision and control of the individual of lawful age.
Fall 2006	This past season (fall of 2006), there were no serious issues or concerns related to the service of alcohol at pre-game events. A wristband policy is in place to better supervise minors in the alcohol service areas.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

BACKGROUND

The current Board policy provides that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past three football seasons, the Board has granted an exception to the policy under limited circumstances for pre-game events in secure areas.

DISCUSSION

The UI seeks permission to set up secure areas prior to each home football game. In the secure areas, patrons may purchase food and beverages (non alcoholic and alcoholic) from Sodexho, the University's official food service provider. The UI will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game activities under the conditions set out in the motion, which are the same as those set by the Board over the last three years.

In managing its pre-game functions, the UI seeks to provide a safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. All pre-game activities open four hours prior to kickoff, and all activities cease at kickoff. The secure areas where alcohol is available are fenced or cordoned off, or occur within specifically designated rooms.

- "Vandal Game Day" is focused on adult-based activities and targets active alums or Vandal supporters who come to the game to see acquaintances and meet and socialize with other Vandal fans. Individual schools or groups may reserve tents and seating in this area, located on the North Kibbie Field.

- The "Corporate Tent Area" provides an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. This area is located on the Student Activities Field east of the Kibbie Dome.

- The "President's Circle Pre-Game Function" is provided for invited guests and allows the university leadership to mix with the guests. This area is located on the south side of the Student Activities Field, with the Vandal Athletic Center as a rain out location.

IMPACT

Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the University and are strategic friend and fund-raising opportunities. In addition, the UI earns commission revenues (20% gross sales) from the sale of food and beverages provided by Sodexho.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the request from UI to serve alcohol at all home football games for the 2007 season.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish secure areas for the purpose of allowing the above specified pre-game activities (Vandal Game Day, Corporate Tent Area, and President's Circle Pre-Game Function) for the 2007 home football season, such events to be in compliance with Board policy section I.J. and the following conditions:

1. The service area shall be secure, surrounded by a fence to control access to and from the area.
2. The pre-game events shall be limited to four hours, ending at kick-off.
3. Alcohol making or distributing companies may not sponsor the activities or tents.
4. UI shall use a color-coded wrist band or pass admission system to identify attendees and invited guests.
5. UI shall send companies sponsoring a corporate tent a letter outlining the Board alcohol policy and further conditions set by the Board. The letter will state that the minimum drinking age in Idaho is 21 and that at no time may they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. There must be two entry points manned by security personnel for the secure area.
7. Security personnel shall be located throughout the secure service to monitor use of wristbands, patron behavior, and entrance and exit.
8. No person may exit the secure area with alcoholic beverages.
9. Tent sponsors shall insure and indemnify the State of Idaho, the State Board of Education and Board of Regents of the University of Idaho and the University of Idaho for a minimum of $2,000,000, and shall obtain the proper permits and licenses.
10. The area is for sponsors to entertain clients/guests for the fall of 2007 home football games, including the sales and service of alcohol.
11. This exception is only for the 2007 football season; the University shall bring the matter back to the Board after the conclusion of the 2007 football season for reconsideration for 2008.
12. UI will abide by all terms and conditions of the Board's existing alcohol policy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS LEFT INTENTIONALLY BLANK

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

August 2005

J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

   A. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   B. Priority and guidelines for use of institutional services and facilities is as follows:

      1. Institutionally sponsored programs and projects.

      2. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

      3. Local, state, or federally sponsored programs and projects.

      4. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

A. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution, may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, In doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

B. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which are consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

1. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a

conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefor.

2. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

3. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

4. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

5. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

6. No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

7. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

8. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

9. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

10. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

11. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of

insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insureds.

12. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

13. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

C. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or room mates) as their individual living space.

THIS PAGE IS LEFT INTENTIONALLY BLANK

INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests Board approval to establish a secure area next to the Caven Williams Sports Complex (outside patio) for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests for the 2007 home football games

REFERENCE

In March of 2005, President Kustra reported that the corporate tents in the secured area north of the stadium during the 2004 football season were a success. BSU worked with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns were reported. This past season (Fall of 2006), the same security plan was utilized with no serious issues or concerns. Security was increased to insure that the parking lot was under control at all times.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

BACKGROUND

The current Board policy requires that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events. For the past three football seasons, the Board has granted an exception to the policy under limited circumstances for a pre-game corporate tent area.

DISCUSSION

Boise State University seeks permission to set up a secure area on the east patio of the Caven Williams Sports Complex prior to each home Bronco football game for the purpose of allowing corporations and invited guests the opportunity to gather with clients and guests. In this secure area, Boise State Athletics will, as it did last year, allow patrons to purchase food and beverages (non alcoholic and alcoholic) from the University's official food service provider. Boise State University will provide all the control measures, and follow all requirements of, Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions, the same as those set by the Board over the last three years.

1. A secured area surrounded by a fence to control access to and from the area
2. Four-hour duration, ending at kick-off.
3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.

4. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
5. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. Two entry points manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of $2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2007 home football games, including the sales and service of alcohol.
11. It be brought back after the conclusion of the 2007 football season to the Board for reconsideration for 2008.
12. BSU will abide by all terms and conditions of the Board's existing alcohol policy.

IMPACT

If the Board does not approve the alcohol waiver request, BSU will not be able to sell alcohol at home football games during the 2007 season.

If the Board does approve the alcohol waiver request, BSU will sell alcohol at the home football games during the 2007 season.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the request from BSU to serve alcohol at all home football games for the 2007 season.

BOARD ACTION

A motion to approve the request by Boise State University to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2007 home football season. The conditions are as follows:

1. A secured area surrounded by a fence to control access to and from the area.
2. Four-hour duration, ending at kick-off.
3. No alcohol making or distributing companies may be allowed to sponsor the activities or tents.

4. A color-coded wrist band or pass admission system that would identify attendees and invited guests.
5. Companies involved in the tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
6. Two entry points manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Boise State University for a minimum of $2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the fall of 2007 home football games, including the sales and service of alcohol.
11. It be brought back after the conclusion of the 2007 football season to the Board for reconsideration for 2008.
12. BSU will abide by all terms and conditions of the Board's existing alcohol policy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS LEFT INTENTIONALLY BLANK

J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

   A. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   B. Priority and guidelines for use of institutional services and facilities is as follows:

      1. Institutionally sponsored programs and projects.

      2. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

      3. Local, state, or federally sponsored programs and projects.

      4. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

A. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution, may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, In doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

B. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which are consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

1. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a

conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefor.

2. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

3. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

4. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

5. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

6. No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

7. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

8. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

9. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

10. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

11. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of

insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insureds.

12. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

13. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

C. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or room mates) as their individual living space.

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

College of Western Idaho Progress Report

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

On July 30th the trustees for the CWI were sworn in and had their first meeting. A motion was made to ask the Board to release $300,000 so they could begin operations. The executive director gave approval for the release of these funds.

DISCUSSION

Under Board policy the executive director generally has approval authority for financial decisions up to $500,000 – for amounts above that threshold Board approval is required. However, those policies generally apply to institution requests for expenditures related to construction projects and purchases (professional services, equipment, etc.). There isn't a specific policy that delegates authority to the executive director generally for all types of financial decisions. Moreover, when the institutions request approval, that request is usually considered in total – that is, if the executive director has previously approved a request, and an institution requests additional expenditure authority, the matter is referred to the full Board if the amount in the aggregate exceeds $500,000.

The Board may also want to approve a motion delegating tasks to the executive director, and outlining her decision-making authority, to provide for some flexibility with regard to this community college appropriation.

IMPACT

Release of $300,000 to College of Western Idaho.

ATTACHMENTS

Attachment 1 – House Bill 283 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE IS LEFT INTENTIONALLY BLANK

HOUSE BILL NO. 283

SECTION 6. The Legislature seeks to encourage local communities to establish new community college districts under existing law. As such, it is legislative intent that a newly formed community college district shall be eligible for up to $5,000,000 in ongoing General Fund moneys. The State Board of Education shall evaluate the business and operating plans of any newly created community college in determining the amount of General Fund moneys the college is eligible to receive. Any portion of the $5,000,000 which is not allocated to a new college shall be reverted to the General Fund. In the event that more than one (1) district is formed, and the Board determines that additional funding is necessary, the Board may request additional funding as a part of the annual budget process.

THIS PAGE INTENTIONALLY LEFT BLANK

TAB	DESCRIPTION	ACTION
1	**IDAHO CLASS OF 2007 ACT COLLEGE READINESS REVIEW**	Information Item
2	**APPROVAL OF AMENDMENTS TO THE UNIVERSITY OF IDAHO'S MISSION STATEMENT**	Motion to approve
3	**APPROVAL OF THE TEMPORARY AND PROPOSED RULES GOVERNING THE IDAHO PROMISE SCHOLARSHIP PROGRAM, IDAPA 08.01.05**	Motion to approve
4	**ROUND III - IDAHO TECHNOLOGY GRANT PROGRAM FY08 GRANT FUNDING RECOMMENDATIONS**	Motion to approve
5	**FINAL PROGRESS REPORT ON THE FY 2005 CENTER FOR RESEARCH ON INVASIVE SPECIES AND SMALL POPULATIONS**	Information Item
6	**IDAHO GEAR UP UPDATE**	Information Item
7	**APPROVAL OF SERVICE DELIVERY MODEL FOR THE EDUCATION OF STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED**	Motion to Approve
8	**APPROVAL OF SERVICE DELIVERY MODEL FOR DEAF AND HARD OF HEARING (D/HH) EDUCATION IN IDAHO**	Motion to Approve
9	**APPROVAL OF PROPOSED RULES GOVERNING THOROUGHNESS IDAPA 08.02.03**	Motion to Approve

10	**APPROVAL OF TEMPORARY AND PROPOSED RULES GOVERNING PUBLIC CHARTER SCHOOLS**	Motion to Approve

SUBJECT

Idaho Class of 2007 ACT College Readiness Review

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The ACT is the most widely used college admission exam in Idaho and in the country. Student performance on the ACT reflects the readiness of Idaho's students for postsecondary readiness and success. The Board is reviewing this topic because the success of Idaho's students is of paramount importance to the Board and the state.

DISCUSSION

Data on the college readiness of Idaho's high school Class of 2007 will be presented.

IMPACT

N/A

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Approval of Amendments to the University of Idaho's Mission Statement

REFERENCE

N/A

APPLICABLE, RULE, STATUTE, POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.I. Roles and Missions, 3. Procedural Requirements

BACKGROUND

Per Board policy, "Any proposal to add to, delete from, or alter a Board-approved mission-and-scope statement or an institutional role-and-mission statement will be submitted to the Instruction, Research and Student Affairs Committee, then to the Presidents' Council, for review and recommendation prior to Board consideration."

DISCUSSION

The University of Idaho (UI) is approaching their accreditation review in October 2007. As a follow-up to their last accreditation visit, the Northwest Commission on Colleges and Universities (NWCCU) charged the UI with updating their mission statement to align with current practices. Some of the changes include a correction to reflect recent Carnegie classification designations; a name change from forestry to natural resources; redistribution and updates of programs to other units; and the clarification of the emphasis of sciences to include physical, life, and social sciences.

IMPACT

The mission statement will accurately reflect current programs and operations as approved by the SBOE since the last update. This effort is in keeping with the NWCCU standards which call for periodic review and update.

ATTACHMENTS

Attachment 1 – Draft of Proposed Changes to UI's Mission Statement Page 4

STAFF COMMENTS AND RECOMMENDATIONS

IRSA and CAAP have reviewed the proposed changes to the UI's mission statement and recommend approval. These changes are pending review and recommendation by the Presidents' Council, which is scheduled to meet on August 8, 2007.

BOARD ACTION

A motion to approve the proposed amendments to the University of Idaho's mission statement as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE LEFT INTENTIONALLY BLANK

Attachment 1

Institutional Role and Mission

University of Idaho

1. Type of Institution

The University of Idaho is a high research ~~II~~ activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, ~~forestry~~, ~~mining~~ natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business ~~and~~, education ~~and will maintain basic strengths in the~~ liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.

2. Programs and Services*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and professional programs.

Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs.

Extension Services, Continuing Education and Distance Learning: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region.

Associate Education: None

Certificates/Diplomas: ~~None~~ Offers academic certificates representing a body of knowledge, that do not lead to a degree.

Technical and Workforce Training: None

3. Constituencies Served
The institution serves students, business and industry, the professions and public sector groups throughout the state and ~~region~~ nation as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state ~~and regional~~ postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

SUBJECT

Approval of the Temporary and Proposed Rules Governing the Idaho Promise Scholarship Program, IDAPA 08.01.05

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Executive Department, Idaho Code

BACKGROUND

During the 2007 session, statutory changes were made to Sections 33-4304 and 33-4307, Idaho Code, in order to allow students who are home schooled to be eligible for consideration for the Idaho Promise Category A Scholarship.

DISCUSSION

The Robert R. Lee Promise Scholarship Program is the primary merit-based scholarship program for Idaho students. It is intended to "keep the best and brightest students" in Idaho for their postsecondary education. There are essentially two scholarships covered by this program, Promise A and Promise B. The statutory changes to the Promise Scholarship statutes apply mainly to the Promise A eligibility criteria. The most significant change is that the new statute recognizes successful completion of secondary school requirements in Idaho as opposed to "graduation from an Idaho secondary school or its equivalent". Home schooled students are eligible for consideration. Another change removes rank in class as one of the selection criteria. Removing class rank will not only allow home schooled students to be considered, it will also allow students who were not in the top ten percent of their high school graduating class yet have the required GPA and test scores to be considered for selection. It is expected that the changes will allow for more Idaho students to be considered for selection. The number of scholarships will still be determined by the amount of funding provided by the legislative appropriation.

The statutory changes necessitated modification to the existing program rules so that the rules would remain aligned with current statute. At the same time, the rules were rewritten to enhance the organization and to highlight the two separate scholarship programs governed by these rules. A review of the rules also identified some other areas in need of revision.

- Application deadline was extended to January 15 and provides consistency with the new on-line application process. This change has the added benefits of being able to use fall semester senior year grades in the selection process, and allowing students who take the December administration of the ACT exam to also qualify for consideration.

- The return of funds sections for both scholarships was modified based on institution requests so that the process follows the federal financial aid refund policies.
- The modified areas include changes to align with the new on-line application program which allows student a longer period to apply
- The prohibition against students qualifying for both scholarships was removed.

IMPACT

The Promise A Scholarship program is funded for the 2007-2008 year with an appropriation of $331,300. This will fund 110 scholarships in the amount of $3000. There were more than 750 applicants for the Promise A scholarships and 180 of these applicants were eligible for consideration. Attachment 3 further describes the quality of the applicants for the Promise A scholarship during the 2007 application period. The Promise B Scholarship program is funded at $4,446,700 for the 2007-2008 year. This program is estimated to serve approximately 7600 qualifying Idaho students in their first four semesters at qualifying Idaho Institutions. The change allowing Promise A recipients to also receive the Promise B scholarship would have a fiscal impact of $42,000.

ATTACHMENTS

Attachment 1 – Temporary and Proposed rules governing the Promise Scholarship Program	Page 3
Attachment 2 – HB 295 Promise Scholarship	Page 15
Attachment 3- Review of 2007 Promise A Applicant Pool	Page 25

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Temporary and Proposed rules for the Promise Scholarship Program, IDAPA 08.01.13.

BOARD ACTION

A motion to approve the Temporary and Proposed rules governing the Promise Scholarship Program, IDAPA 08.01.05.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAPA 08
TITLE 01
CHAPTER 05

08.01.05 - IDAHO PROMISE SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.
These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105 and Title 33, Chapter 43, Idaho Code. ( )

001. TITLE AND SCOPE.
These rules shall be known as IDAPA 08.01.05, "Idaho Promise Scholarship Program." These rules constitute the requirements for the Idaho Promise Scholarship Program, Promise A and Promise B. ( )

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code any written interpretation of the rules of this chapter are available at the Board office. ( )

003. ADMINISTRATIVE APPEAL.
Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. ( )

004. INCORPORATION BY REFERENCE.
There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code. ( )

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. ( )

006. PUBLIC RECORDS ACT COMPLIANCE.
This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. ( )

007. DEFINITIONS.
These definitions are applicable to this chapter only. ( )

01. Full-Time Student. An average of at least twelve (12) credit hours per semester, including any remedial coursework. ( )

02. Secondary School Equivalent. The instruction of students in grades nine (9) through twelve (12), provided by home schools or other educational delivery systems or by successful completion of the General Educational Development (GED) test. ( )

03. Idaho Secondary School. Any secondary school located in the state of Idaho, including secondary schools located in border school districts attended by Idaho residents in accordance with Section 33-1403, Idaho Code. ( )

04. High School Record for Promise A Students. An individual's cumulative grade point average (GPA) for grades nine (9) through twelve (12), and difficulty of course load taken as certified by an official of such secondary school. ( )

05. High School Record for Promise B Students. An individual's secondary school cumulative grade point average for grades nine (9) through twelve (12), or a composite score on the American College Test (ACT), or a sum of sub-scores on the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS), or a combined score on the College Board's Scholastic Aptitude Test I (SAT). ( )

06. Grade Point Average or GPA. Means the average earned by a student, figured by dividing the unweighted grade points earned on a scale of four point zero (4.0) by the number of credits attempted. ( )

008. OBJECTIVES OF THE IDAHO PROMISE SCHOLARSHIP PROGRAM

The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the State's most talented Idaho secondary school graduates to enroll in Idaho educational institutions is an important element for assuring the future leadership in the State. See Chapter 43, Title 33, Idaho Code. The Idaho Promise Scholarship Program recognizes high standards of achievement, as measured by competitive examination and high school records of graduates of public, private, or the equivalent secondary schools in Idaho who attend public or independent postsecondary institutions in Idaho. ( )

009. MONETARY VALUE OF THE SCHOLARSHIP.

01. Monetary Value. The monetary value of each Promise A and Promise B scholarship shall be set annually by the Board in accordance with Sections 33-4307(2), (3) et seq., Idaho Code. ( )

02. Duration. The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution, as defined in Section 33-4306(1), Idaho Code. ( )

010. SELECTION AND ELIGIBILITY REQUIREMENTS OF SCHOLARSHIP RECIPIENTS.

01. Selection and Eligibility Requirements. Selection and eligibility requirements for a scholarship are based upon the provisions of the Idaho Promise Scholarship Program. Applicants for the Idaho Promise Scholarship are responsible for providing to the eligible institution in which he intends to enroll and/or the Board any and all information necessary to verify a student's eligibility for the Idaho Promise Scholarship. ( )

02. Educational Costs. The recipient must certify that his scholarship, if awarded, will be used only for educational costs as defined in Section 33-4306, Idaho Code. ( )

03. Enrollment. The recipient must pursue an undergraduate course of study leading to a degree, certificate, diploma, or other documentation of completion, which requires at least six (6) months, or equivalent of consecutive attendance. Furthermore, the applicant shall not enroll in an educational program leading directly to a baccalaureate degree in theology or divinity. ( )

04. Compliance. The recipient must comply with all the provisions of the Idaho Promise Scholarship Program and these rules. ( )

011. ADMINISTRATION.
The Board has delegated to the Board office the responsibility for the administration of the Idaho Promise Scholarship Program. As administrator, the Board office is responsible for releasing any public information regarding the Idaho Promise Scholarship Program, determination of scholarship recipients, determination of procedures for payment of scholarships to recipients, maintaining fiscal controls and accounting procedures, preparing annual reports as required, and authorizing release of all forms, affidavits, and certification necessary for the operation of the program. ( )

012. AUTHORITY OF THE BOARD.
With the sole exception of the ability to audit the Idaho Promise Scholarship Program as set forth in Section 013 of this chapter, these rules do not grant any authority to the Board to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Promise Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of an Idaho Promise Scholarship. ( )

013. AUDIT.
Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Idaho Promise Scholarship Program. ( )

014-- 099. (RESERVED).

100. PROMISE A SCHOLARSHIP.
The following sections, 100-108, specifically relate to the Idaho Promise A Scholarship.

101. PROMISE A NUMBER OF SCHOLARSHIPS.
The total number of initial and continuing scholarships will not exceed the number authorized in the Idaho Promise Scholarship Program or by the appropriation to support the program, whichever is less. The number of initial scholarships to individuals enrolled in academic and professional-technical programs shall be determined annually by the Board. If the number of qualified professional-technical applicants is not sufficient, additional awards will be given to qualified academic applicants. ( )

102. PROMISE A PRIORITY FOR AWARD.
In the event the state of Idaho does not provide an appropriation sufficient to support the maximum number of scholarships authorized by the Idaho Promise Scholarship Program, the priority for initial and continuing scholarships will be as follows: ( )

01. Highest Priority. Highest priority is given to continuing recipients in an order beginning with the date of the initial award. However, in the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional-technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional-technical major and class. ( )

02. Secondary Priority. Secondary priority is given to initial scholarship recipients until the appropriation is exhausted or the maximum number of initial scholarships authorized by the Idaho Promise Scholarship Program is reached, whichever is less. ( )

103. PROMISE A SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.

01. Initial Applications. Completed applications for initial scholarships must be submitted to the Board office electronically no later than January 15 for the awarding of initial scholarships for such year. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked no later than January 15. ( )

02. Announcement of Award. Announcement of award of initial scholarships will be made no later than May 1 of each year, with awards to be effective July 1 of that year. ( )

03. Deadline for Acceptance. An applicant notified that he has been selected as a recipient must respond in writing by the date specified regarding his intent to accept the award. Failure to submit a response of acceptance in writing will result in forfeiture of the scholarship. ( )

04. Communication With State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. ( )

104. PROMISE A RESPONSIBILITIES OF SCHOLARSHIP APPLICANTS AND RECIPIENTS.

01. Application for Initial Scholarship. Applicants for the Idaho Promise Scholarship are responsible for any errors or omissions in the information provided on the electronic, or paper, application form or to the eligible postsecondary institutions. The Board, the Board office, any official of a secondary school in Idaho, an eligible postsecondary educational institution in Idaho, American College Testing, and any official of the Idaho Promise Scholarship Program, individually or collectively, are not responsible for any information provided by an applicant on the electronic, or paper, application form or for any errors or omissions in the information provided by the applicant. In addition, each applicant must submit the required standardized test scores. Applications submitted without the required standardized scores are incomplete and will not be considered for the scholarship. ( )

02. Submission of Application. Applicants for initial Idaho Promise A Scholarships are responsible for submitting completed electronic application forms to the Idaho Promise Scholarship Program at the Board office. ( )

03. Unused Scholarship Balances. Following the initial award of the scholarship, each recipient is responsible for remitting any reasonable unused scholarship balances to their institutions on behalf of the Board in the event the recipient discontinues attendance before the end of any semester, quarter, term, or equivalent. ( )

105. PROMISE A SELECTION AND ELIGIBILITY.
Applicants who intend to enroll in academic programs at eligible Idaho postsecondary educational institutions are selected as recipients on the basis of their high school record and GPA as defined in this chapter. Applicants who intend to enroll in professional-technical programs at eligible Idaho postsecondary educational institutions are selected on the basis of performance on the ACT COMPASS exam and GPA in grades nine through twelve (9-12). To be eligible for consideration, the criteria used during the selection process for Promise A applicants are as follows: ( )

01. High School Record and GPA. Academic applicants must have a cumulative GPA of three point five (3.5) or better on a scale of four point zero (4.0). Professional-technical applicants must have a cumulative GPA of two point eight (2.8) or better on a scale of four point zero (4.0). ( )

02. ACT Composite Score. Academic applicants must verify an ACT composite score of twenty-eight (28) or better. ( )

03. COMPASS Score. Professional-technical applicants must provide a copy of their ACT COMPASS report, which must include scores from the Writing Skills, Reading Skills and Mathematics sections of the COMPASS. Alternatively, professional-technical applicants may submit a copy of their ACT report, which will be equated to Compass Writing skills, Reading skills and Mathematics. Scores on the COMPASS report will be evaluated as a whole and used to rank professional-technical applicants. ( )

04. Attendance. The applicant must declare his intention of enrolling at an eligible public or private postsecondary educational institution in Idaho (as defined in Section 33-4306(1), Idaho Code) during the academic year immediately following his completion of secondary school, or its equivalent in the state of Idaho. ( )

05. ACT, GPA and Ranking. Academic applicants are ranked against other academic applicants, and professional-technical applicants are ranked against other professional – technical applicants as follows:

a.. Equal weight is given to the academic applicant's performance on the prescribed ACT measurements and the applicant's cumulative GPA. ( )

b. Equal weight is given to the professional-technical applicant's performance on the ACT COMPASS exam, or comparable score on the ACT exam equated to Compass Writing skills, Reading skills, and Mathematics, and cumulative GPA. ( )

106. PROMISE A CONTINUING ELIGIBILITY.
The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: ( )

01. Credit Hours. A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. ( )

02. GPA. A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. ( )

03. Transfer Of Scholarship. A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. The Promise A scholarship recipient must file a statement with the Board office declaring his intention to transfer as a full-time undergraduate student in an academic or professional-technical program in an eligible postsecondary educational institution in Idaho for the succeeding year no later than sixty (60) days prior to the first day of the academic term in which the student intends to enroll. ( )

04. Eligibility Following Interruption of Continuous Enrollment. A Promise A recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary educational institution in Idaho must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board office will review each request for interruption and notify

the applicant of approval or denial of the request. In addition, the recipient must file a statement with the Board office declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible postsecondary institution in Idaho for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the student intends to re-enroll. ( )

05. Promise A Recipient. ( )

a. Must file a statement with the Board office each year declaring his intention to continue as a full-time undergraduate student in an academic or professional-technical program at an eligible postsecondary educational institution in Idaho for the succeeding year. The Board office will provide to each eligible institution a list of anticipated recipients. The education official of each institution shall certify to the Board office the current cumulative GPA of those recipients attending said institution. ( )

b. Must maintain high standards of performance in his academic or professional-technical major and class, with a cumulative GPA of three point zero (3.0) or better. ( )

107. PROMISE A PAYMENT OF SCHOLARSHIPS.

01. Award. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient.

02. Promise A Payments. Payments are made in the name of the recipient and will be sent to a designated official at the postsecondary educational institution in which the recipient is enrolled. The official must certify the applicant's eligibility, and if eligible, transmit the payment to the recipient within a reasonable time following receipt of the payment. ( )

108. PROMISE A ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.

01. Certification of Enrollment. The officials must certify that scholarship recipients have actually enrolled as full-time students. Such certification for Promise A recipients must be submitted when requested by Board office staff, and no later than thirty (30) days following the end of the regular enrollment period. ( )

02. Withdrawal from Institution. In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: ( )

a. The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 108 of this chapter. ( )

b. In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of

remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. ( )

c. In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. ( )

03. Annual Educational Costs. The officials must certify that the Idaho Promise A Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year. ( )

109-- 199. (RESERVED).

200. PROMISE B SCHOLARSHIP.
The following sections, 200-207, specifically relate to the Idaho Promise B Scholarship.

201. PROMISE B NUMBER OF SCHOLARSHIPS -- PRIORITY FOR AWARD.
The total number of scholarships awarded to Promise B students will be determined annually by the Board based on the number of eligible students as certified by the eligible postsecondary institutions, the individual award amount, and the availability of funds. ( )

202. PROMISE B PRIORITY FOR AWARD.
In the event that the state of Idaho does not provide an appropriation sufficient to award the maximum amount of the scholarship authorized by Section 33-4307(3)(a), Idaho Code then recipients of Promise A Scholarships shall not be eligible to receive Promise B Scholarships. In addition, the Board may proportionally decrease the amount of the Promise B Scholarship so as to provide an award to all eligible students. ( )

203. PROMISE B SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.
Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. ( )

204. PROMISE B SELECTION AND ELIGIBILITY.
A student who first enrolls in an eligible Idaho postsecondary institution and who meet the eligibility requirements of the Idaho Promise B Scholarship as verified by the designated financial aid or scholarship office of the eligible institution will receive the Promise B Scholarship. Criteria used to determine eligibility includes the following:( )

01. Grade Point Average for Promise B Scholarship. Applicants must have a cumulative secondary school (grades nine (9) through twelve (12)) GPA of three point zero (3.0) or better on a scale of four point zero (4.0). ( )

02. ACT or Equivalent Score. Applicants who do not have a three point zero (3.0) grade point average must verify a composite score of twenty (20) or better on the ACT assessment, or a corresponding score on the SAT I as established on the ACT/SAT I equivalency table, or at least a combined score of one hundred ninety-five (195) from the Writing Skills, Reading Skills and Algebra areas of the ACT COMPASS examination. ( )

03. Completion Requirements. The applicant must have completed secondary school or its equivalent in the state of Idaho as defined in Section 007 of this chapter. ( )

04. Age Requirements. An individual must be under the age of twenty-two (22) on July 1 of the educational year in which the initial award is made. ( )

05. Full-Time. An individual must enroll as a full-time student. ( )

205. PROMISE B CONTINUING ELIBILITY.
The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual payments. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: ( )

01. Credit Hours. A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. ( )

02. GPA. A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. ( )

03. Transfer of Scholarship. A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. **( )**

04. Eligibility Following Interruption of Continuous Enrollment. A Promise B recipient whose continuous enrollment is interrupted for more that four (4) months for any reason but who intends to re-enroll in an eligible postsecondary education institution in Idaho must contact the financial aid office at the eligible postsecondary institution to request reinstatement of remaining Promise B eligibility. The student must have met the eligibility requirements prior to the interruption of continuous enrollment, and may not attend a non-eligible institution in the interim. The student must notify the financial aid office at the eligible postsecondary institution within the first semester (term) of resumed attendance regarding reinstatement of eligibility in order to qualify for continued Promise B scholarship eligibility.

05. Promise B Recipient. The Promise B recipient must maintain high standards of performance by achieving and maintaining a two point five (2.5) cumulative GPA on a four point zero (4.0) system. ( )

206. PROMISE B PAYMENT OF SCHOLARSHIPS.
Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient. ( )

01. Promise B Payments. Payments will be sent to a designated official at the eligible postsecondary educational institution based upon the estimated number of recipients expected to enroll at the institution as provided for in Section 207 of this chapter. The official must transmit the payment to the recipients within a reasonable time following receipt of the payment. Transmittal of funds for the scholarship will be in accordance with a schedule established by the Board office. The schedule will also establish dates by which the following activities will occur to ensure accurate and timely payments to the postsecondary institutions on behalf of recipients. ( )

02. Number of Estimated Recipients. The postsecondary educational institutions must submit to the Board office the estimated number of Idaho Promise B fall term and spring term recipients each educational year. ( )

03. Semester Payment Schedule. The Board office shall distribute scholarship funds to a designated official at the postsecondary educational institutions at least fifteen (15) days prior to the start of the fall and spring academic terms. ( )

04. Mid-semester Adjustments. The postsecondary educational institution must submit mid-semester scholarship adjustment information, including refunds resulting from withdrawal from the institution, which reports the actual number of students who were eligible to receive the Promise B Scholarship to the Board office each academic term of the educational year. ( )

a. Where the postsecondary educational institution has underestimated the number of scholarship recipients, the Board office will send an additional payment on behalf of those students to the educational institutions each academic term of the educational year. ( )

b. Where the postsecondary educational institution has overestimated the number of fall recipients, the Board office will deduct the amount overpaid to the educational institution from its spring semester payment. Spring semester overpayments to the educational institutions must be refunded to the Board office prior to the end of the educational year. ( )

05. Year-End Final Report. The postsecondary educational institution must submit to the Board office prior to the end of the educational year a final report indicating for each term the number of students that received an Idaho Promise B scholarship and the number of Promise B scholarships that were matched by the institution. Any outstanding overpayment made to the institution during the educational year must accompany the final year-end report.

207. PROMISE B ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.
In addition to other responsibilities provided for in this chapter, officials of Idaho postsecondary educational institutions in which scholarship recipients have enrolled are responsible for the following: ( )

01. Number of Promise B Recipients. The total number of grants to Promise B students will be determined annually. ( )

a. The officials of eligible Idaho postsecondary educational institution are responsible for identifying eligible Promise B recipients in accordance with Promise Scholarship Program and these rules. ( )

b. The officials must provide to the Board office an estimation of the number of Idaho Promise B recipients enrolled at the postsecondary institution during each of the corresponding academic terms. ( )

02. Annual Report to Board. The officials must report annually to the Board office the number of students for each term receiving a Promise B award and the number of awards that were matched by the institution. ( )

03. Annual Educational Costs. The officials must certify that the Idaho Promise B Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year. ( )

04. Certification of Enrollment. The officials must certify that scholarship recipients have actually enrolled as full-time students. Such certification for Promise B recipients must be submitted within thirty (30) days following the end of the regular enrollment period. ( )

05. Withdrawal from Institution. In the event a scholarship recipient withdraws from the educational institution, the officials at the educational institution must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: ( )

a. The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 207 of this chapter. ( )

b. In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. ( )

c. In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. ( )

208-- 299. (RESERVED).

300. APPEAL PROCEDURE.

Any Promise B applicant or recipient adversely affected by a decision made under provisions of this chapter may appeal using the institution's financial aid appeals process. Any Promise A applicant, recipient, or eligible postsecondary educational institution, or any Promise B applicant who desires further consideration of an appeal after the institutional decision has been reached, may appeal to the Board. The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. The appeal must be submitted to the president of the Board in care of the Board office, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. ( )

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. ( )

02. Subcommittee Recommendations. Following the subcommittee's decision, the president of the Board will present the subcommittee's recommendation to the Board at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. ( )

03. **Board Decision**. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the Board. ( )

HOUSE BILL NO. 295

View Bill Status
View Bill Text
View Amendment
View Engrossed Bill (Original Bill with Amendment(s) Incorporated)
View Statement of Purpose / Fiscal Impact

Text to be added within a bill has been marked with Bold and Underline. Text to be removed has been marked with Strikethrough and Italic. How these codes are actually displayed will vary based on the browser software you are using.

This sentence is marked with bold and underline to show added text.
~~*This sentence is marked with strikethrough and italic, indicating text to be removed.*~~

Bill Status

```
H0295aaS.......................................................by EDUCATION
SCHOLARSHIPS - Amends existing law relating to the Robert R. Lee Promise
Scholarship Program to revise the public policy statement to include
reference to all of Idaho's students; and to revise the definitions.

03/08    House intro - 1st rdg - to printing
03/09    Rpt prt - to Educ
03/12    Rpt out - rec d/p - to 2nd rdg
03/13    2nd rdg - to 3rd rdg
03/14    3rd rdg - PASSED - 70-0-0
      AYES -- Anderson, Andrus, Barrett, Bayer, Bedke, Bell, Bilbao, Black,
      Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew,
      Clark, Collins, Crane, Durst, Edmunson, Eskridge, Hagedorn, Hart,
      Harwood, Henbest, Henderson, Jaquet, Killen, King, Kren, Labrador,
      Lake, LeFavour, Loertscher, Luker, Marriott, Mathews, McGeachin,
      Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence,
      Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Sayler, Schaefer,
      Shepherd(2), Shepherd(8), Shirley, Shively, Smith(30), Smith(24),
      Snodgrass, Stevenson, Thayn, Trail, Vander Woude, Wills, Wood(27),
      Wood(35), Mr. Speaker
      NAYS -- None
      Absent and excused -- None
    Floor Sponsors - Nonini & Shirley
    Title apvd - to Senate
03/15    Senate intro - 1st rdg - to Educ
03/22    Rpt out - to 14th Ord
03/23    Rpt out amen - to 1st rdg as amen
    1st rdg - to 2nd rdg as amen
    Rls susp - PASSED - 32-0-3
      AYES -- Andreason, Bair, Bastian, Bilyeu, Broadsword, Cameron,
      Coiner, Corder, Darrington, Davis, Fulcher, Gannon, Goedde, Hammond,
      Heinrich, Hill, Jorgenson, Kelly, Keough, Langhorst, Little, Lodge,
      Malepeai, McGee, McKague, McKenzie, Pearce, Richardson, Schroeder,
      Siddoway, Stennett, Werk
      NAYS -- None
      Absent and excused -- Burkett, Geddes, Stegner
    Floor Sponsors - Goedde & Fulcher
    Title apvd - to House
03/26    House concurred in Senate amens - to engros
03/27    Rpt engros - 1st rdg - to 2nd rdg as amen
    Rls susp - PASSED - 66-0-4
```

AYES -- Anderson, Andrus, Barrett, Bayer, Bedke, Bell, Bilbao, Black, Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew, Clark, Collins, Crane, Edmunson, Eskridge, Hagedorn, Hart, Harwood, Henbest, Henderson, Jaquet, Killen, King, Labrador, LeFavour, Loertscher, Luker, Marriott, Mathews, McGeachin, Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence, Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Sayler, Shepherd(2), Shepherd(8), Shirley, Shively, Smith(30), Smith(24), Snodgrass, Stevenson, Thayn, Trail, Vander Woude, Wills, Wood(27), Wood(35), Mr. Speaker
NAYS -- None
Absent and excused -- Durst, Kren, Lake, Schaefer
Floor Sponsors - Nonini & Shirley
Title apvd - to enrol - Rpt enrol - Sp signed
03/28 Pres signed - To Governor
04/02 Governor signed
Session Law Chapter 343
Effective: 07/01/07

Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 295

BY EDUCATION COMMITTEE

AN ACT

RELATING TO THE ROBERT R. LEE PROMISE SCHOLARSHIP PROGRAM; AMENDING SECTION 33-4304, IDAHO CODE, TO REVISE THE PUBLIC POLICY STATEMENT TO INCLUDE REFERENCE TO ALL OF IDAHO'S STUDENTS; AMENDING SECTION 33-4306, IDAHO CODE, TO REVISE THE DEFINITIONS OF "ELIGIBLE CATEGORY A STUDENT" AND "HIGH SCHOOL RECORD" FOR CATEGORY A STUDENTS; AND AMENDING SECTION 33-4307, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE AND TO MAKE A TECHNICAL CORRECTION.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-4304, Idaho Code, be, and the same is hereby amended to read as follows:

33-4304. PUBLIC POLICY. The legislature hereby recognizes and declares that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the state's most talented Idaho ~~secondary school graduates~~ **students** to enroll in Idaho postsecondary educational institutions is an important element for assuring the future leadership for the state.

SECTION 2. That Section 33-4306, Idaho Code, be, and the same is hereby amended to read as follows:

33-4306. DEFINITIONS. As used in this act, unless the context otherwise requires:

(1) "Eligible postsecondary institution" means a public postsecondary organization governed or supervised by the state board of education, the board of regents of the university of Idaho, a board of trustees of a community college established pursuant to the provisions of section 33-2106, Idaho Code, or the state board for professional-technical education or any educational orga-

nization which is operated privately and not for profit under the control of an independent board and not directly controlled or administered by a public or political subdivision. A public or private educational organization becomes eligible to participate in category B grant awards if the organization agrees to match awards granted to each eligible category B student. If an institution declines to match awards, an eligible student will receive the state portion of the award to that institution.

(2) "Educational costs" means student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and such other expenses reasonably related to attendance at a postsecondary educational institution.

(3) "Student" means an individual resident student as defined in section 33-3717B or 33-2110B, Idaho Code, enrolled full time and carrying a sufficient number of credit hours, or their equivalent, to secure an individual's first degree, certificate, diploma or less, toward which the individual is working,

2

in no more than the number of semesters, or equivalent, normally required by the eligible postsecondary institution in the program in which the individual is enrolled and provided that the baccalaureate degree, certificate, diploma or lesser program requires at least six (6) months or equivalent of consecutive attendance. A student engaged in a four (4) year baccalaureate program shall not be terminated from this scholarship program by having earned an intermediate degree, certificate or diploma.

(4) "Enrollment" means the establishment and maintenance of an individual's status as a student in an eligible postsecondary institution, regardless of the term used at the institution to describe such status.

(5) "Eligible category A student" means any individual who declares his intention to matriculate in an eligible postsecondary institution in the state of Idaho during the educational year immediately following:

(a) The individual's ~~graduation from an accredited~~ **completion of** secondary school **or its equivalent** in the state of Idaho; or

(b) The individual's graduation from an accredited secondary school**, or completion of secondary school or its equivalent,** outside of the United States, provided that the individual graduated from such school **or successfully completed all requirements**, and the individual and a parent of the individual were residents of the state of Idaho, within one (1) year of leaving the state due to the military status or job relocation of a parent.

(6) "Eligible category B student" means any student, having completed secondary school or its equivalent in the state of Idaho, or outside of the United States if within one (1) year of leaving the state due to the military status or job relocation of a parent (a) the student completed such secondary school or its equivalent, and (b) the student and a parent of the student were residents of the state of Idaho, and who enrolls as a student in an eligible postsecondary institution in the state of Idaho prior to reaching twenty-two (22) years of age. To maintain eligibility a student must achieve and maintain a 2.5 cumulative grade point average while enrolled in an eligible postsecondary institution. Students meeting the requirements of this subsection who were not eligible for a grant in the first term of postsecondary education and who achieve and maintain a 2.5 cumulative grade point average based on a 4.0 system in an eligible postsecondary institution will become eligible for grant payments in subsequent school terms.

(7) "Grant" means an award to an eligible student for matriculation in an eligible postsecondary institution in the state of Idaho.

(8) "Educational year" means the period from July 1 of a year through June 30 of the succeeding year.

(9) "Competitive examination" means standardized examination(s) measuring achievement administered annually on a voluntary basis on a specified date and at specified locations announced publicly.

(10) "High school record," for category A students, ~~will~~ **shall** be defined by the state board of education and the board of regents of the university of Idaho and may include, but need not be limited to, an individual's ~~rank in his~~

~~secondary school class,~~ **cumulative** grade point average~~, and~~ **or such other measure that demonstrates** difficulty of course load taken ~~as~~ **and extraordinary academic performance, and which for Idaho secondary school graduates is** certified by an official of such secondary school~~, and the individual's secondary school department as evaluated by at least two (2) officials of such secondary school~~.

(11) "High school record," for category B students, shall be defined by the state board of education and the board of regents of the university of Idaho and may include, but need not be limited to, an individual's secondary

school cumulative grade point average or a composite score on the American college test (ACT).

(12) "Cumulative grade point average" is defined as a student's cumulative grade point average for all courses taken in grades nine (9) through twelve (12) and calculated on a grade of A equals 4.0 points, a grade of B equals 3.0 points, a grade of C equals 2.0 points, a grade of D equals 1.0 point and a grade of F equals 0.0 points.

SECTION 3. That Section 33-4307, Idaho Code, be, and the same is hereby amended to read as follows:

33-4307. ELIGIBILITY -- MAXIMUM AMOUNTS -- CONDITIONS. A grant may be awarded to an eligible student for matriculation at an eligible postsecondary educational institution in the state of Idaho if:

(1) The individual is accepted for enrollment as a full-time undergraduate or professional-technical student, as follows:

(a) In the case of an individual beginning his first year or freshman year of postsecondary education, he has satisfied the requirements for admission and has enrolled in an eligible postsecondary institution.

(b) In the case of an individual enrolled in an eligible postsecondary institution following the successful completion of the first term, he continues to meet the requirements of this act and has maintained such high standards of performance as may be required. Provided that high academic standards are maintained in accordance with requirements of this chapter, a student continues to be eligible when transferring from one (1) major program to another.

(c) In the case of an individual transferring from one (1) eligible postsecondary institution in Idaho to another eligible postsecondary institution in Idaho, he continues to meet the requirements of this act, is accepted and enrolled at the eligible postsecondary institution to which he is transferring, and has maintained such high standards of performance as may be required.

(2) The grant for category A students is as follows:

(a) The grant payment to an individual per educational year for attendance on a full-time basis is not in excess of an amount determined annually by the state board of education or in excess of the total educational costs as certified by an official of the eligible postsecondary institution to be attended by the individual receiving the grant, whichever is less.

(b) The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants or the total educational costs for four (4) educational years completed as certified by an official of the eligible postsecondary institution or institutions attended by the individual receiving the grant, whichever is less.

(c) The individual receiving such a grant signs an affidavit stating that the grant will be used for educational costs only.

(d) The grant is awarded on the basis of extraordinary performance in standardized, unweighted competitive examination and high school record.

(e) The individual receiving the grant is not precluded from receiving other financial aid, awards, or scholarships, provided the total of the grant and such other financial aid~~s~~, awards or scholarships does not exceed the total educational costs for attendance at an eligible post-

51 secondary institution as certified by an official of the eligible post-
52 secondary institution to be attended by the individual receiving the
53 grant.

4

1 (f) Grant payments shall correspond to academic terms, semesters, quar-
2 ters or equivalent time periods at an eligible postsecondary institution;
3 in no instance may the entire amount of a grant for an educational year,
4 as defined in section 33-4306(~~10~~8), Idaho Code, be paid to or on behalf of
5 such student in advance.
6 (g) The individual has complied with such rules as may be necessary for
7 the administration of this act.
8 (3) The grant for category B students is as follows:
9 (a) The grant payment to an individual per educational year for atten-
10 dance on a full-time basis is not in excess of an amount determined annu-
11 ally by the state board of education and the board of regents of the uni-
12 versity of Idaho and not to exceed one thousand two hundred dollars
13 ($1,200) per year including the required match.
14 (b) The total grant payments over a period of four (4) years to an indi-
15 vidual may not exceed two (2) annual grants.
16 (c) The individual receiving such a grant signs an affidavit stating that
17 the grant will be used for educational costs only.
18 (d) The grant is awarded on the basis of a high school record of a 3.0
19 grade point average or an ACT composite score of 20 or better and other
20 criteria as may be established by the state board of education and the
21 board of regents of the university of Idaho.
22 (e) The individual receiving the grant is not precluded from receiving
23 other financial aid, awards or scholarships except that category A student
24 award recipients are not eligible for category B awards.
25 (f) Grant payments shall correspond to academic terms, semesters, quar-
26 ters or equivalent time periods at an eligible postsecondary institution;
27 in no instance may the entire amount of a grant for an educational year,
28 as defined in section 33-4306(8), Idaho Code, be paid to or on behalf of
29 such student in advance. The first grant payments pursuant to this section
30 for category B students shall be made in the fall of 2001 or in the first
31 fall academic term following an appropriation and when moneys are avail-
32 able to implement the category B scholarship program, whichever date is
33 later.
34 (g) The individual has complied with such rules as may be necessary for
35 the administration of this chapter.
36 (h) All eligible postsecondary institutions will report annually to the
37 state board of education and the board of regents of the university of
38 Idaho the number of students for each term receiving a grant award and the
39 number of awards that were matched by the institution.

Amendment

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

Moved by **Goedde**

Seconded by **Fulcher**

IN THE SENATE
SENATE AMENDMENT TO H.B. NO. 295

1 AMENDMENTS TO SECTION 2

On page 2 of the printed bill, in line 46, delete "may" and insert: "~~may~~ **shall**"; in line 47, delete "~~and~~ **or**" and insert: "and"; and in line 55, delete "may" and insert: "~~may~~ **shall**".

CORRECTIONS TO TITLE

On page 1, in line 5, delete "STUDENT" AND" and insert: "STUDENT,""; and in line 6, following "STUDENTS" insert: "AND "HIGH SCHOOL RECORD" FOR CATEGORY B STUDENTS".

Engrossed Bill (Original Bill with Amendment(s) Incorporated)

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 295, As Amended in the Senate

BY EDUCATION COMMITTEE

AN ACT

RELATING TO THE ROBERT R. LEE PROMISE SCHOLARSHIP PROGRAM; AMENDING SECTION 33-4304, IDAHO CODE, TO REVISE THE PUBLIC POLICY STATEMENT TO INCLUDE REFERENCE TO ALL OF IDAHO'S STUDENTS; AMENDING SECTION 33-4306, IDAHO CODE, TO REVISE THE DEFINITIONS OF "ELIGIBLE CATEGORY A STUDENT," "HIGH SCHOOL RECORD" FOR CATEGORY A STUDENTS AND "HIGH SCHOOL RECORD" FOR CATEGORY B STUDENTS; AND AMENDING SECTION 33-4307, IDAHO CODE, TO PROVIDE A CORRECT CODE REFERENCE AND TO MAKE A TECHNICAL CORRECTION.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-4304, Idaho Code, be, and the same is hereby amended to read as follows:

33-4304. PUBLIC POLICY. The legislature hereby recognizes and declares that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the state's most talented Idaho ~~secondary school graduates~~ **students** to enroll in Idaho postsecondary educational institutions is an important element for assuring the future leadership for the state.

SECTION 2. That Section 33-4306, Idaho Code, be, and the same is hereby amended to read as follows:

33-4306. DEFINITIONS. As used in this act, unless the context otherwise requires:

(1) "Eligible postsecondary institution" means a public postsecondary organization governed or supervised by the state board of education, the board of regents of the university of Idaho, a board of trustees of a community college established pursuant to the provisions of section 33-2106, Idaho Code, or the state board for professional-technical education or any educational organization which is operated privately and not for profit under the control of an independent board and not directly controlled or administered by a public or political subdivision. A public or private educational organization becomes eligible to participate in category B grant awards if the organization agrees to match awards granted to each eligible category B student. If an institution declines to match awards, an eligible student will receive the state portion of the award to that institution.

(2) "Educational costs" means student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and such other

expenses reasonably related to attendance at a postsecondary educational institution.

(3) "Student" means an individual resident student as defined in section 33-3717B or 33-2110B, Idaho Code, enrolled full time and carrying a sufficient number of credit hours, or their equivalent, to secure an individual's first degree, certificate, diploma or less, toward which the individual is working,

2

in no more than the number of semesters, or equivalent, normally required by the eligible postsecondary institution in the program in which the individual is enrolled and provided that the baccalaureate degree, certificate, diploma or lesser program requires at least six (6) months or equivalent of consecutive attendance. A student engaged in a four (4) year baccalaureate program shall not be terminated from this scholarship program by having earned an intermediate degree, certificate or diploma.

(4) "Enrollment" means the establishment and maintenance of an individual's status as a student in an eligible postsecondary institution, regardless of the term used at the institution to describe such status.

(5) "Eligible category A student" means any individual who declares his intention to matriculate in an eligible postsecondary institution in the state of Idaho during the educational year immediately following:

(a) The individual's ~~graduation from an accredited~~ **completion of** secondary school **or its equivalent** in the state of Idaho; or

(b) The individual's graduation from an accredited secondary school**, or completion of secondary school or its equivalent,** outside of the United States, provided that the individual graduated from such school **or successfully completed all requirements**, and the individual and a parent of the individual were residents of the state of Idaho, within one (1) year of leaving the state due to the military status or job relocation of a parent.

(6) "Eligible category B student" means any student, having completed secondary school or its equivalent in the state of Idaho, or outside of the United States if within one (1) year of leaving the state due to the military status or job relocation of a parent (a) the student completed such secondary school or its equivalent, and (b) the student and a parent of the student were residents of the state of Idaho, and who enrolls as a student in an eligible postsecondary institution in the state of Idaho prior to reaching twenty-two (22) years of age. To maintain eligibility a student must achieve and maintain a 2.5 cumulative grade point average while enrolled in an eligible postsecondary institution. Students meeting the requirements of this subsection who were not eligible for a grant in the first term of postsecondary education and who achieve and maintain a 2.5 cumulative grade point average based on a 4.0 system in an eligible postsecondary institution will become eligible for grant payments in subsequent school terms.

(7) "Grant" means an award to an eligible student for matriculation in an eligible postsecondary institution in the state of Idaho.

(8) "Educational year" means the period from July 1 of a year through June 30 of the succeeding year.

(9) "Competitive examination" means standardized examination(s) measuring achievement administered annually on a voluntary basis on a specified date and at specified locations announced publicly.

(10) "High school record," for category A students, ~~will~~ **shall** be defined by the state board of education and the board of regents of the university of Idaho and ~~may~~ **shall** include, but need not be limited to, an individual's ~~rank in his secondary school class,~~ **cumulative** grade point average~~,~~ and **such other measure that demonstrates** difficulty of course load taken ~~as~~ **and extraordinary academic performance, and which for Idaho secondary school graduates is** certified by an official of such secondary school~~, and the individual's secondary school department as evaluated by at least two (2) officials of such secondary school~~.

(11) "High school record," for category B students, shall be defined by the state board of education and the board of regents of the university of Idaho and ~~may~~ **shall** include, but need not be limited to, an individual's sec-

ondary school cumulative grade point average or a composite score on the American college test (ACT).

(12) "Cumulative grade point average" is defined as a student's cumulative grade point average for all courses taken in grades nine (9) through twelve (12) and calculated on a grade of A equals 4.0 points, a grade of B equals 3.0 points, a grade of C equals 2.0 points, a grade of D equals 1.0 point and a grade of F equals 0.0 points.

SECTION 3. That Section 33-4307, Idaho Code, be, and the same is hereby amended to read as follows:

33-4307. ELIGIBILITY -- MAXIMUM AMOUNTS -- CONDITIONS. A grant may be awarded to an eligible student for matriculation at an eligible postsecondary educational institution in the state of Idaho if:

(1) The individual is accepted for enrollment as a full-time undergraduate or professional-technical student, as follows:

(a) In the case of an individual beginning his first year or freshman year of postsecondary education, he has satisfied the requirements for admission and has enrolled in an eligible postsecondary institution.

(b) In the case of an individual enrolled in an eligible postsecondary institution following the successful completion of the first term, he continues to meet the requirements of this act and has maintained such high standards of performance as may be required. Provided that high academic standards are maintained in accordance with requirements of this chapter, a student continues to be eligible when transferring from one (1) major program to another.

(c) In the case of an individual transferring from one (1) eligible postsecondary institution in Idaho to another eligible postsecondary institution in Idaho, he continues to meet the requirements of this act, is accepted and enrolled at the eligible postsecondary institution to which he is transferring, and has maintained such high standards of performance as may be required.

(2) The grant for category A students is as follows:

(a) The grant payment to an individual per educational year for attendance on a full-time basis is not in excess of an amount determined annually by the state board of education or in excess of the total educational costs as certified by an official of the eligible postsecondary institution to be attended by the individual receiving the grant, whichever is less.

(b) The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants or the total educational costs for four (4) educational years completed as certified by an official of the eligible postsecondary institution or institutions attended by the individual receiving the grant, whichever is less.

(c) The individual receiving such a grant signs an affidavit stating that the grant will be used for educational costs only.

(d) The grant is awarded on the basis of extraordinary performance in standardized, unweighted competitive examination and high school record.

(e) The individual receiving the grant is not precluded from receiving other financial aid, awards, or scholarships, provided the total of the grant and such other financial aid~~s~~, awards or scholarships does not exceed the total educational costs for attendance at an eligible postsecondary institution as certified by an official of the eligible postsecondary institution to be attended by the individual receiving the grant.

(f) Grant payments shall correspond to academic terms, semesters, quarters or equivalent time periods at an eligible postsecondary institution; in no instance may the entire amount of a grant for an educational year,

as defined in section 33-4306(~~10~~8), Idaho Code, be paid to or on behalf of such student in advance.

(g) The individual has complied with such rules as may be necessary for the administration of this act.

(3) The grant for category B students is as follows:

(a) The grant payment to an individual per educational year for attendance on a full-time basis is not in excess of an amount determined annually by the state board of education and the board of regents of the university of Idaho and not to exceed one thousand two hundred dollars ($1,200) per year including the required match.

(b) The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual grants.

(c) The individual receiving such a grant signs an affidavit stating that the grant will be used for educational costs only.

(d) The grant is awarded on the basis of a high school record of a 3.0 grade point average or an ACT composite score of 20 or better and other criteria as may be established by the state board of education and the board of regents of the university of Idaho.

(e) The individual receiving the grant is not precluded from receiving other financial aid, awards or scholarships except that category A student award recipients are not eligible for category B awards.

(f) Grant payments shall correspond to academic terms, semesters, quarters or equivalent time periods at an eligible postsecondary institution; in no instance may the entire amount of a grant for an educational year, as defined in section 33-4306(8), Idaho Code, be paid to or on behalf of such student in advance. The first grant payments pursuant to this section for category B students shall be made in the fall of 2001 or in the first fall academic term following an appropriation and when moneys are available to implement the category B scholarship program, whichever date is later.

(g) The individual has complied with such rules as may be necessary for the administration of this chapter.

(h) All eligible postsecondary institutions will report annually to the state board of education and the board of regents of the university of Idaho the number of students for each term receiving a grant award and the number of awards that were matched by the institution.

Statement of Purpose / Fiscal Impact

STATEMENT OF PURPOSE

RS 17164

The purpose of this legislation is to give equal access to the Robert R. Lee Category A Scholarship to all students in Idaho including home schooled students.

This Scholarship currently provides approximately 25 new scholarships to academic scholars and professional-technical students. The award is $3,000 per year, renewable up to four years for academic programs and for the term of the professional-technical program, up to three years. Existing state funding is $331,300.

Idaho Code allows for a maximum of 400 awards at any one time, and no more than 100 new awards in a single year. However, existing funding limits the number of awards to 110 at any one time.

FISCAL NOTE

This legislation requires no additional funding but will increase the already high demand among top Idaho students for limited resources dedicated to the Robert R. Lee Category A Scholarship. For academic year 2006-2007 there were a total of 134 applicants who met or exceeded the criteria for the scholarship. After 37 scholarships were awarded there were 83 qualified applicants who did not receive a Promise A scholarship. An increase of $250,000 in funding would allow the state to award 83 additional Promise Category A scholarships, or a total of 193 awards per year. This would be a 75% increase over current funding levels.

Contact
Name: Karen McGee
Phone: 208-854-3056

STATEMENT OF PURPOSE/FISCAL NOTE H 295

Attachment 3

Review of the 2007 Promise A Applicant Pool

The Robert R. Lee Promise A scholarship program provides between 25 and 40 new scholarships each year to academic and professional-technical applicants. The award amount is $3,000 per year. This scholarship is renewable up to four years for academic programs and for the term of the professional-technical program, usually two years for professional-technical recipients. Due to early graduations, deferments, and the state appropriation, 40 new scholarships are available for the 2007-08 academic year. The current state funding for the Promise Category A Scholarship is $331,300, which allows for a maximum of 110 active participants at any one time. Idaho Code allows for a total of no greater than 400 and no more than 100 new awards a year. For academic year 2007-2008 there were a total of 180 applicants that met or exceeded the criteria for the *academic* scholarship. After 43 *academic* scholarships were offered, 12 applicants declined and 31 *academic* scholarships were awarded. There were nine offers made to qualifying professional-technical applicants for a total of 40 new Robert Lee Promise A scholarships. There were 137 highly qualified *academic* applicants that were not offered a scholarship due to funding limitations.

Last year, the Board included in the OSBE budget a request for an additional $250,000 of General Fund dollars which would allow the state to award 83 additional Promise A scholarships or a total of 193 awards per year. This request was not included in the Governor's budget, or funded by the 2007 legislature. A review of the 2007 applicant pool shows an increase in qualified applicants interested in attending Idaho institutions.

Changes in the Promise Statute through HB295 provide for the inclusion of home-schooled students as students eligible for consideration of the Promise A scholarship. The removal of the class rank requirement as part of the selection requirement along with the inclusion of home-schooled students in the applicant pool for the 2008 application cycle will likely result in further increases of qualified applicants.

2007 Promise A Academic applicant profile:
GPA:

- Eligible Promise A applicants with GPA of 4.0 were 100
- Eligible Promise A applicants with GPA between, 3.9 and 3.999 = 63
- Eligible Promise A applicants with GPA between, 3.8 and 3.899 = 9
- Eligible Promise A applicants with GPA between, 3.7 and 3.799 = 6
- Eligible Promise A applicants with GPA between, 3.6 and 3.699 = 1
- Eligible Promise A applicants with GPA between, 3.5 and 3.599 = 1

Rank in Class: Ninety-eight were ranked number 1 in their graduating class.

ACT Scores: Ninety-eight students had ACT scores of 30 or higher
Of these, six had scores of 35 out of a possible 36.

THIS PAGE LEFT INTENTIONALLY BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Round III - Idaho Technology Grant Program FY08 Grant Funding Recommendations

REFERENCE

April 2007 The Board approved Round I funding and requested the institutions to submit proposals for the remaining funds.

June 2007 The Board approved Round II funding and requested the institutions to submit proposals for the remaining funds.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 299 Appropriations – College and Universities

BACKGROUND

Round I Technology Incentive Grants for FY08 were reviewed by the Evaluation Committee on March 30th and the Board approved funding in the amount of $861,800 at their April 2007 meeting. All of the funding was not allocated as a result of this process and a second round was approved at the April 2007 Board Meeting.

Round II Technology Incentive Grants for FY08 were reviewed by the Evaluation Committee on May 30th and the Board approved funding in the amount of $511,500 at their June 2007 meeting. Some of these projects were conditionally approved and institutions were asked to submit additional information before additional funding was awarded. Other proposals were denied because they were judged as not being innovative or improving instruction and learning to the extent that warranted grant funds. All of the funding was not allocated as a result of this process and a third round was approved at the June 2007 Board Meeting.

DISCUSSION

Proposals were solicited from the institutions for Round III and the Committee evaluated these proposals July 13 – July 18, 2007. The Committee recommended funding for 3 additional projects in the amount of $171,200. Projects that were conditionally funded in Round II were also reviewed and recommended for funding.

IMPACT

Approving Round III proposals will allocate the remaining Technology Incentive Grant funds. For FY08, $1,544,500 will have been allocated with the approval of Round I, Round II and Round III.

ATTACHMENT

Attachment 1 – FY08 Idaho Technology Incentive Grant Program Proposals (Final)

Boise State University Page 3

Idaho State University	Page 4
Lewis-Clark State College	Page 5
University of Idaho	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The Evaluation Committee recommends funding the grant projects as exhibited.

BOARD ACTION

A motion to approve funding for the proposed projects as exhibited in the amount of $171,200.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY2008 Idaho Technology Incentive Grant Proposals (Final)

	Boise State University Technology Incentive Grant Proposal	**$ Amt Funded**
T08-001	Web 2.0: Engagement and Community	$148,600.00
T08-003	Redesigning Bottleneck Courses: Partnering with NCAT (year 2)	$60,900.00
T08-004	A Collaborative Approach to High Fidelity Simulator Simulations	$170,000.00
T08-052*	**Building Learning Communities Through Computer-Supported Collaborative Learning**	**$64,500.00**
	BSU totals (final)	$444,000.00

*** Proposals from Round 3 to be approved by the Board at the August 2007 Meeting**

FY2008 Idaho Technology Incentive Grant Proposals (Final)

	Idaho State University Technology Incentive Grant Proposals	**$ Amt Funded**
T08-008	Mass Communication Digital Field Production Suite	$15,000.00
T08-010	Asynchronous Preprofessional Track in Speech-Language Pathology and Audiology: Lifetime Perspectives	$12,400.00
T08-013	Rebuilding Curriculum Around Digital Radiology Technology	$52,500.00
T08-015	Expanding the Capabilities of the College of Engineering Through the Addition of 3D solids modeling component	$75,300.00
T08-031	Learning in "Second Life": The Ultimate Business Simulation Class	$39,900.00
T08-033	WILDEST: Workshop-Integrated Learning for Dual Enrollment Statistics Teachers	$78,100.00
T08-034	Landro Enterprise Play Analyzer system	$98,700.00
T08-036	Financial Information Center Digital Displays	$54,100.00
T08-045*	**Virtual World for Faculty and Student Interaction**	**$35,600.00**
	ISU totals (final)	$461,600.00

*** Proposals from Round 3 to be approved by the Board at the August 2007 Meeting**

FY2008 Idaho Technology Incentive Grant Proposals (Final)

	Lewis Clark State College Technology Incentive Grant Proposals	**$ Amt Funded**
T08-016	Purchase and Integration of Spectrophotometric Technology for Pedagogical and Undergraduate Research at LCSC	$72,300.00
T08-017	Using MP3s to Enhance Core Curriculum	$50,000.00
T08-018	Bone Assessment Evaluation and Testing System (machine)	$16,500.00
T08-019	LCSC Radiographic Science, Nursing, and Kinesiology Student Dual Energy X-Ray Absorpitometry (DXA) Training Device	$39,000.00
T08-020	Provision of Classes in Neonatal Resuscitation	$9,100.00
T08-021	Computer Assessment for Social Work	$13,200.00
T08-038	Simulation in the Nursing Clinical Resource Center	$53,800.00
	LCSC totals (final)	$253,900.00

FY2008 Idaho Technology Incentive Grant Proposals (Final)

	University of Idaho Technology Incentive Grant Proposals	**$ Amt Funded**
T08-024	Application of Lecture Capture Technology (LCT) to Expand Degree Programs, Enhance Teaching and Learning and Transform Curricula	$80,000.00
T08-027	3-D Avatar-Based, Virtual World Learning in a Second Life Educational Metaverse	$47,000.00
T08-042	CBE: Podcast: Learning Anytime Anywhere	$81,600.00
T07-043	Introducing Sensor-Based Experiments into Freshman Chemistry Laboratories	$105,300.00
T07-047*	**Innovative Approaches to Teaching Physicochemical Properties of Food**	**$71,100.00**
	UI totals (final)	$385,000.00

*** Proposals from Round 3 to be approved by the Board at the August 2007 Meeting**

Round 1 Funding =	$861,800.00
Round 2 Funding =	$511,500.00
Round 3 Funding =	$171,200.00
TOTAL FUNDING (final)	$1,544,500.00

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 299

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS FOR GENERAL EDUCATION PROGRAMS AT BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, THE UNIVERSITY OF IDAHO AND FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2008; ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING THE STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND STAFF TURNOVER; REAPPROPRIATING CERTAIN UNEXPENDED AND UNENCUMBERED BALANCES; AND EXPRESSING LEGISLATIVE INTENT REGARDING OCCUPANCY COSTS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and the Office of the State Board of Education the following amount to be expended for the designated programs from the listed funds for the period July 1, 2007, through June 30, 2008:

FOR:	
General Education Programs	$399,011,800
FROM:	
General Fund	
Agricultural College Endowment Fund	725,000
Charitable Institutions Endowment Fund	688,500
Normal School Endowment Income Fund	2,310,000
Scientific School Endowment Income Fund	2,138,000
University Endowment Income Fund	1,990,000
Unrestricted Fund	103,629,900
UI Restricted Fund	23,302,700
TOTAL	$399,011,800

SECTION 2. SYSTEMWIDE PROGRAMS. Of the amount appropriated from the General Fund in Section 1 of this act, an amount not to exceed $100,000 shall be used by the Office of the State Board of Education for systemwide needs; an amount not to exceed $1,440,000 may be used for the mission and goals of the Higher Education Research Council; an amount not to exceed $1,560,000 in one-time funds for competitive research grants to be awarded by the Higher Education Research Council; an amount not to exceed $1,575,000 may be used for the competitive Idaho Technology Incentive Grant Program to foster innovative learning approaches using technology, and to promote the Idaho Electronic Campus; and an amount not to exceed $500,000 may be used for teacher preparation activities associated with Idaho's Comprehensive Literacy Act.

SECTION 3. PERSONNEL TURNOVER. The State Board of Education shall continue to provide a standardized system for tracking and reporting meaningful data about faculty, nonfaculty exempt, and classified staff turnover at the state's institutions of higher education. These statistics shall be available

2

to the Division of Financial Management and the Legislative Services Office no later than November 1 of each year.

SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents for the University of Idaho for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and the Office of the State Board of Education, any non-General Fund unexpended and unencumbered balances from fiscal year 2007, to be used for nonrecurring expenditures for the period July 1, 2007, through June 30, 2008.

SECTION 5. It is legislative intent that no further occupancy costs for postsecondary institutions shall be funded by the Legislature until a written policy has been established which sets forth the eligibility criteria and formula by which occupancy costs are to be calculated.

Statement of Purpose / Fiscal Impact

Statement of Purpose
RS16384C1

This is the fiscal year 2008 appropriation for the college and universities

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2007 Original Appropriation	**3,720.34**	**243,726,400**	**133,534,600**	**0**	**377,261,000**
Reappropriations	0.00	0	37,385,400	0	37,385,400
Other Approp Adjustments	0.00	0	0	0	0
FY 2007 Total Appropriation	**3,720.34**	**243,726,400**	**170,920,000**	**0**	**414,646,400**
Non-Cognizable Funds and Transfers	96.84	0	4,652,000	0	4,652,000
Expenditure Adjustments	0.00	0	(575,700)	0	(575,700)
FY 2007 Estimated Expenditures	**3,817.18**	**243,726,400**	**174,996,300**	**0**	**418,722,700**
Removal of One-Time Expenditures	0.00	0	(43,062,000)	0	(43,062,000)
Base Adjustments	0.00	0	0	0	0
FY 2008 Base	**3,817.18**	**243,726,400**	**131,934,300**	**0**	**375,660,700**
Benefit Costs	0.00	1,908,000	611,200	0	2,519,200
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	3,206,100	1,992,100	0	5,198,200
Statewide Cost Allocation	0.00	174,800	0	0	174,800
Change in Employee Compensation	0.00	12,884,500	246,500	0	13,131,000
FY 2008 Program Maintenance	**3,817.18**	**261,899,800**	**134,784,100**	**0**	**396,683,900**
Enhancements					
College and Universities					
1. Salary Competitiveness	0.00	0	0	0	0
2. New Programs	4.50	299,000	0	0	299,000
3. Occupancy Costs	3.92	303,900	0	0	303,900
4. Graduate Assistants	0.00	0	0	0	0
5. Infrastructure & Maintenance	0.00	0	0	0	0
6. Governor's Initiative: Nursing	0.00	165,000	0	0	165,000
7. Governor's Initiative: HERC	0.00	1,560,000	0	0	1,560,000
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2008 Total	**3,825.60**	**264,227,700**	**134,784,100**	**0**	**399,011,800**
Chg from FY 2007 Orig Approp	105.26	20,501,300	1,249,500	0	21,750,800
% Chg from FY 2007 Orig Approp.	2.8%	8.4%	0.9%		5.8%

Line Item #2 provides one faculty position for Idaho State University's Boise Fast Track nursing program; and 3 nursing faculty positions and a half-time position for Lewis-Clark State College.

Line Item #3 provides $103,900 for occupancy costs for BSU's new Interactive Learning Center; and $200,000 for occupancy costs for ISU's new Rendezvous Center.

Line Item #6 provides one-time funding for the purchase of one simulator mannequin each for BSU, ISU and LCSC.

Line Item #7 provides additional one-time funding for competitive research grants.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Final Progress Report on the FY 2005 Center for Research on Invasive Species and Small Populations

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In accordance with Board policy, the Higher Education Research Council (HERC) administers a Research Center Grant Program (RCGP) competition every three years. The eligible institutions include Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI), and Lewis-Clark State College (LCSC). The Research Center Grants are intended to establish a focused research center at one of the four institutions, which will provide research teams with the facilities and researchers necessary to conduct investigative efforts at a nationally competitive level. Further, these centers are intended to have a significant economic benefit to the state and region. A center is funded up to $1 million for a three-year period at the end of which time the center must be self-supporting. To date, the Board has funded seven such centers, which includes the recently funded Center for Musculoskeletal Research at Boise State University.

DISCUSSION

As a recipient of the award, the funded center is required to submit an annual report to the Office of the State Board of Education to include a summary of center accomplishments and plans for the coming years and also includes a listing of publications, presentations, grants received or pending, and any student and faculty participation resulting from Center funding.

In an effort to keep the Board apprised of research productivity within the grant programs administered by HERC, Board staff is providing a summary report that was submitted on behalf of the University of Idaho's Center for Research on Invasive Species and Small Populations (CRISSP).

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Summary Report of Center Activities and Future Plans Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Attachment 1

Summary of Center Activities and Future Plans provided by the Center

The University of Idaho has the expertise to address two critical natural resource issues: invasive alien species and declining populations of important native plants and animals. Both problems cause huge direct and indirect economic loss and the degradation of our natural legacy. Twenty-four faculty from four colleges have initiated a new collaborative effort, the Center for Research on Invasive Species and Small Populations (CRISSP), supported by the Idaho State Board of Education (SBOE) and in collaboration with the State of Idaho's strategic planning effort for management of invasive aquatic and terrestrial species.

CRISSP was initially funded by the Idaho State Board of Education to improve our research base on invasive species and small populations, emphasizing the linkage between invasive species and small populations. Idaho, with its wealth of natural resources, provides an excellent environment to expand research into the biology of invasive species in order to better manage the impacts of invasive species on small populations and on natural resources important to many western states. We have been working with the Governor's Council on Invasive Species in drafting an Invasive Species Management Plan and identifying tasks needed to implement the plan. As part of this process, the Council identified four broad areas and 22 implementation tasks. To aid in the implementation of the State plan, we provide risk assessment for invasive and small population species, techniques for early detection, genetic tools for identification of invasive species, technical training, and evaluation of educational materials, web-based databases, and policy development/analysis. These activities benefit Idaho and augment efforts underway in other western states. We are engaging with state and federal land managers, local communities, the agricultural industry including crop production, ranching and aquaculture, forestry and recreation industries through professional training workshops and developing a web-based information sharing network.

CRISSP has also contributed substantially to research infrastructure in Idaho. The Laboratory for Conservation and Ecological Genetics (LCEG) is a fully equipped core facility. In conjunction with cooperating laboratories, the LCEG is equipped to perform all types of molecular genetics, DNA-based analysis, and forensics, and serves as the main laboratory for CRISSP. The facility centers around an automated DNA sequencer purchased by CRISSP for the laboratory, and carries a full array of equipment for molecular genetics procedures. The LCEG also includes top-of-the-line computers used for sequence verification, fragment analysis, paternity testing, species identification, population size estimation, individual identification, gene flow quantification, phylogenetic analysis, and other ecological and conservation genetic tasks. Meanwhile, through the CRISSP connection, users of the LCEG also have access to faculty and equipment in the College of Sciences, and the College of Agriculture and

Life Sciences. CRISSP was established in 2004 to coordinate resources and expertise on invasive species and the biology and conservation of small or declining populations. The goal of the LCEG will be to bring up-to-date DNA-based technology and expertise to bear upon these topics, problem areas which have broad economic and ecological relevance for the State of Idaho.

The following shows results of SBOE/HERC funding for CRISSP through FY 2007:

SBOE/HERC Contribution: $970,133

External funding received to date:
$5,886,593 in grants and contracts to CRISSP faculty, postdocs, and students

Number of Student Participation:
13 graduate students and their projects directly funded by CRISSP
9 undergraduate summer interns and their projects directly funded by CRISSP
An additional 22 graduate students and 12 undergraduates are using laboratory equipment and IT facilities belonging to CRISSP.

Number of Faculty Participation:
24 faculty are currently members of CRISSP

Number of Publications:
184 publications from CRISSP faculty, postdocs and students, 14 from CRISSP funded research

Number of Presentations:
173 presentations by CRISSP faculty, postdocs and students, 29 dealing with CRISSP funded research

Patents awarded or pending:
None to date.

Economic Benefits:
CRISSP has active research programs to help cope with invasive species, aid populations in decline, and to educate the public on the issues involved. While specific numbers or projections of effects on employment are hard to come by, and subject to huge debate, the economies of western states are adversely affected in a variety of ways. A National Center for Food and Agricultural policy report determined our Idaho agricultural sector alone expended $85 million to manage invasive plants. Economic losses could increase since the best estimates indicate the potential invasion of another 1,000 to 3,000 plant species. Recreational opportunities abound in western states with $670 million spent in Idaho on activities that include fishing, hunting and wildlife viewing. These opportunities, and the jobs that depend upon them, are threatened by invasive

species that include whirling disease in trout, Eurasian water milfoil in our lakes, or cheatgrass that threatens habitat for small population species such as pygmy rabbits and sage grouse.

The economic benefits deriving from CRISSP activities are similarly difficult to quantify and characterize, but some trends are apparent. Our improved infrastructure and laboratory facilities provide diagnostic and risk assessment services to Idaho residents and agencies that either did not exist prior to CRISSP, or which were being provided by out-of-state contractors. For example, CRISSP is now providing DNA-based identification of Eurasian milfoil to Idaho tribes and land managers, a service that previously was done by a California laboratory. CRISSP-sponsored research on the fungi that infect spotted knapweed, an invasive weed that is encroaching on Idaho rangeland, may allow effective and benign biological control of this noxious weed. In greenhouse studies, a number of naturally occurring fungal symbionts of knapweed seriously impede the growth of this alien plant, or kill it outright. Because this approach may have general application, the Forest Service has expressed interest in investigating biocontrol of cheatgrass with native fungal pathogens. Finally, CRISSP has already in its short existence increased the visibility of the University of Idaho, and science and technology in Idaho generally. To cite one recent example of increased recognition, organizers of the 'International Workshop on the Biological Control of Invasive Species of Forests' in Beijing are paying for co-director Dr. George Newcombe to travel to the conference to report on the CRISSP knapweed project.

THIS PAGE IS INTENTIONALLY LEFT BLANK

SUBJECT

Idaho GEAR UP Update

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho was awarded the GEAR UP Grant in August of 2006. Board staff selected 25 schools to participate in the program. Over 6,250 students are eligible for grant services over the six year grant cycle.

In January and April of 2007, the GEAR UP program underwent significant staffing changes. This, and other factors, prompted the Federal GEAR-UP grant administrator, Ann McNeal, to suggest that Idaho change to a different model for the state-wide GEAR-UP grant. This new model involved significant changes in organizational structure.

In May 2007, the federal project officer determined that virtually all of the "instructional costs" offered to satisfy the matching requirement was not allowable. In June 2007, the federal project officer placed GEAR UP IDAHO on notice that appropriate match must be found or the grant would be terminated. The federal project officer placed additional conditions on funding for year two. GEAR UP IDAHO must submit a letter detailing the plan the project will use to raise the appropriate match. The letter is due by August 31, 2007. Partnership agreements, a federal form quantifying the value of contributions, must be completed and sent to the federal project officer. The partnership agreements must total not less than 40% of the combined federal support for both year one and year two by April 10, 2008 or the program will be terminated. The limited spending in year one, combined with the full year two request, places the 40% threshold at approximately $1.84M.

The Executive Director wrote to the University Presidents asking for support of GEAR UP. Most have responded in the affirmative. Discussions on the kinds of services and supports, along with the value, are underway. The school districts receiving a GEAR UP contract will be asked to provide at least a one-for-one in-kind match based upon the contract amount. All of the schools currently holding a signed contract have agreed to provide match. Additionally, the project is actively seeking partnerships in support from private sources.

DISCUSSION

The GEAR UP IDAHO program is at a crossroads. There is limited time to determine whether the project can raise the required match before proceeding in the delivery of services and supports. The 40% threshold is not a reduction in

the requirement for one-to-one matching. Rather, it sets a timeline for a demonstration of growing support. All federal dollars must be matched.

Currently all program costs are paid with federal dollars. Any federal funds not returned upon termination must be reimbursed. The slow start in year one resulted in less than expected spending, but all spending lacked any significant match. Termination of the program would result in the return of all federal funds held in the scholarship account, along with any interest accrued, and reimbursement of costs not matched. This reimbursable amount grows until the final date of termination is established. The range of estimated reimbursement is $125,000 to $325,000.

The 25 schools which received contracts from GEAR UP IDAHO will provide one-for-one in-kind match equal to their contract amounts ($812,480). The University of Idaho, Boise State University, College of Southern Idaho, North Idaho College, Lewis Clark State College, Northwest Nazarene University, and Albertson College of Idaho have expressed interest in providing in-kind services to the GEAR UP Idaho schools. The determination of dollar value of these services is not complete at this time. At this point, the remaining gap in matching support is not more than $2.1M and will likely be significantly less after the support from the universities is quantified.

GEAR UP IDAHO is actively seeking partnerships with Wells Fargo, QWEST, and the Idaho Community Foundation. To date, no determinations of offers in partnership have been received.

IMPACT

Acquisition of sufficient allowable match for years one and two will remove any remaining barriers to full implementation of the grant. Constant monitoring of the matching funds will take additional staff time in developing ongoing partnerships throughout the grant cycle.

Inability to raise the required match will result in a cost of approximately $300,000 in reimbursement to the U.S. Department of Education, the loss of two staff positions, and the failure to keep faith with the school districts and students that have asked to be a part of this proven graduation enhancement and college access program.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff continues to coordinate with the universities to quantify possible in-kind match and seek out partnerships with other groups. The Executive Director and staff should identify a date for a determination whether to continue with the grant

considering the level of available match versus the increasing risk of substantial reimbursement of federal funds.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Approval of Service Delivery Model for the Education of Students who are Blind or Visually Impaired

APPLICABLE STATUTE, RULE, OR POLICY

Title 33, Chapter 34, Idaho School for the Deaf and the Blind, Idaho Code

BACKGROUND

In 2005, the Idaho State Board of Education (SBOE) formed a committee to study the Idaho School for the Deaf and the Blind's (ISDB) services, policies, and budget. The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1) Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired, and 2) a new service delivery model.

The new service delivery model was approved by the Transition Committee for the Blind and Visually Impaired on June 11, 2007. The Transition Committee is no longer meeting.

The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired were proposed and approved by the SBOE on June 14, 2007.

DISCUSSION

In response to the Office of Performance Evaluation's Recommendation on July 12, 2007, a new service delivery model for the education of infants, toddlers, children and youth who are blind or visually impaired has been developed. In the new model, the program will be administered by the Office of the State Board of Education (OSBE).

Description of Current Service Delivery Model:
There are three layers of the current service delivery model including: attendance in the residential school (ISDB), day program attendance in ISDB, or services from the Outreach program while attending the LEA.

Description of Proposed Service Delivery Model:
Layer #1 – Where services are provided in the district, students attend school in their local school district with assistance from expanded Outreach staff provided through the State Educational Program for the Blind and Visually Impaired (SEPBVI) under the Office of the State Board of Education (OSBE). This service is available to all who qualify. Outreach staff includes certified Teachers for Students who are Blind or Visually Impaired (TVIs), Certified Orientation and Mobility Specialists (COMS), and other professionals for the blind. Local education agencies (LEAs) may also employ professionals for the blind or visually impaired to provide services through the district. Services at the district

level may include instruction in: braille, orientation and mobility, the use of low vision aides and devices, or assistive technology.

Layer #2 – Students who are blind or visually impaired, including those with additional disabilities and deafblindness who need intensive instruction in the Expanded Core Curriculum for students (braille, orientation & mobility, independent living, etc.) would be temporarily pulled out of their local school district and rotated through a Boise-based cottage program, in small groups (10-12 students), for one- to three-week periods. This program would be located close to both a Boise elementary school, and a bus stop, and would be based on the short-term, curriculum-based intensive training model for students who are blind or visually impaired developed in Texas. This service is available to all who qualify.

For a detailed explanation, please see the attached Service Delivery Model Description

College/University Training Program for Teachers of Students for the Blind or Visually-Impaired
The new delivery model would include training for at least five students at a time to participate in a TVI preparation program.

SEPBVI and OSBE staff would work with Idaho's colleges and universities to explore the possibility of developing a teacher training program in Idaho. If this does not prove feasible or cost-effective for 2008-09, the five loan slots would go to students attending a board-approved TVI training program in another state.

For more details, please see the attached Service Delivery Model Description.

Advisory Council
Membership
The Council for the Blind would consist of seven (7) members, appointed by the Idaho State Board of Education.

5-year Phase Model of Implementation:
This model provides the structure for program growth based on the current needs of the students in the state of Idaho and projected growth/needs. The model, as presented, is the first phase of development. The model is developed to be implemented over a five-year period of time to:

- Develop an in-state training program to train TVIs and COMS to increase the availability of employable professionals, of which there is a national shortage,
- Spread the cost of the model over an extended period of time to decrease the additional fiscal impact at one time;
- Gradually increase the number of TVIs and COMS who are full time employees for the state of Idaho in SEPBVI

The proposed service delivery model provides the structure to:

- Increase direct instruction from TVIs and COMS
- Decrease reliance upon paraeducators for instruction in the classrooms in the school districts
- Increase instruction in the Expanded Core Curriculum and support to families

The implementation of the model over a five year period of time based on current needs and estimated growth will need:

- Continued funding to gradually increase the number of FTEs for TVIs and COMS (see attached bar chart);
- The implementation and funding of an in-state university preparation program for TVIs and COMS, which Idaho does not have; and
- The administration of the program through an educational agency, The Office of the State Board of Education, for monitoring and supervision of law, professionals, and the newly implemented Idaho Standards for Infants, Toddlers, Children and Youth Who Are Blind or Visually Impaired

Current TVIs and Phase 1:
There are fourteen (14) Outreach TVIs employed by ISDB in 2006-07. The first phase of this model proposes to hire six (6) additional Teachers of Students Who Are Blind – one (1) of which will be the Assistive Technology Specialist (Phase One is the new service delivery model as presented here).

Current TVIs 2006-07 = 14
New Model – 14 + 6 = 20 TVIs
Total TVIs at Phase One = 20

See attached Bar chart for 5 phases of estimated growth of TVIs.

Reallocation of resources for maximum efficiency
Current resources will be reallocated from ISDB to SEPBVI to maximize efficiency. Resources include TVIs, braille embossers, specialized materials and equipment for the blind and visually impaired.

IMPACT

By increasing positions in the outreach program, students who are blind or visually impaired will receive increased direct instruction from certified Teachers of Students for the Blind or Visually Impaired and Certified Orientation and Mobility Specialists in the Expanded Core Curriculum (specific instruction for students who are blind/visually impaired that is required in addition to the regular core curriculum).

The new service delivery model includes a short-term intensive training program that will offer training to students in the Expanded Core Curriculum in addition to

what is taught in the district, but which is more efficiently offered through the short-term intensive program. A benefit of this program is peer socialization and access to public transportation for training.

Please see attached budget.

ATTACHMENTS

Attachment 1 – Narrative Page 5
Attachment 2 – Organizational Chart Page 13
Attachment 3 – Estimated Budget Page 15
Attachment 4 – Bar Chart Page 17

STAFF COMMENTS AND RECOMMENDATIONS

This service delivery model for the blind, through the State Board of Education will:

- Provide direct instruction and consultative services to students in their local school districts across the state of Idaho.
- Provide highly qualified, certified professionals.
- Be administered by the State Board of Education. OSBE Program Administration for the Blind will collaborate with agencies, such as the State Department of Education and Health and Welfare.
- Ensure educational services are delivered to students, certified teachers are supervised and monitored, and the new Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired, including those with Additional Disabilities are implemented.

Staff recommends the State Board of Education approve the service delivery model for the blind and visually impaired as described. The State Educational Program for the Blind and Visually Impaired would be administered through the Office of the State Board of Education, which allows for the monitoring of educational services as specified in the Standards for Infants, Toddlers, Children and Youth Who Are Blind or Visually Impaired, Including those with Additional Disabilities.

BOARD ACTION

A motion that the Board endorse the proposed service delivery model for the Blind and the Visually Impaired education, with the program governance remaining under the purview of the Board, and direct staff to prepare legislation for the 2008 session to effect these changes, with such legislation having a July 1, 2009 effective date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Educational Program for the Blind and the Visually Impaired

Background

In 2005, the Idaho State Board of Education (SBOE) formed a committee to study the Idaho School for the Deaf and the Blind's (ISDB) services, policies, and budget. The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1) Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired, and 2) a new service delivery model.

The new service delivery model was approved by the Transition Committee for the Blind and Visually Impaired on June 11, 2007. The Transition Committee is no longer meeting.

The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired were proposed and approved by the SBOE on June 14, 2007.

Rationale

In response to the Office of Performance Evaluation's Recommendation on July 12, 2007, a new service delivery model for the education of infants, toddlers, children and youth who are blind or visually impaired will be implemented. The program will be administered by the Office of the State Board of Education (OSBE).

This model provides the structure for regionalized program growth based on the current needs of the students in the state of Idaho and projected growth/needs. The model, as presented, is the first phase of development. The model is developed to be implemented over a 5 year period of time to:

- Develop an in-state training program to train Teachers of Students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) to increase the availability of employable, certified professionals, of which there is a national shortage
- Spread the cost of the model over an extended period of time to decrease the additional fiscal impact at one time
- Gradually increase the number of TVIs and COMS who are full time employees for the state of Idaho in SEPBVI

The proposed service delivery model provides the structure to:

- Increase direct instruction from TVIs and COMS
- Decrease reliance upon paraeducators for instruction in the classrooms in the school districts
- Increase instruction in the Expanded Core Curriculum and support to families

The implementation of the model over a five year period of time based on current needs and estimated growth will need:

- continued funding to gradually increase the number of FTEs for TVIs and COMS (see attached bar chart),
- the implementation and funding of an in-state university preparation program for TVIs and COMS, which Idaho does not have, and
- the administration of the program through an educational agency (OSBE) for monitoring and supervision of law, professionals, and the newly implemented Idaho Standards for Infants, Toddlers, Children and Youth Who Are Blind or Visually Impaired

Current TVIs and Phase 1:
There are fourteen (14) Outreach TVIs employed by ISDB in 2006-07. The first phase of this model proposes to hire six (6) additional Teachers of Students Who Are Blind – one (1) of which will be the Assistive Technology Specialist (Phase One is the new service delivery model as presented here).

Current TVIs 2006-07 = 14
New Model: 14 + 6 = 20 TVIs
Total TVIs at Phase One = 20

See attached Bar chart for 5 phases of estimated growth of TVIs.

Service Delivery Model

Introduction
The State Educational Program for the Blind or Visually Impaired will be a regionalized program in which services are provided by qualified, certified personnel. The model/program will provide services such as:

- Enforce the Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired

- Produce materials for students in Idaho who are blind or visually impaired in large print or braille in a timely manner as needed,
- Provide TVIs and COMS via outreach services for direct instruction and consultative services

TVIs in the outreach program for SEPBVI will be responsible for direct instruction to students who are blind or visually impaired in instruction in areas of the Expanded Core Curriculum, such as braille reading and writing, slate and stylus, abacus, low vision aids and devices, assistive technology, tactile graphics, and/or self advocacy skills. TVIs will also consult with classroom teachers, special education teachers and other teachers providing instruction in the regular curriculum to the student. The purpose of instruction and consultation from the TVI is to teach the student who is blind or visually impaired the skills necessary to participate in the regular core curriculum with his/her sighted peers; make adaptations to the environment; provide assessment of functional vision and learning media; work with the family; and train other professionals as needed. The TVIs in the outreach program work on an itinerant basis – traveling from one school to another to serve all students on their caseload. The number of times a week or month a TVI provides service to the student is dependent upon many variables.

The COMS provides assessments and direct instruction in orientation and mobility. Orientation and mobility is knowing where you are in space, knowing where you are going, and how to get there. The COMS' primary responsibility is to teach students who are blind or visually impaired to travel safely and independently. The COMS provides direct instruction. The COMS teaches in the home, school, and community. In addition to providing instruction to the student, the COMS also teaches the family how to support their child and encourage safe, independent travel; teachers; and other professionals working with the student.

Description of the Model

Current:

Layer #1 – Students attend local school district, where services are provided primarily by the district, with assistance from Idaho School for the Deaf and the Blind (ISDB) Outreach staff (available to all who qualify).

Layer #2 – Students attend ISDB as a day program, and are bussed home at the end of each school day (available to less than 25% of the students).

Layer #3 – Students attend ISDB as a residential program (available to all who qualify).

New:

Layer #1 – Where services are provided in the district, students attend school in their local school district with assistance from expanded Outreach staff provided through the State Educational Program for the Blind and Visually Impaired (SEPBVI) under the Office of the State Board of Education (OSBE). This service is available to all who qualify. Outreach staff includes certified Teachers for Students who are Blind or Visually Impaired (TVIs), Certified Orientation and Mobility Specialists (COMS), and other professionals for the blind. Local education agencies (LEAs) may also employ professionals for the blind or visually impaired to provide services through the district. Services at the district level may include braille instruction, orientation and mobility, instruction on the use of low vision aides and devices, or assistive technology.

Layer #2 – Students who are blind or visually impaired, including those with additional disabilities and deafblindness who need intensive instruction in the Expanded Core Curriculum for students (braille, orientation & mobility, independent living, etc.) would be temporarily pulled out of their local school district and rotated through a Boise-based cottage program, in small groups (10-12 students), for one- to three-week periods. This program would be located close to both a Boise elementary school, and a bus stop, and would be based on the short-term, curriculum-based intensive training model for students who are blind or visually impaired developed in Texas. This service is available to all who qualify.

Short-term Intensive Training Program for Student who are Blind or Visually Impaired, Including those with Additional Disabilities and Deafblindness – The state's goal is to provide students who are blind or visually impaired, including those with additional disabilities and deafblindness, with access to specialized skills training and adaptive technologies that allow them to be successful in their local school environment and future adult life. To achieve this goal and meet the individualized needs of students in the state of Idaho, the state will develop a short-term (one- to three-week) intensive training program**, similar to the model used in Texas.

This program will be housed in a residential area of Boise and be able to accommodate 10-12 students at a time. The house will be located close enough to both a Boise elementary school and a bus stop to enable students to walk, supervised by staff, from the house to both locations.

Students will be grouped appropriately by grade and level of skill instruction needed. For example, the first week of the month might involve training

students in grades K-2, while the second through fourth weeks might involve training grades 10-12.

Two (2) full-time cottage supervisors will work in alternating shifts. The program will operate from Sunday evening through Friday morning (excluding the time the students are at school) during the school year, plus at least eight (8) weeks in the summer. Two (2) part-time cottage supervisors will work in alternating shifts for Friday afternoon disembarkations and during the weekends the cottage is occupied. These part-time cottage supervisors will also work during the school day for caring for an ill student, etc.

In order to help develop independent living skills, students will participate in supervised house activities such as cooking, cleaning, and gardening. The cottage staff will be specifically trained in encouraging the students in developing independent living skills. Students will also spend time doing any *necessary* homework assigned by their LEA during their absence. The student's LEA would be discouraged from assigning excessive homework during this critical training program, and would be encouraged to limit homework assignments to only those assignments necessary to prevent the student from falling behind.

The primary purpose of participating in the short-term intensive program is to provide the students an opportunity to obtain skills and training at an accelerated pace that may not be available in their LEA, but are imperative to their independence and success as a student who is blind or visually impaired. These accelerated skills taught at the short-term intensive program are part of the Expanded Core Curriculum.

A student's home school district (or charter school) would be responsible for transporting the student to and from the program. This could simply take the form of paying the parents a mileage reimbursement for delivering and picking up the child themselves.

It is anticipated that younger students will be rotated through the program in shorter, one-week stays, while older students potentially could stay for up to three weeks at a time. For older students, weekends in residence can be used for supervised activities, e.g. riding the Boise bus system for a trip to the Boise Town Square Mall, a college sporting event, or other activities that help develop independent living skills.

The SEPBVI, through the State Board of Education (SBOE), will negotiate with the Boise School District to use a classroom at one of the district's under-populated elementary schools. The SEPBVI will hire three TVIs to

provide instruction. They will be assisted by student teachers provided through Idaho's College/University training program. Students will be taught skills such as braille and the use of other technological adaptations that are needed to succeed in a classroom environment.

**Participation in the program would be based on need. Some students with visual impairments might not ever need to participate. Others might need to rotate through several times a year. Assuming ten students participating at any given time, and an average program rotation of two weeks, approximately 180 to 190 participation slots would be available on an annual basis.

Administration
The administration of SEPBVI will occur through the Office of the State Board of Education. The Program Administrator will oversee the SEPBVI and all employees/programs of SEPBVI. The Program Administrator will monitor the statewide program for the implementation of an efficient service delivery model and make recommendations of need and growth based on the students in the state of Idaho. The Program Administrator will work with Office of the State Board of Education and the State Board of Education, stakeholders, LEAs, state agencies, such as Health and Welfare, and the legislature to efficiently operate the SEPBVI.

Advisory Council
Membership
The Council for the Blind would consist of seven (7) members, appointed by the Idaho State Board of Education.

Regional Programs
The services will be provided to students in the LEAs and through the Short Term Intensive Program in Boise via qualified professionals for the blind or visually impaired.

Professional Training

- *College/University Training Program for Teachers of Students for the Blind or Visually-Impaired*—The budget would funding students to participate in a College/University program to train TVIs. The funding per student would take the form of a loan. The loan is forgiven if the TVI a) participates in student teaching in the state of Idaho, and b) teaches as a TVI for two (2) years in the state of Idaho within a five (5) year period after exiting the program.

  SEPBVI and OSBE staff will work with Idaho's colleges and universities to explore the possibility of developing a teacher training program in Idaho. If this does not prove feasible or cost-effective or feasible for

2008-09, the five (5) loan slots would go to students attending a board-approved TVI training program in another state.

- *Continued Education*- SEPBVI will provide continued education to professionals, such as TVIs and COMS. Continued education topics will be based on the needs of the professionals, standards, certification needs, and national best practice standards.

Future Plans

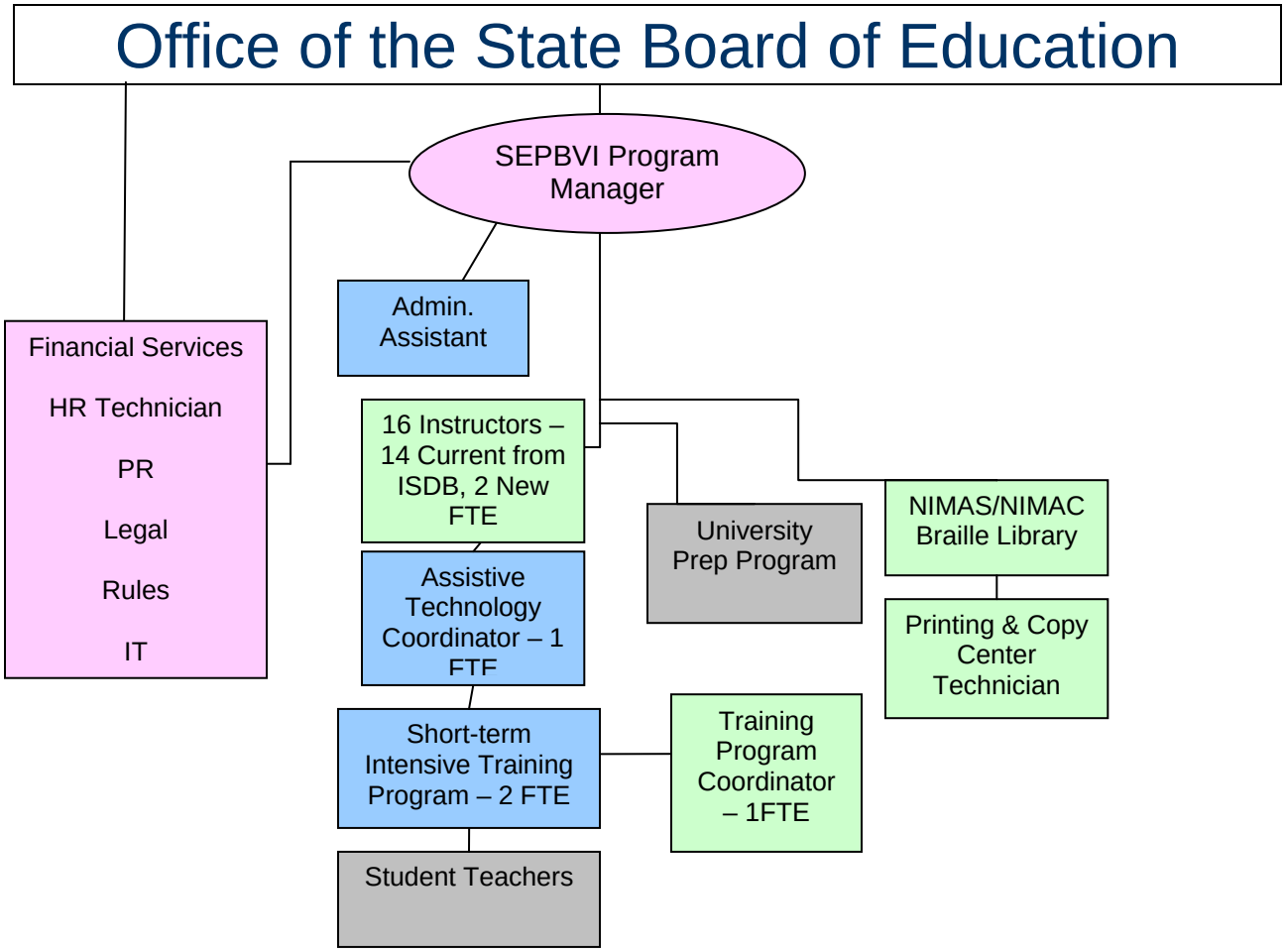
The future plans include analysis of the needs of students in the state of Idaho with the adopted Caseload Management Model with the Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. The purpose is to determine the type of service needed, whether additional professionals are needed to provide services (TVIs, COMS) and to reallocate caseloads among SEPBVI staff as needed.

SEPBVI will also collect student data and collaborate with LEAs and ISDB to determine the current needs of students and transition students into the most appropriate services.

SEPBVI will work collaboratively with other state agencies and institutions to explore the development of an in-state preparation program for TVIs and COMS to increase the number of qualified, certified professionals.

THIS PAGE LEFT INTENTIONALLY BLANK

State Educational Program for the Blind and Visually Impaired (SEPBVI)



Key:

- OSBE
- Transfer from ISDB
- FTE

Phase 1

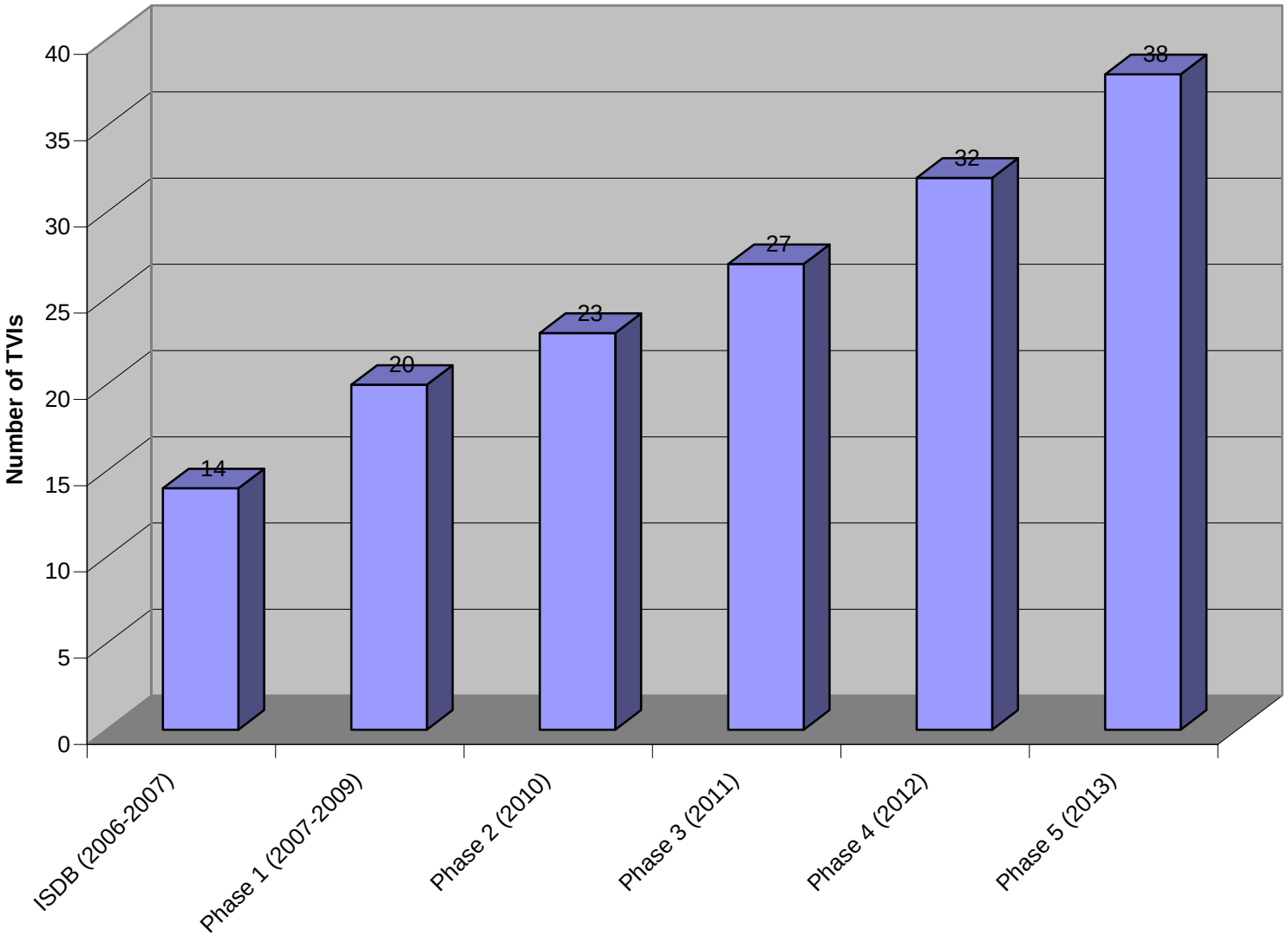
THIS PAGE IS INTENTIONALLY LEFT BLANK

New Blind Education Ongoing Cost Structure

1.	Half of Existing Outreach Program FY08 Cost	$1,256,750
2.	Half of Central Administration Costs	$258,309
3.	Operating costs for statewide Blind/VI Education Advisory Committee	$10,000
4.	NIMAS/NIMACS/Braille Library Operation	$250,000
5.	Hire two additional Blind/VI Outreach Instructors (T.V. & M.V.)	$140,000
6.	Boise Short-term Training Program for Blind/VI (3 Instructors & Classroom)	$210,000
7.	Boise Short-term Training Program for Blind/VI (Cottage)	$125,295
8.	Additional Summer Month of Cottage Operations & Training Instructors	$36,882
9.	Five Blind/VI Education seats at a College/University	$25,000
10.	Blind/VI Professional Development & Training	$15,000
11.	Hire Statewide Assistive Technology Coordinator (Clearinghouse)	$75,000
12.	Blind/VI Subtotal:	$2,402,236
13.	One-time Blind/VI Transition Costs (not included in ongoing figures above)	$500,000

THIS PAGE LEFT INTENIONALLY BLANK

Five-Year Plan for Increasing TVIs



THIS PAGE LEFT INTENIONALLY BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

TITLE 33 EDUCATION
CHAPTER 34
IDAHO SCHOOL FOR THE DEAF AND THE BLIND

33-3401. ESTABLISHMENT OF SCHOOL FOR THE DEAF AND THE BLIND. The establishment by law of a school to provide supplemental education services to deaf and blind students statewide is hereby ratified and affirmed. These services may include residential and day campus programs and an outreach program, intended to provide services to students outside the campus area, as well as early intervention and family consultation. The school is to be called the Idaho school for the deaf and the blind, and its operation continued. It is further provided that wherever the term "State School for the Deaf and the Blind" shall appear in the Idaho Code it shall mean "Idaho School for the Deaf and the Blind."

THIS PAGE LEFT INTENTIONALLY LEFT BLANK

SUBJECT

Approval of Service Delivery Model for Deaf and Hard of Hearing (D/HH) Education in Idaho

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Title 33 Chapter 34 of Idaho Code, School for the Deaf and the Blind

BACKGROUND

Following extensive review, a need was identified for updating deaf educational services to better reflect the changing needs of Idaho's deaf and hard of hearing children. Through extensive work by committees, standards were developed and approved by the Board. The next step to be addressed is the service delivery model. Review by the Board committees, Office of Performance Evaluations (OPE), and others, noted the current service delivery model provided at the Idaho School for the Deaf and Blind serves a small number (16) of residential deaf and hard of hearing students at disproportionately great expense. These reviews acknowledged the presence of outreach services which serve a greater number of students with a disproportionately small amount of the budget. It was also found that many school districts are providing special education services to deaf or hard of hearing students and doing it with very limited funding and support. Finally, it was noted that despite growing need, funding for oral deaf education is minimal. The OPE follow-up report noted that there currently are "no specific Board policies and procedures for program vision, administration, curriculum, instructor qualifications and training for auditory-orally based education." The new regionalized model addresses those concerns and is compliant with the recommendations made by OPE and the Joint Legislative Oversight Committee (JLOC).

DISCUSSION

There are currently many excellent services being provided through outreach and local education agencies (LEAs) throughout our state. The regionalized model will increase these resources and allow deaf education to be flexible, nimble, and responsive to the changing needs of the deaf and heard of hearing students. The model is the platform from which additional components can be added in the future. The model will increase the available resources and support and will also importantly, the model will result in greater number of deaf and hard of hearing students having access to services and will provide increased and diversified support and resources for LEAs.

Two complex issues raised by changing deaf education in Idaho are meeting the needs of the students who are currently enrolled in residential placement and addressing the concept of cultural grouping or a "critical mass" of deaf and heard of hearing peers.

Under the regionalized model, all students accessing residential or day services at Gooding will be served through increased services and programs in their home districts and/or regional day programs. These districts will be able to utilize the additional financial resources made available through the regionalized model in order to provide services that are in compliance with the standards and with each student's Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP).

The issue of "critical mass" requires consideration of the following components: Deafness is a low incidence occurrence; Idaho is not currently a populous state and our deaf and hard of hearing students are spread throughout many regional areas. Within any group of deaf and hard of hearing students, there is diversity of languages, communication modalities, and educational needs. Obtaining an educational appropriate critical mass of students with the same communication modalities and educational needs for placement in one educational setting is not currently possible. However, this may change, and as it does, our model will allow for responsiveness through creation of magnet schools and/or other specific educational programs. Meanwhile the benefits that result from critical mass may be achieved through regional day programs, extracurricular activities and/or activities sponsored by clubs, councils, cultural organizations, and other hosting entities, many of which are already in place.

The attached represents a model which will provide more educational services and improve educational outcomes for children. The service delivery model contains the organizational chart and regional program structures, with existing and new positions, level of service comparison and the cost for each component.

IMPACT

The financial impact of this model in terms of additional cost may be seen on Attachment 3, page 11. The financial impact will be more efficient usage of state funds through providing service access to more children at roughly the same cost.

ATTACHMENTS

Attachment 1 – Narrative Page 5
Attachment 2 – Organizational Chart Page 9
Attachment 3 – Proposed Budget Page 11

STAFF COMMENTS AND RECOMMENDATIONS

In addition to vastly increased educational benefits for very little increased cost, this model placed us in compliance with the OPE recommendations and resulted in JLOC closure of the report. It was reported to OPE and JLOC that the State Board of Education is acting on the recommendations set out in the June 25, 2007 *Office of Performance Evaluations (OPE) Follow-Up Report*, through the standards and the new service delivery model. Based on this information, the

Joint Legislative Oversight Committee (JLOC) committee voted on July 12, 2007 to close the report. Staff recommends approval of the service delivery model for Deaf and Hard of Hearing (D/HH) education in Idaho as presented.

BOARD ACTION

A motion that the Board endorse the proposed service delivery model for Deaf and Hard of Hearing (D/HH) education, with the program governance remaining under the purview of the Board, and direct staff to prepare legislation for the 2008 session to effect these changes, with such legislation having a July 1, 2009 effective date.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE LEFT INTENTIONALLY BLANK

State Program for Deaf and Hard of Hearing Education

Background

Following review by the board, OPE and other entities, board transition committees met for several months developing the framework for standards and a new service delivery model. The State Board of Education approved the standards during the June meeting. During its final meeting, the transition committee approved a regional service delivery model, with specific details to be addressed by the Deaf/ Hard of Hearing Transition Co-coordinator and other agency staff. This model provides increased support for access to services for children throughout the state and allows for flexibility and responsiveness based on the needs of children.

Rationale

There are critical factors which are affecting the need for changes to deaf education:

1. Early identification of infants who are deaf or hard of hearing and resulting early intervention, have led to changes in the educational needs of students.
2. Changing technology which allows for:
    a. Reliable early identification
    b. Improved access to sound through hearing aids, cochlear implants, and FM systems
    c. Increased viability of oral communication choices
3. Establishment of standards for educational interpreting and deaf education.
4. Changes to special education law including the re-authorization of IDEA and NCLB
5. Identification of core standards and alignment of assessment to these standards.
6. Declining residential deaf/hard of hearing population resulting in high per pupil costs and disproportionate allocation of funds.

The establishment of standards created the foundation to insure that any program serving deaf and hard of hearing infants, toddlers and children has the accessibility and quality necessary for improved learner outcomes. This model implements the standards and guidelines through increasing outreach, increasing support for Local Educational Agencies (LEAS), and providing a specific organizational structure which will insure program vision, administration, and standards for curriculum, instructor qualifications and training for both auditory-oral based and sign language based instruction. Our educational model provides for continual responsiveness to change by

allowing emphasis of resources based on student needs which will result in improvement in standards based learning outcomes.

Service Delivery Model

Introduction

There are currently many excellent services being provided through outreach and by local education agencies (LEAs) throughout our state. The regional model for educational service provision will allow deaf education to be flexible, nimble and responsive to the changing needs of the deaf and hard of hearing students. The model is the platform which increases the available resources and support but also will allow for future creation of new programs or elimination of outdated services. Most importantly, the model will result in a greater number of deaf and hard of hearing students having access to services and also provides increased and diversified support and resources for LEAs.

Two of the complex issues that have arisen are; meeting the needs of the students who are currently enrolled in residential placement and the concept of grouping deaf and hard of hearing students together in order to form a critical mass of peers and provide a special magnet school. This model allows for thoughtful response to these issues based upon specific information such as the number currently using residential services, students' IEPs and services available through their LEA's.

In order to address the first concern, under the regionalized model all students currently using residential services at Gooding will be served through increased services and programs in their home districts and/or regions. These regions and/or districts will be able to utilize the additional resources made available through the model to provide additional services that they were not previously able to provide. All services will be provided in accordance with students IEPs.

The issue of "critical mass" and magnet schools requires consideration of the following factors: Deafness is a low incidence occurrence; Idaho is not currently a populous state and our deaf and hard of hearing students are spread throughout many areas. Most families prefer to keep their children at home if they can do so and still have access to appropriate services. Additionally, within the group of deaf and hard of hearing students, there is diversity of languages, communication modalities and educational needs. A critical mass of students is defined by the Conference of Educational Administrators Serving the Deaf (CEASD) as a minimum of 40 students at the elementary level and 150 students at the secondary level. Therefore identifying a current educationally appropriate critical mass of students with the same communication modalities and educational needs, for placement in one educational setting is currently a challenge. Providing such a school would involve building "on spec" with taxpayer dollars. However the population will change, and as it does, our model will allow for responsiveness through creation of magnet schools and/or other specific educational programs as need is identified. Meanwhile the benefits that result from critical mass may be achieved through

extracurricular activities and/or activities sponsored by clubs, councils, cultural organizations, and other hosting entities, many of which are already in place.

Description of the Model

The new model has two programs, one for Blind/Visually Impaired Education and one for Deaf /Hard of Hearing Education. This separation is based upon the identified diversity of needs of each population and program differences. The SBOE is the oversight entity. These programs will have their own administrators and will share supporting staff in the areas of administrative assistance, financial, grant writing, Human Resources, Public Relations and Information Technology services. From that point, each division will have its own service delivery model. The following represents the model for deaf and hard of hearing services.

Administration

There will be two Deaf and Hard of Hearing Statewide program administrators; one to oversee and coordinate sign language based services and one to oversee oral services. This initial separation is crucial for the following reasons:

- Idaho currently has many successful programs throughout the state using signed language based instructional models. These programs will continue under the new model and expand in response to the needs of deaf and hard of hearing children. The addition of a designated oral educational component responds to long standing requests by parents and professionals for addressing the educational needs of the growing number of deaf and hard of hearing children whose primary communication is oral.
- Concerns and recommendations contained in the OPE follow-up report, addressed the board's commitment to developing "program vision and administration, teacher qualifications and training, and curriculum development" for Oral Deaf Education. It was reported to OPE and JLOC that the State Board of Education is acting on the recommendations set forth in the June 25, 2007 Follow-Up Report from the Office of Performance Evaluations (OPE) through the standards and the new service delivery model. Based on this information, the Joint Legislative Oversight Committee (JLOC) committee voted on July 12, 2007 to close the report. The program model which includes a division of oral services clearly addresses those concerns and demonstrates the Board's commitment.
- This specialization of a programs also reflects the current research into learning outcomes for children and the separation of training and preparation programs for deaf educators throughout the country.
- It will allow for increased access to grants and other funding sources.
- It will be in compliance with our standards.

Advisory Committee

The two statewide program administrators will share an advisory committee, whose members are appointed by the State Board Of Education. Administrators will also work with the Council for the Deaf and Hard of Hearing and the Infant Toddler Division of Health and Welfare by continuing and/or establishing service provision

MOUs for the Sound Beginnings Early Identification program and early intervention services to deaf and hard of hearing children. This coordination will continue throughout each regional program.

Regional Programs

The model proposes five regional programs. Service provision, specific location and the design for each regional day program will be determined through collaboration with Local Educational Agencies (LEAs), based upon the needs as identified in Individual Family Service Plans (IFSP) or Individualized Education Plans (IEPs) of the children in that region. The services follow the continuum found in the standards. Within each region, children and LEAs benefit from increased access to professional services and professionals benefit from decreased caseloads and access to resources. The new model would provide additional professional services and resources to districts and the children they serve. The regional increases would include an audiologist and a speech language pathologist (SLP) for each of the five regions. There would also be two additional certified oral deaf educators, one to 'float and provide consultation as needed and one for the most populous regional program and one additional outreach consultant for the Treasure Valley.

Professional Training

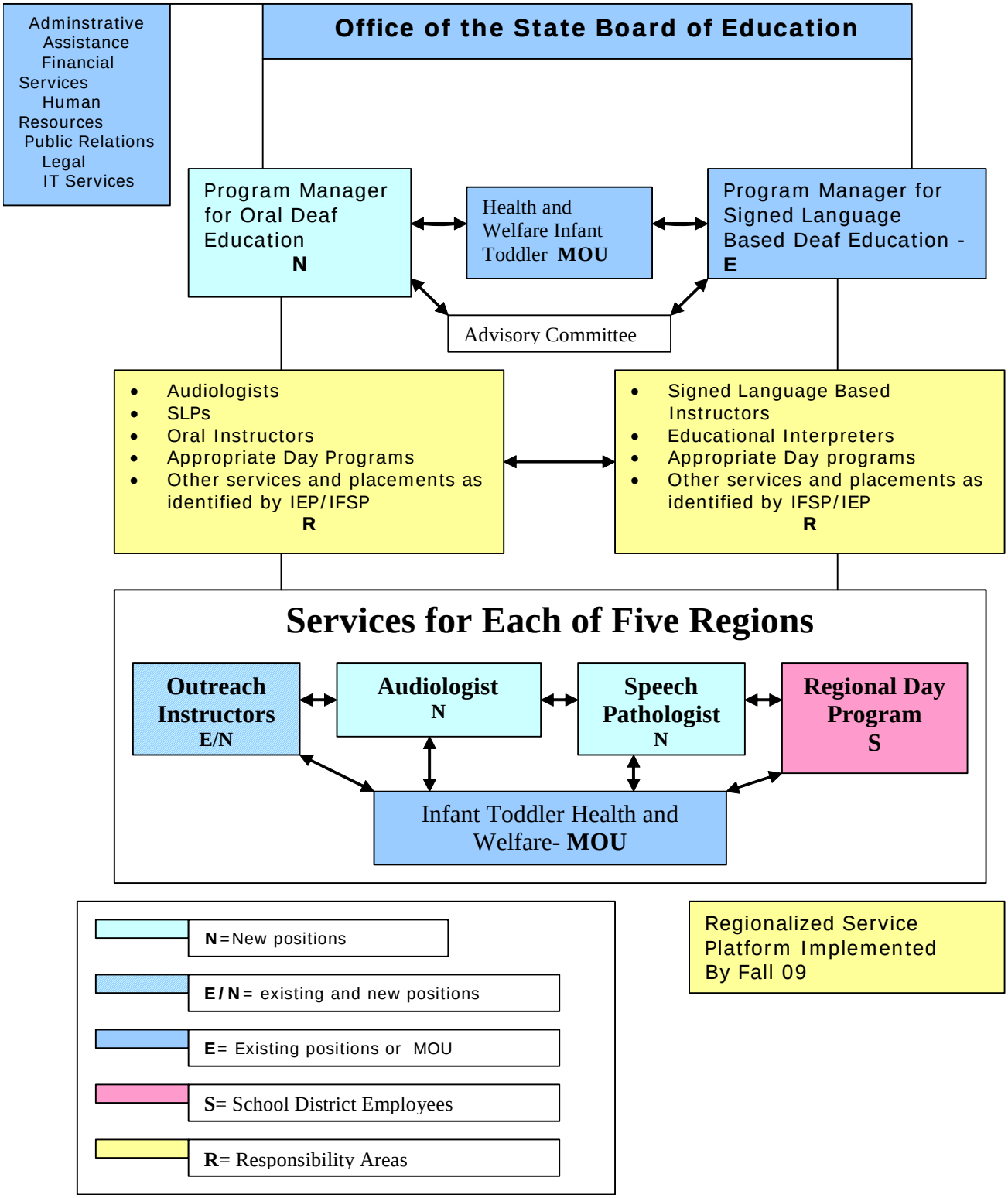
Changes in statute and population have resulted in increasing need for qualified sign language interpreters, deaf educators, SLPs, audiologists and other professionals, especially in rural areas. The model contains a provision for educational financial assistance for qualified recipients in exchange for a commitment to work for the Idaho Program of deaf /hard of hearing education for a minimum of five years.

Future Plans

This model is a strong foundation for service delivery to all deaf and hard of hearing students throughout Idaho. Ongoing and regular program review in conjunction with input from stakeholders and the advisory committee will identify and prioritize future needs. The following are crucial components which have already been identified and are a significant part of future planning:

- Educational options such as magnet or charter schools
- Expanded partnering with higher education for research, training and resource components.

State Program for Deaf and Hard of Hearing Education



Service Current and Proposed

Current Layer 1. Students attend and receive services from LEA with assistance from ISDB outreach staff. (available to all who qualify)
New Layer 1. Students attend and receive services from LEA with assistance from Division of deaf and hard of hearing staff with additional funding per student. (available to all who qualify)
Current Layer 2. Students attend ISDB in Gooding as a day program and are bussed home at the end of each school day (Available to less than 25% of all qualified students)
New Layer 2. Students attend and receive services from LEA and/or regional day program(s) and are bussed home at the end of each school day (available to over 95% of the qualified students in Idaho)
Current Layer 3 Students attend ISDB as a residential program (available to all who require)
New layer 3. Students attend and receive services from LEA and/or regional day program(s). When needed, after demonstrated consideration of the student's right to FAPE and education in LRE and following determination by the IEP team, LEA and the program coordinators that the LEA and/ or regional program are unable to meet the placement and service provision requirements as specified on the IEP, an alternative placement will be sought by the division working with the SDE and/or Health and Welfare. (available to all who qualify)

Estimated Operational Cost Structure

1.	Regional Deaf/HH Programs (for 5-6 regions) *		$2,927,650
2	Additional Deaf/HH per student distributions to local districts		$258,638
2.	Deaf/HH Day Program Transportation (85% state match)		$450,310
3	Half Existing Outreach Program FY08 Cost	(25 employees)	$1,256,750
4	Four Regional Audiologists (PC & OE)		$343,548
5	Operating costs for statewide Deaf/HH Education Advisory Committee		$10,000
6	Program Administrators additional cost including benefits		$70,000
7	Two oral deaf educators including benefits		$140,000
8	Five SLPs for Deaf/HH Outreach including benefits		$368,238
9	Educational Interpreters training to meet certification		$110,000
10	One Additional Outreach Deaf/HH Instructor for TV	including benefits	$70,000
11	cost for central administration		$258,309
12.	Education/Training for new or existing employees		$40,000
13		Deaf/HH Total:	$6,303,443

*Funds provided to regional Deaf /HH programs will be based on the number of students with appropriate IEPs. This will be in addition to federal and state regular public school funding. Regions will be defined based on data and input at the time of implementation.

THIS PAGE LEFT INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

TITLE 33 EDUCATION
CHAPTER 34
IDAHO SCHOOL FOR THE DEAF AND THE BLIND

33-3401. ESTABLISHMENT OF SCHOOL FOR THE DEAF AND THE BLIND. The establishment by law of a school to provide supplemental education services to deaf and blind students statewide is hereby ratified and affirmed. These services may include residential and day campus programs and an outreach program, intended to provide services to students outside the campus area, as well as early intervention and family consultation. The school is to be called the Idaho school for the deaf and the blind, and its operation continued. It is further provided that wherever the term "State School for the Deaf and the Blind" shall appear in the Idaho Code it shall mean "Idaho School for the Deaf and the Blind."

THIS PAGE LEFT INTENTIONALLY LEFT BLANK

SUBJECT

Approval of Proposed Rules Governing Thoroughness IDAPA 08.02.03.

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Rules – Executive Department, Idaho Code
Section 33-1612 – Thorough System of Public Schools, Idaho Code

BACKGROUND

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since the spring of 2003. As the test has developed over time, especially with the changes made as a result of the independent study of alignment, validity, and reliability study and the federal peer review, the rule needs to be kept current and accurate to assure understandability and consistency of interpretation. The review also revealed that some definitions referenced within the rule did not exist. Use of the rule during the current appeals process has revealed some areas that needed to be strengthened. Several Board members have requested a change in the requirement for alternate graduation mechanisms in the districts.

DISCUSSION

Changes in the rule are being proposed to:

- Require districts to establish an alternate graduation mechanism for students not passing the ISAT by the fall of their senior year; require Board approval of plans established by the districts; require districts to resubmit existing plans for approval by the Board
- Include the Idaho English Language Assessment (IELA) for English language learners and the Idaho Alternate Assessment (IAA) for the one percent of special education students with significant cognitive impairment in the state's comprehensive assessment program
- Increase security requirements for assessments by requiring that anyone with opportunity to view test items sign a confidentiality agreement; require that districts keep these agreements on file for review for at least two years
- Include the IELA proficiency levels in the rule
- Include a description of the IELA Annual Measurable Achievement Objectives (AMAOs)
- Include new and/or updated definitions
- Provide more precise links to the Board web page for materials adopted by reference
- Eliminate some redundant or outdated language from the rule

IMPACT

With the Board's approval, the rule will be more current and complete in reflecting the current requirements of the state's comprehensive assessment program, including identifying and integrating all assessments and assuring more

appropriate security measures. The Board will be able to assure greater quality for district designed alternate graduation mechanisms. The schools and districts in the state will have a better reference tool for clearly identifying state requirements, and interpreting those requirements will be more consistent.

ATTACHMENTS

Attachment 1 – Proposed Rules Governing Thoroughness Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The changes in the rule will provide more clarity in interpreting and application of the rule by the public, districts, schools, and staff. The rule will also better conform to federal requirements and goals of the Board. Staff recommends approving the proposed changes.

BOARD ACTION

A motion to approve the proposed Rules Governing Thoroughness – IDAPA 08.02.03.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 "Rules Governing Thoroughness." (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

002. WRITTEN INTERPRETATIONS.
Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-5-00)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on November 1, 2006. Copies of the document can be found on the State Board of Education website at ~~http://www.boardofed.idaho.gov/index.asp~~ http://www.boardofed.idaho.gov/saa/wLimits.asp. (3-30-07)(___)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at ~~http://www.boardofed.idaho.gov/lep/index.asp~~ http://www.boardofed.idaho.gov/lep/documents/IdahoMap072706A.pdf. ~~(3-30-07)~~ (___)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at ~~http://www.boardofed.idaho.gov/lep/index.asp~~ http://www.boardofed.idaho.gov/lep/StFed_regs,asp. ~~(3-30-07)~~(___)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10,

2006. Copies of the document can be found on the State Board of Education website at ~~http://www.boardofed.idaho.gov/lep/index.asp~~ http://www.boardofed.idaho,gov/lep/documents/IELACutScores.pdf. ~~(3-30-07)~~ (___)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at ~~http://www.boardofed.idaho.gov/index.asp~~ http://www.boardofed.idaho.gov/saa/achievement.asp. ~~(5-30-07)~~T(___)

06. The Idaho Alternative Assessment Extended Content Standards. The Idaho Alternative Assessment Extended Content Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found at the State Board of Education website at ~~http://www.boardofed.idaho.gov/index.asp.~~ http://www.boardofed.idaho.gov/saa/altAssessStandards.asp. ~~(11-1-06)~~T(___)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at ~~http://www.boardofed.idaho.gov/index.asp.~~ http://www.boardofed.idaho.gov/saa/altAssessStandards.asp. ~~(11-01-06)~~T(___)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037. the telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.idaho.gov. (3-15-02)

006. PUBLIC RECORDS ACT COMPLIANCE.
This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-15-02)

007. DEFINITIONS A - G.

01. Achievement Standards. Define below basic, basic, proficient, and advanced achievement levels on the Idaho Standards Achievement Tests (ISAT) and beginning, advanced beginning, intermediate, early fluent and fluent on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, by grade. **(___)**

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs. (4-11-06)

~~02.~~03. Advanced Placement® (AP) - http://www.collegeboard.com. The Advanced Placement Program is administered by the College Board. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

~~03.~~04. All Students. All students means all public school students, grades K-12. (4-11-06)

~~04.~~05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

~~05.~~06. **Assessment**. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

~~06.~~07. **Assessment Standards.** ~~a.~~ Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing"; ~~(4-5-00)~~(____)

~~b. Measures of student performance.~~ ~~(4-5-00)~~

~~07.~~08. **Authentic**. Something that is meaningful because it reflects or engages the real world. An "authentic task" asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

~~08.~~09. **Basic Educational Skills Training**. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

~~09.~~10. **Classic Texts**. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

11. **Content Standards.** Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (____)

~~10.~~12. **Context (Of a Performance Assessment)**. The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

~~11.~~13. **Cooperative Work Experience**. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

~~12.~~14. **Criteria**. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

~~13.~~15. **Cues**. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

~~14.~~16. **"C" Average**. A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. (4-11-06)

~~15.~~17. **Decode**. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

~~16.~~18. **Dual Credit**. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit

class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

~~17.~~19. **Emergent Literacy**. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

~~18.~~20. **Employability Skills**. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

~~19.~~21. **Entry-Level Skills**. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

~~20.~~22. **Evaluation (Student)**. Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

~~21.~~23. **Experiential Education (Application)**. Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

~~22.~~24. **Exploratory Experience (Similar to a Job Shadow)**. An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

~~23.~~25. **Fluency**. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

~~24.~~26. **Genre (Types of Literature)**. A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

~~25.~~27. **Graphophonic/Graphophonemic**. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - http://www.ibo.org/ibo/index.cfm. Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance

of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

09. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

10. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

11. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

12. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

13. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

14. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

15. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

16. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

17. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

18. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

19. Standards. Statements about what is valued in a given field, such as English language arts,

and/or descriptions of what is considered quality work. See content standards, assessment standards, and ~~performance~~achievement standards. ~~(4-5-00)~~( )

20. **Standardization**. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

21. **Standards-Based Education**. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

22. **Structured Work Experience**. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

23. **Student Learning Goals (Outcomes)**. Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

102. INSTRUCTIONAL REQUIREMENTS.
All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

01. **Standards**. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

~~**02.** **Curriculum Guides**. The State Department of Education Curriculum Guides and any Acheivement Standards Samples of Application may be used voluntarily and are designed to assist school districts as they develop educational programs and achievement standards. Notwithstanding the above, the State Division of Professional-Technical Education will prepare curriculum guides and instructional aids for professionaltechnical education programs in the public schools. (Section 33118, Idaho Code)~~ ~~(3-15-02)~~( )

105. GRADUATION FROM HIGH SCHOOL.
A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. **Credit Requirements**. (3-30-07)

a. (Effective for all students that graduate prior to January 1, 2013.) Each students shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (3-30-07)

b. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits, one (1) semester equaling one-half (1/2) year. (3-30-07)

02. Achievement Standards. Each student shall meet locally established subject area ~~achievement~~ standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)( )

03. Proficiency ~~(Effective January 1, 2006)~~. Each student shall achieve a proficient or advanced score on the ~~High School~~ Grade 10 Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and~~, at the discretion of the school district or LEA, may~~ shall be given an opportunity to demonstrate proficiency of the ~~achievement~~content standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and ~~information~~approval. Districts with alternate measures on file with the Board on the effective date of this rule must re-submit their plans to the Board for approval to be implemented for students scheduled to graduate in 2009. Alternate mechanisms must be re-submitted to the Board for approval when changes are made in their plans. The Board will establish a process for approval. ~~(4-11-06)~~( )

a. Before ~~appealing to the school district or LEA for~~entering an alternate measure, the student must be: ~~(4-11-06)~~( )

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. (Effective for all students that graduate prior to January 31, 2013.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT ~~(effective January 1, 2006)~~. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(3-30-07)~~( )

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum

of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. (3-30-07)

a. Twenty-nine (29) semester credits are required as listed in Subsections 107.03 through 107.08; and (3-30-07)

b. A minimum of seventeen (17) elective credits. (3-30-07)

c. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. (3-30-07)

d. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-30-07)

03. Secondary Language Arts and Communication. Eight (8) credits required that includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. One (1) credit of instruction in communications including oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirements. (3-30-07)

04. Mathematics. (3-30-07)

a. Mathematics. (Effective for all students that graduate prior to January 31, 2013.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-30-07)

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: (3-30-07)

i. Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education; (3-30-07)

ii. Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of Education; and (3-30-07)

iii. Two (2) semesters of mathematics of the student's choice. (3-30-07)

iv. Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school. (3-30-07)

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. (3-30-07)

05. Science. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. (3-30-07)

a. Secondary sciences shall include instruction in the following areas: (3-30-07)

i. Biology; (3-30-07)

ii. Physical science or chemistry; and (3-30-07)

iii. Earth, space, environment, or approved applied science. (3-30-07)

b. Four (4) credits of courses outlined is Subsection 107.05.a. must be laboratory based. (3-30-07)

c. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. (3-30-07)

06. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

07. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

08. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (3-30-07)

10. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). (3-30-07)

11. Assessment. A student must achieve a proficient or advanced score on the Grade 10 ISAT in the tenth, eleventh, or twelfth grade. A student is not required to achieve a proficient or advanced score on the ISAT if: ~~(4-11-06)~~( )

a. A student received a proficient or advanced scored on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

b. A student ~~appeals for~~completes another measure ~~approved~~established by a district or LEA and approved by the Board as outlined in Subsection 105.03; or (4-11-06)

c. A student has an IEP that outlines alternate requirements for graduation. (4-11-06)

~~**d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)~~

~~i. Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)~~

~~(1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)~~

~~(2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)~~

~~(3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)~~

~~(4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)~~

~~(5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)~~

~~(6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)~~

~~ii. Calendar year of 2007. A student is not required to achieve a proficient or advanced score on the ISAT if: (3-30-07)~~

~~(1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)~~

~~(2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)~~

~~(3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)~~

~~(4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)~~

~~(5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)~~

~~iii. Calendar year of 2008 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (3-30-07)~~

~~(1) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-30-07)~~

~~(2) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-30-07)~~

~~(3) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-30-07)~~

~~(4) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (3-30-07)~~

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. ~~A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually.~~ The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State

Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)(___)

02. **Purposes**. The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child's progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. **Content**. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, ~~and~~ the Idaho Standards Achievement Tests (ISAT), and the Idaho Alternate Assessment. ~~(3-20-04)~~(___)

04. **Testing Population**. All students in Idaho public schools, grades kindergarten through ~~ten~~twelve (K-~~10~~12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. ~~(4-6-05)~~(___)

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score ~~in the low range on the State Board of Education approved language acquisition proficiency test~~below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take ~~an English Proficiency test approved by the Board~~the IELA in lieu of the reading/language usage ISAT, but will still be required to take the math ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. ~~(4-11-06)~~(___)

05. **Scoring and Report Formats**. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report

of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (5-3-03)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State ~~Achievement~~ Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. ~~(4-6-05)~~( )

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-02)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests and Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(3-20-04)~~( )

l. Grade 11 – Idaho English Language Assessment. ( )

~~l~~m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. ~~(4-11-06)~~( )

~~m~~n. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. ~~(3-20-04)~~( )

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho

Code. (3-15-02)

b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

e. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. ( )

f. The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. ( )

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity and Reliability. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ ~~the same~~ security measures in protecting statewide assessment materials from compromise ~~as they use to safeguard other formal assessments.~~ Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. . ~~(3-20-04)~~( )

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho ~~Achievement~~Content Standards. (3-20-04)

12. Demographic Information. Accurate ~~D~~demographic information ~~will be required~~ must be submitted as required for each test to assist in interpreting test results. It may include but is not ~~be~~ limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the "No Child Left Behind" Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. ~~(3-20-04)~~( )

~~**a.** Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational level. (3-20-04)~~

~~i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)~~

~~ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. (3-20-04)~~

~~iii. The student can perform skills or processes independently without significant errors. (3-20-04)~~

~~**b.** Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. (3-20-04)~~

~~i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. (3-20-04)~~

~~ii. The student can perform skills or processes independently without significant errors. (3-20-04)~~

~~**c.** Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. (3-20-04)~~

~~i. The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)~~

~~ii. The student requires assistance and coaching to complete tasks without errors. (3-20-04)~~

~~**d.** Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. (3-20-04)~~

~~i. The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)~~

~~ii. The student cannot complete any skill set without significant assistance and coaching. (3-20-04)~~

02. IELA Language Proficiency Levels. There are five levels of language proficiency for students testing on the Idaho English Language Assessment: beginning, advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. ( )

~~02~~03. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one (1) month prior to the first day of school. (3-20-04)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

~~03~~.04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. (4-6-05)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the school district has achieved AYP. (4-6-05)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the state has achieved AYP. (4-6-05)

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of

students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating. (4-6-05)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

04. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs: ( )

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, ( )

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year,, and ( )

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. ( )

113. REWARDS.

01. Distinguished Schools. A school may be recognized as a "Distinguished School" if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (3-30-07)

02. Additional Yearly Growth (AYG) Award. A school demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (3-30-07)

03. Determination by State Department of Education. The State Department of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 113.02. The State Department of Education will present the schools to be recognized to the State Board of Education no later than the annual October Board Meeting. (3-30-07)

114. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).

01. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (4-6-05)

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet AYP. (4-6-05)

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, such non-Title I schools and local educational agencies shall be required to comply with federal law and with the procedures relating to failure to meet AYP as provided in Subsection 114.01.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (4-6-05)

02. State Department of Education. With respect to the implementation of duties responsibilities described under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, that are applicable to a state educational agency, the State Department of Education shall perform such duties and responsibilities, including, but not limited to, making technical assistance available to local educational agencies that fail to meet AYP as required under federal law, and for providing technical assistance, developing improvement plans, and providing for mandatory corrective actions to local educational agencies as required under federal law. (4-6-05)

115. DATA COLLECTION.
The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in mid-October, early February, and May (end of the testing window). Each participating school is required to verify and assure the accuracy of the data submitted in the files ~~to assure accuracy~~. (3-20-04)

~~**200. K-12 STATE ACHIEVEMENT STANDARDS.**~~
~~As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established achievement standards. The standards set forth in Sections 250 through 954, inclusive, are state achievement standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic achievement necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state achievement standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. The implementation time and effective date for these Achievement Standards rules is the graduating senior class of 2005. (3-15-02)~~

~~**210. ACHIEVEMENT STANDARDS DEFINITION.**~~
~~Idaho State Board of Education's Definition of an Achievement Standard: "Specific subject criteria which, when measured, show a specific level of content knowledge and demonstrated application." (3-30-01)~~

~~**211. KINDS OF STANDARDS.**~~
~~(Normally discussed when trying to define standards.)~~

~~**01. Content Standards**. Content standards are statements that clearly define what students should know and be able to do in various subject areas and at different points in their education. (4-5-00)~~

~~**02. Performance Standards**. Performance standards provide concrete examples and explicit definitions of how well students must learn the material represented by content standards. (4-5-00)~~

~~**03. Assessment Standards**. Assessment is the measurement of what a student knows and is able to do, usually expressed in terms of progress toward a standard. (4-5-00)~~

~~**212. – 214. (RESERVED).**~~

~~**215. ABBREVIATIONS.**~~

~~**01. Language Arts/Communications**. (4-5-00)~~

~~**a.** ICTE. Idaho Council of Teachers of English. (4-5-00)~~

~~**b.** NCTE. National Council of Teachers of English. (4-5-00)~~

~~**c.** IRA. International Reading Association. (4-5-00)~~

~~**d.** ICIRA. Idaho Council of the International Reading Association. (4-5-00)~~

~~**02. Science Committee Acronyms**. (4-5-00)~~

~~**a.** NSTA. National Science Teachers Association. (4-5-00)~~

~~**b.** ISTA. Idaho Science Teachers Association. (4-5-00)~~

~~**c.** AAAS. American Association for the Advancement of Science. (4-5-00)~~

~~**d.** NRC. National Research Council. (4-5-00)~~

~~**216. GLOSSARY OF MATHEMATICAL TERMS.**~~

~~**01. Appropriate Technology**. May include paper and pencil, graph paper, simple calculators, graphing calculators, computers with spreadsheets, or even specialized mathematics software such as Geometer's Sketchpad or Maple. It is the decision of school districts and teachers to determine which tools are most appropriate for both instruction and application. (4-5-00)~~

~~**02. Arithmetic Operations**. Basic operations on numbers, including addition, subtraction, multiplication, division, and exponentiation (raising a number to a power). (4-5-00)~~

~~**03. Function**. One (1) of the most important and fundamental concepts in mathematics. Functions have inputs (domain values) and transform these inputs into unique outputs (range values). The function is the process or rule that accomplishes this transformation. Functions may be described by: (4-5-00)~~

~~**a.** Tables of values, such as a table of heights with associated idealized weights. (4-5-00)~~

~~**b.** Graphs, such as a chart depicting a company's daily closing stock price over the last year. (4-5-00)~~

~~**c.** Calculator function buttons, where the domain (input) value is the number keyed in, the function is performed by the circuitry in a chip, and the range (output) value is the number read in the display after pressing the function button. (4-5-00)~~

~~**d.** Spreadsheet functions, where the domain (input) value is the content of the cell referenced, the function is the subprogram that actually performs the computation, and the range (output) value is the number that is computed. (4-5-00)~~

~~**e.** An explicit formula, such as the squaring function "$f(x)=x^2$" which takes any input "x" and transforms it by multiplying "x" by itself. (4-5-00)~~

~~**04. The Language of Algebra**. Algebra is that branch of mathematics dealing with the study of number systems. The common number systems include the natural numbers, the integers (includes zero and the negatives of the counting numbers), the rational numbers (fractions), the real numbers (decimals), and the complex numbers (like 2 – 4i). Algebra uses letters and other symbols to describe general properties of numbers, to specify conditions placed on them, or to describe relationships between them. (4-5-00)~~

~~**05. Linear Equation**. An equation, in which the variables (unknowns) occur only to the first power, multiplied only by constants. For example, the equations:~~

$$4x - 3 = \sqrt{2} \quad \text{and} \quad \frac{1}{2}x - 7y = 11$$

~~are linear in one (1) and two (2) variables respectively, while: $x^2 + 5x + 7 = 0$ and $xy = 1$ are nonlinear equations. A linear equation in two (2) variables has a graph that is a straight line in the coordinate plane. A linear equation in three (3) variables has a graph which is a plane in 3-space. (4-5-00)~~

~~**06. Linear Programming**. A mathematical technique to solve optimization problems involving linear objective functions (such as maximizing profit or minimizing cost) subject to linear inequality constraints~~

~~(such as amount of ingredients available, the relative proportions used, and relative costs). (4-5-00)~~

~~**07. Linear System**. A system of more than one (1) equation or inequalities, each using the same variables, and each linear. A solution to the system is any assignment of values to the variables that makes every equation or inequality simultaneously true. The complete solution is the set of all possible solutions. (4-5-00)~~

~~**08. Mathematical Model**. Equations, inequalities, functions, or other mathematical expressions that model a real-world process. Realistic mathematical models are increasingly important in the modern world, especially with the increased use of powerful computers. Many processes, which formerly could only be studied by expensive laboratory experiments, can now be studied as realistic mathematical models. (4-5-00)~~

~~**09. Mean, Median, and Mode**. Three (3) common ways to measure the center of a set of numerical data. The mean is the arithmetic average of the data. The median is the middle value of the sorted data set with an odd number of items or the average of the middle two (2) values when the data contains an even number of items. The mode is the most common data value, if it exists. Of the three (3), the mean and median are more useful and frequently used. In any particular application, whether the mean or median is more appropriate depends on the data set and the intended use. (4-5-00)~~

~~**10. Order of Operations**. The commonly accepted rules used for reading algebraic expressions or evaluating arithmetic expressions. (4-5-00)~~

~~**a.** Evaluate expressions inside parentheses first. (4-5-00)~~

~~**b.** Within the same level of parentheses: (4-5-00)~~

~~i. Evaluate exponents first; (4-5-00)~~

~~ii. Evaluate products and/or quotients next; (4-5-00)~~

~~iii. Evaluate sums and/or differences last. (4-5-00)~~

~~**c.** Examples: $2 * 3^2 + 4 = 22$, $2(3^2 + 4) = 2 * 13 = 2^6$, $(2 * 3)^2 + 4 = 62 + 4 = 40$. (4-5-00)~~

~~**11. Probability**. (4-5-00)~~

~~**a.** The branch of mathematics dealing with chance. The experimental model is one (1) illustration of probability. Imagine an experiment with outcomes. An event is a collection of outcomes. The probability of an event is the proportion of the experiments that result in an outcome in the event. The probability of an event is always a number between zero (0) and one (1). Events with probabilities near one (1) are very likely to occur, while those with probabilities near zero (0) are very unlikely. (4-5-00)~~

~~**b.** Example. To estimate the probability that a randomly selected, adult American female is between sixty (60) inches and sixty-six (66) inches tall, select an adult American female at random and measure her height. If one thousand (1,000) women are selected and measured, the probability would be the proportion of the experiments that selected a woman between those heights. (4-5-00)~~

~~**12. Pythagorean Theorem**. A theorem from Euclidean geometry about right triangles. The hypotenuse of a right triangle is the side opposite the right angle. The legs are the other two (2) sides. The theorem states that the square of the hypotenuse is the sum of the squares of the legs. (4-5-00)~~

~~**13. Quadratic Equation**. An equation, which can be reduced to the form $ax^2 + bx + c = 0$, with a, b, and c constants, where a does not equal 0. (4-5-00)~~

~~**14. Scaling Factor**. The ratio between the corresponding dimensions of two (2) figures of the same shape. (4-5-00)~~

~~**15. Statistics**. The branch of mathematics dealing with collecting, analyzing, and reasoning from data. The process may involve collecting all of the possible data (a census), or it may involve collecting a subset or sample of the data. The analysis may involve organizing, condensing, calculating summary measurements (statistics), or constructing graphical displays. These descriptive tools help draw conclusions about the real world from which the data originated. When appropriate, probability models provide the framework for attaching a measure of confidence to the conclusions. (4-5-00)~~

~~**16. Standard Deviation**. A measure of the spread of a set of numerical data. If a data set has a relatively large standard deviation, then the data is very spread out. If the standard deviation is small, the data is highly clustered. (4-5-00)~~

~~**17. Tolerance**. The acceptable range of accuracy of a measurement, or the allowable error in a given measurement. (4-5-00)~~

~~**217. – 998. (RESERVED).**~~

~~999.~~171. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section ~~999~~171 of these rules. (3-30-07)

a. Department. State Department of Education. (3-30-07)

b. District. Local school district. (3-30-07)

c. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-30-07)

d. Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (3-30-07)

02. Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (3-30-07)

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-30-07)

a. Philosophy statement. (3-30-07)

b. Definition of giftedness. (3-30-07)

c. Program goals. (3-30-07)

d. Program options. (3-30-07)

e. Identification procedures. (3-30-07)

f. Program evaluation. (3-30-07)

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: (3-30-07)

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-07)

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-07)

c. The district shall match student needs with appropriate program options. (3-30-07)

05. **Assessment**. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-30-07)

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-30-07)

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3-30-07)

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-30-07)

06. **Administration**. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (3-30-07)

172. -- 999. (RESERVED).

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 52
IDAHO ADMINISTRATIVE PROCEDURE ACT

67-5229. INCORPORATION BY REFERENCE. (1) If the incorporation of its text in the agency rules would be unduly cumbersome, expensive, or otherwise inexpedient an agency may incorporate by reference in its rules and without republication of the incorporated material in full, all or any part of:

(a) A code, standard or rule adopted by an agency of the United States;

(b) A code, standard or rule adopted by any nationally recognized organization or association;

(c) A code or standard adopted by Idaho statute or authorized by Idaho statute for adoption by rule; or

(d) A final rule of a state agency; provided however, that a state agency shall not adopt a temporary rule incorporating by reference a rule of that agency that is being or has been repealed unless the rule providing for the incorporation has been reviewed and approved by the legislature.

(2) The agency shall, as part of the rulemaking:

(a) Note where copies of the incorporated material may be obtained or electronically accessed; and

(b) If otherwise unavailable, provide one (1) copy of the incorporated material to the Idaho supreme court law library.

(3) The incorporated material shall be identified with specificity and shall include the date when the code, standard or rule was published, approved or became effective. If the agency subsequently wishes to adopt amendments to previously incorporated material, it shall comply with the rulemaking procedures of this chapter.

(4) Unless prohibited by other provisions of law, the incorporated material is subject to legislative review in accordance with the provisions of section 67-5291, Idaho Code, and shall have the same force and effect as a rule.

SUBJECT

Approval of Temporary and Proposed Rules Governing Public Charter Schools

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-105 (1) Rules – Executive Department, Idaho Code
- Section 33-5203 – Authorization – Limitations, Idaho Code
- Section 33-5210 (2)e – Application of School Law – Accountability – Exception from State Rules

BACKGROUND

In its March 2007 Virtual School Operations report, the Office of Performance Evaluations recommended the State Board of Education amend rules to require charter school petitioners to address or respond to the State Department of Education's initial review of a proposed draft charter petition.

DISCUSSION

Current rule requires the State Department of Education to review a proposed draft charter petition prior to the submission of the petition to an authorized chartering entity, and to provide the petitioners written notification of the Departments findings. There is no existing requirement that charter school petitioners address or respond to the findings of the Department's initial review.

The proposed rule would require petitioners to include a copy of the Department's initial review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity.

IMPACT

The proposed rule, if approved, will require that additional information be provided to authorized chartering entities, helping to ensure the quality and legal sufficiency of charter petitions.

ATTACHMENTS

Attachment 1 – Text of Proposed Rule Change Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed rule change.

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.04.205, Rules Governing Public Charter Schools, requiring written response to the initial review of a proposed draft charter petition.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS LEFT INTENTIONALLY BLANK

ATTACHMENT 1

IDAPA 08.02.04.205, RULES GOVERNING PUBLIC CHARTER SCHOOLS

205. REVIEW OF PETITIONS.

01. Initial Review of Petition. Prior to submitting a petition with an authorized chartering entity, petitioners shall submit six (6) copies of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (4-11-06)

02. Timeframe for Initial Review. The Department shall complete the initial review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is received by the Department, but not later than thirty (30) days after receipt. (4-11-06)

03. Notification of Findings After Initial Review. The Department shall notify the petitioners promptly in writing describing the results of the initial review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (4-11-06)

04. Written Response to Initial Review. Petitioners shall include a copy of the Department's initial review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response. (_____)

~~**04.**~~ **05. Substantive Review of Petition**. The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

~~**05.**~~ **06. Timeframe for Substantive Review**. An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code. (4-11-06)

a. Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than sixty (60) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district. (4-11-06)

b. An authorized chartering entity must make a decision on whether to approve the petition within sixty (60) days after the date of the public hearing on the merits of the petition. (4-11-06)

c. The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional sixty (60) days if it determines the petition is incomplete. (4-11-06)

d. The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition up to an additional ninety (90) days. (4-11-06)

~~**06.**~~ **07. If Approved, Charter Is Subject to Limitations on Number of New Charters**. (4-11-06)

a. If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to

provide the Board with this written notice of approval, and with a copy of the final approved petition, in accordance with the procedure described in Section 100 of these rules. (4-11-06)

b. The approval of a charter by an authorized chartering entity does not provide the petitioners with any right to begin educational instruction at the public charter school during a particular school year, or in accordance with the terms and conditions of the charter, as such approval is conditioned upon the limitations on the number of new public charter schools that may be approved to begin educational instruction for a school year, as described in Section 100 of these rules. (4-11-06)

~~07.~~ 08. If Denied, Petitioners May Appeal. (4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (4-11-06)

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

TITLE 33
EDUCATION
CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5203. AUTHORIZATION -- LIMITATIONS. (1) The creation of public charter schools is hereby authorized. Public charter schools shall be part of the state's program of public education.

(2) The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

(a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and

(b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and

(c) No whole school district may be converted to a charter district or any configuration which includes all schools as public charter schools, and

(d) Public virtual charter schools approved by the public charter school commission are not included in paragraph (b) of this subsection, and

(e) The transfer of a charter for a school already authorized pursuant to section 33-5205A, Idaho Code, is not included in the limit on the annual number of public charter schools approved to begin educational instruction in any given school year as set forth in paragraph (a) of this subsection, and

(f) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and

(g) To begin operations, a newly-chartered public school must be authorized by no later than January 1 of the previous school year.

(3) A public charter school may be formed either by creating a new public charter school, which charter may be approved by any authorized chartering entity, or by converting an existing traditional public school to a public charter school, which charter may only be approved by the board of trustees of the school district in which the existing public school is located.

(4) No charter shall be approved under this chapter:

(a) Which provides for the conversion of any existing private or parochial school to a public charter school.

(b) To a for-profit entity or any school which is operated by a for-profit entity, provided however, nothing herein shall prevent the board of directors of a public charter school from legally contracting with for-profit entities for the provision of products or services that aid in the operation of the school.

(c) By the board of trustees of a school district if the public charter school's physical location is outside the boundaries of the authorizing school district. The limitation provided in this subsection (4)(c) does not apply to a home-based public virtual school.

(5) A public virtual school charter may be approved by the public charter school commission. In addition, a charter may also be approved by the state board of education pursuant to section 33-5207(5)(b), Idaho Code.

(6) The state board of education shall adopt rules, subject to law, to establish a consistent application and review process for the approval and maintenance of all public charter schools.

(7) The state board of education shall be responsible to designate those public charter schools that will be identified as a local education agency (LEA) as such term is defined in 34 CFR 300.18; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA.

TITLE 33
EDUCATION
CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5210. APPLICATION OF SCHOOL LAW -- ACCOUNTABILITY -- EXEMPTION FROM STATE RULES. (1) All public charter schools are under the general supervision of the state board of education.

(2) Every authorized chartering entity that approves a charter shall be responsible for ensuring that each public charter school program approved by that authorized chartering entity meets the terms of the charter, complies with the general education laws of the state unless specifically directed otherwise in this chapter 52, title 33, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in section 33-1612, Idaho Code.

(3) Each charter school shall comply with the financial reporting requirements of section 33-701, subsections 5. through 10., Idaho Code, in the same manner as those requirements are imposed upon school districts.

(4) Each public charter school is otherwise exempt from rules governing school districts which have been promulgated by the state board of education, with the exception of state rules relating to:

(a) Waiver of teacher certification as necessitated by the provisions of section 33-5205(3)(g), Idaho Code;

(b) Accreditation of the school as necessitated by the provisions of section 33-5205(3)(e), Idaho Code;

(c) Qualifications of a student for attendance at an alternative school as necessitated by the provisions of section 33-5208(3), Idaho Code;

(d) The requirement that all employees of the school undergo a criminal history check as required by section 33-130, Idaho Code; and

(e) All rules which specifically pertain to public charter schools promulgated by the state board of education.

TAB	DESCRIPTION	ACTION
	UNIVERSITY OF IDAHO	
1	Employment Agreement - Co-Head Coach, Track and Cross Country Teams	Motion to approve
	UNIVERSITY OF IDAHO	
2	Multi-Year Contract Addendum - Director of Athletics	Motion to approve

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

The University of Idaho requests approval of a multi-year employment agreement for co-head coach of its track and cross country teams

REFERENCE

10/17/2005 Original multi-year agreement approved by Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections II.B.3.c. and II.H.

DISCUSSION

The University of Idaho intends to enter into a new employment agreement with its current co-head coach of its track and cross country teams. This proposed agreement is essentially an extension of the previous agreement, with some changes primarily with respect to supplemental compensation. The primary terms of the proposed agreement are set forth below, and the entire agreement and matrix comparison to the Board model agreement are attached.

IMPACT

The term of the employment agreement is five years, commencing on August 13, 2007, and terminating on August 12, 2012. The annual base salary is $47,049.60. There is an annual media payment of $8,000 and the following incentive/supplemental compensation provisions:

Conference champions = $1,000 per team
Top 20 in NCAA championships = $1,000 per team
Individual National Champions = $500 per individual champion
Academic achievement and behavior of team = $250 - $450 per team, depending on national rank within sport of cumulative APR
Conference Coach of the Year = $1,000 per team
Income from summer youth camps after all expenses paid

ATTACHMENTS

Attachment 1 – Employment Contract (redline version) Page 5
Attachment 2 – Contract Comparison Matrix Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the contract and matrix and recommends approval.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

BOARD ACTION

A motion to approve the request by University of Idaho to offer a multi-year contract for Wayne Phipps, in the form presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

Multi-Year Employment Agreement

Wayne Phipps

Position Title	Head Coach –Track and Cross Country
FTE	1.0
Term	60 months
Term of Contract	August 13, 2007-August 12, 1012
Proposed Annual Salary	$47,049.60
Funding Source	Appropriated Funds
Area/Department of Assignment	Athletics
Additional Compensation	Standard UI and Athletics Department fringe benefits; supplemental compensation as follows: conference champions = $1,000 per team; top 20 in NCAA championships = $1,000 per team; individual national champions = $500 per individual champion; academic achievement and behavior of team = $250 - $450 per team; conference coach of the year = $1,000 per team; $8,000 for media and public appearances; income from camps after all expenses paid.
Justification	Extension/modification of existing Contract

THIS PAGE INTENTIONALLY LEFT BLANK

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Wayne Phipps (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the co-head coach of its intercollegiate track and field and cross country ~~(Sport)~~ teams (Teams). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Teams and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Teams, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.7 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on August 13, 2007, and terminating, without further notice to Coach, on August 12, 2012, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $47,049.60 per year, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation approved by the Director and President;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year one of the Teams is the conference champion or co-champion and if Coach continues to be employed as University's co-head coach of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of $1,000 during the fiscal year in which the championship is achieved. If more than one Team is the conference champion or co-champion, the amount of supplemental compensation will be $1,000 for each conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year one of the teams finishes in the top 20 in the NCAA championships and if Coach continues to be employed as University's co-head coach of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of $1,000. If more than one Team places in the Top 20 at the NCAA championships, the Coach will earn supplemental compensation of $1,000 for each Top 20 finish. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. For each individual National Champion in intercollegiate track and field and cross country and if Coach continues to be employed as University's co-head coach of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of $500 for each individual champion.

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ___(amount or computation)___ based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director. The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~

3.2.4 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement of Team members if the either Team's cumulative academic progress rate (APR) ranks nationally within the applicable sport above the 50th percentile as follows:

National rank within sport
50th - 60th % = $250 per team
60th - 70th % = $300 per team
70th – 80th % = $400 per team
80th % or above = $450 per team

Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.5 Each year Coach is named Conference Coach of the Year or Conference Co-Coach of the year, and if Coach continues to be employed as University's co-head track and field and cross country coach as of the ensuing July 1st, Coach shall receive supplemental compensation of $1,000. If the Coach is named Conference Coach of the Year or Conference Co-Coach of the year for both the men's and women's track and field and cross country teams, Coach will receive $1,000 for each award. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 The Coach shall receive the sum of $8,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first indoor track meet, and one-half shall be paid no later than two weeks after the last outdoor track and field meet. Coach's right to receive the second half of such payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later, provided Coach has fully participated in media programs and public appearances through that date. Coach's right to receive any such media

payment under this Paragraph is expressly contingent upon the following: (1) academic achievement and behavior of Team members; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.7 Coach agrees that the University has the exclusive right to operate track and field and cross country camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's track and field camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's track and field and cross country camps, the University shall pay Coach the remaining income from the camps, after all claims, insurance, and expenses of such camps have been paid.

3.2.8 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University negotiating or has entered into an agreement with Adidas to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as co-head track and field and cross country coach. In order to avoid entering into an agreement with a competitor of Adidas, Coach shall

submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and

Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the volleyball conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University 's governing board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University 's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his or her designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 <u>Termination of Coach for Convenience of University.</u>

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before June 1, 2009, the sum of $15,000; (b) if the Agreement is terminated between June 2, 2009 and June 1, 2010 inclusive, the sum of $10,000; (c) if the Agreement is terminated between June 2, 2010 and June 1, 2011 inclusive, the sum of $5,000; (d) if the Agreement is terminated between June 2, 2011, and June 1, 2012 inclusive, the sum of $5,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents, the President, and the

Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Wayne Phipps
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY		COACH	
_____		_____	
Tim White, President	Date	Wayne Phipps, Coach	Date

Approved by the Board of Regents on the ____ day of August, 2007.

THIS PAGE INTENTIONALLY LEFT BLANK

WAYNE PHIPPS – TRACK AND FIELD AND CROSS COUNTRY COACH
MULTI-YEAR CONTRACT

Model Contract Section	UI Contract Section	Modification/Justification for Modification
3.1.1 Regular Compensation	3.1.1 Regular Compensation	Language allows for a salary of $47,049.60 per year. Coach will be eligible for University-wide changes in employee compensation as approved by Director and President.
3.2. Supplemental Compensation	3.2.2 Supplemental Compensation	Language allows for payment of supplemental compensation of $1,000 per team if team finishes in top 20 in NCAA championships.
3.2 Supplemental Compensation	3.2.3 Supplemental Compensation	Language allows for supplemental compensation of $500 per individual team member for individual national champions.
3.2 Supplemental Compensation	3.2.4 Supplemental Compensation	Language allows for supplemental compensation for academic achievement based on percentile ranking of team's cumulative NCAA academic progress rate (ranges from $250 per team to $450 per team).
3.2 Supplemental Compensation	3.2.5 Supplemental Compensation	Language allows for supplemental compensation of $1,000 if coach is named conference coach of the year.
3.2 Supplemental Compensation	3.2.6 Supplemental Compensation	Language divides media payment into two separate payments with different vesting time periods. Media payment is contingent on appropriate supervision of assistant coaches and compliance with financial stewardship policies.
5.3 Termination by Coach for Convenience	5.3.3 Termination by Coach for Convenience	Language clarifies the monetary remuneration if coach terminates agreement.

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

3. Specifically Reserved Board Authority

(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations

(1) Any permanent new position (including any reactivated position that requires a new "set-up" action), regardless of funding source, requires Board approval.

Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these

policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

H. Policies Regarding Coaching Personnel and Athletic Directors (Institution Employees Only)

1. Agreements Longer Than One Year

   The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than five (5) years, subject to approval by the Board as to the terms, conditions, and compensation thereunder, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

2. Agreements For One Year Or Less

   The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

3. Academic Incentives

   Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives. Each institution shall report to the Board annually concerning each coach's performance relative to the academic incentives of the coach's contract.

4. Part-time Coaches Excepted

   The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches
   The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

University of Idaho requests approval of a multi-year contract addendum for Robert Spear, Director of Athletics

REFERENCE

8/12/2004 Original multi-year contact approved by Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.c. and II.H.

DISCUSSION

University of Idaho intends to supplement the Employment Contract for Robert Spear (see Attachment 1). The base employment contract will remain unchanged. This action represents a five year contract that in essence extends from the existing termination date of August 2008 to August 2012.

The term of the proposed addendum is five years, which will expire on August 12, 2012. The annual salary is $165,048 with supplemental compensation (media payment) of $15,000 per year.

IMPACT

This addendum for the Athletic Director increases the annual salary and supplemental compensation as well as extends the existing term. Funding for the position comes from appropriated funds.

ATTACHMENTS

Attachment 1 – Robert Spear Employment Agreement approved by Board on August 12, 2004 Page 3

Attachment 2 – Proposed Addendum to Employment Agreement Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the addendum and recommends approval.

BOARD ACTION

A motion to approve the request by University of Idaho to offer a multi-year contract addendum for Robert Spear, Athletics Director, in the form presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

Multi-Year Contract Addendum

Rob Spear

Position Title	Director of Athletics
FTE	1.0
Term	60 months
Term of Contract	August 13, 2007-August 12, 2012
Proposed Annual Salary	$165,048.00
Funding Source	Appropriated Funds
Area/Department of Assignment	Athletics
Additional Compensation	Standard UI and Athletics Department fringe benefits; $15,000 per year for media and public appearance,
Justification	Addendum to existing contract

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the Regents of the University of Idaho (University), and Robert Spear (Director).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Director as the director of its intercollegiate athletics program (Program). Director's title shall be "Director of Athletics." Director represents and warrants that Director is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Director shall report and be responsible directly to the University's President or the President's designee (collectively "President"). Director shall abide by the reasonable instructions of the President and shall confer with the President on all major administrative matters.

1.3. Duties. Director shall manage and supervise the Program and shall perform such other duties in relation to the Program or the University as the President may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time upon 14 days' written notice, to reassign Director to duties at the University other than as Director of the Program, provided that Director's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years, commencing on August 16, 2004 and terminating, without further notice to Director, on August 15, 2008, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Director, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Director a claim to tenure in employment, nor shall Director's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Director's services and satisfactory performance of this Agreement, the University shall provide to Director:

a) An annual salary of $135,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Regents;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Director hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Director understands and agrees that University is in the process of reviewing and clarifying policies and procedures regarding leave without pay, or temporary furlough, when warranted by financial conditions. If leave without pay or temporary furlough were imposed, Director's actual salary would be lower than the annual salary set forth in Paragraph 3.1.1 (a) above. In no event would mandatory leave without pay or temporary furlough exceed fifteen (15) days per year.

3.2. Supplemental Compensation. The Director shall receive the sum of $5,000.00 from the University or the University's designated media outlet(s) or a combination thereof each University fiscal year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively "Appearances"). Director's right to receive such a payment shall vest on January 1st of each fiscal year of this Agreement and is expressly contingent on Director's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. This sum shall be paid in one lump sum after January 1st of each year. Agreements requiring the Director to participate in Appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Director. Director agrees to cooperate with the University in order for the Appearances to be successful and agrees to provide his services to and perform on the Appearances

and to cooperate in their production, broadcasting, and telecasting. It is understood that Director shall not appear without the prior written approval of the President on any competing radio or television program (including but not limited to a call-in show or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the President, Director shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.3. Director agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Director, during official practices and games and during times when Director or Program participants are being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Director recognizes that the University is negotiating or has entered into an agreement with Adidas to supply the University with athletic footwear, apparel and/or equipment. Director agrees that, upon the University's reasonable request, Director will consult with appropriate parties concerning an Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Director shall retain the right to decline such appearances as Director reasonably determines to conflict with or hinder his duties and obligations as Director. In order to avoid entering into an agreement with a competitor of Adidas, Director shall submit all outside consulting agreements to the President for review and approval prior to execution. Director shall also report such outside income to the University in accordance with NCAA rules and University and Board of Regents policy. Director further agrees that Director will not endorse any athletic footwear, apparel and/or equipment products, including Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. Professional Development Opportunity. During the period of February 1 through August 1 of each year of this Agreement, University agrees to fund at least one mutually agreeable continuing professional development opportunity for Director in the area of university advancement and fund raising.

3.5. General Conditions of Compensation. All compensation provided by the University to Director is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Director participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Director, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Director's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Director, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Director's full time and best efforts to the performance of Director's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the management and operation of the Department and the management, performance, evaluation, recruitment, and training of Department personnel;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and work with Department personnel to encourage Program participants to perform to their highest academic potential and to graduate in a timely manner;

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Director's assistant and associate directors, any other employees for whom Director is administratively responsible, and the participants in the Program know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the President and to the Department's compliance personnel if Director has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Director shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Faculty-Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the conferences of which the University is a member.

4.2. Outside Activities. Director shall not undertake any business, professional or personal activities, or pursuits that would prevent Director from devoting Director's full time and best efforts to the performance of Director's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or the Program. Subject to the terms and conditions of this Agreement, Director may, with the prior written approval of the President, enter into separate arrangements for outside activities and endorsements which are consistent with Director's obligations under this Agreement. Director may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the President.

4.3. NCAA Rules. In accordance with NCAA rules, Director shall obtain prior written approval from the President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Director accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4. Hiring Authority. Director shall have the responsibility and the sole authority to recommend to the President the hiring and termination of all Department personnel, but, except as delegated by the President, the decision to hire or terminate shall be made by the President and shall, when necessary or appropriate, be subject to the approval of University's Board of Regents.

4.5. Scheduling. Director shall be responsible for the scheduling of athletic games and events but shall consult with the President as the President requests.

4.6. Other Opportunities. Director shall not, under any circumstances, interview for, negotiate for, or accept employment as a director of athletics at any other institution of higher education requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the President. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1. Termination of Director for Cause. The University may, in its discretion, suspend Director from some or all of Director's duties, temporarily or permanently, and with or without pay; reassign Director to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1. In addition to the definitions contained in the applicable policies, rules and regulations of the University, the University's governing board, the conference, or the NCAA, University and Director hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Director's duties under this agreement or the refusal or unwillingness of Director to perform such duties in good faith and to the best of Director's abilities;

b) The failure of Director to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;

c) A deliberate or major violation, as determined by the University, by Director of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA;

d) Ten (10) working days' absence of Director from duty without the University's consent;

e) Any conduct of Director that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Director to represent the University and its athletic programs positively in public and private forums;

g) The failure of Director to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;

h) The failure of Director to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by any Department employee, any other employees for whom Director is administratively responsible, or a Participant in the Program; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by any employees for whom Director is administratively responsible, or a Participant in the Program if Director knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the President shall provide Director with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Director shall then have an opportunity to respond. After Director responds or fails to respond, University shall notify Director whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Director, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Director shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures.

5.2. Termination of Director for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days' prior written notice to Director.

5.2.2. In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Director, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Director obtains reasonably comparable employment, whichever occurs first. In addition, Director will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Director obtains reasonably comparable employment, whichever occurs first. Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Director may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Director shall constitute adequate and reasonable compensation to Director for the damages and injury suffered by Director because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Director for Convenience.

5.3.1. The Director recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Director also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or

otherwise terminate his employment with the University before the end of the contract term.

5.3.2. The Director, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If the Director terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Director terminates this Agreement for his convenience and accepts a position as athletic director at another institution within six (6) months of termination of this Agreement, he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before August 15, 2005, the sum of $5,000.00; (b) if the Agreement is terminated between August 16, 2005 and August 15, 2006 inclusive, the sum of $2,500.00; (c) if the Agreement is terminated between August 16, 2006 and August 15, 2007 inclusive, the sum of $2,000.00; (d) if the Agreement is terminated between August 16, 2007 and August 15, 2008 inclusive, the sum of $1,500.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Director, in addition to potentially increased compensation costs if Director terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Director and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Director. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Director terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Director terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Director.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Director becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head Director, or dies.

5.4.2. If this Agreement is terminated because of Director's death, Director's salary and all other benefits shall terminate as of the last day worked, except that the Director's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Director's estate or beneficiaries thereunder.

5.4.3. If this Agreement is terminated because the Director becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head Director, all salary and other benefits shall terminate, except that the Director shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5. Interference by Director. In the event of termination, suspension, or reassignment, Director agrees that Director will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Director for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Director, regardless of the circumstances.

5.7. Waiver of Rights. Because the Director is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Director, or terminates this Agreement for good or adequate cause or for convenience, Director shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Director by the University or developed by Director on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Director's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Director shall immediately cause any such personal property, materials, and articles of information in Director's possession or control to be delivered to the University.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. The Director hereby consents and agrees that this document may be released and made available to the public after it is signed by the Director. The Director further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Office of the President University of Idaho P.O. Box 443151 Moscow, ID 83844-3151 Phone: (208) 885-6365 Fax: (208) 885-6558
with a copy to:	Office of University Counsel University of Idaho P.O. Box 443158 Moscow, ID 83844-3158 Phone: (208) 885-6125 Fax: (208) 885-8931
the Director:	Robert Spear Last known address on file with University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. The Director shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with

ATTACHMENT 1

respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16. Opportunity to Consult with Attorney. The Director acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

Timothy P. White 8. 31.04

Timothy P. White Date
President

DIRECTOR

Rob Spear 8/27/04

Robert Spear Date
Director, Department of Athletics

Approved by the Board of Regents on the 12th day of August, 2004.

ADDENDUM TO EMPLOYMENT CONTRACT

This Addendum supplements the Employment Agreement entered into between the Regents of the University of Idaho (University), and Robert Spear (Director), which was approved by the Regents on August 12, 2004. The following terms are considered a part of the Employment Agreement and are incorporated therein by reference, with all other provisions of the Employment Agreement not addressed herein remaining unchanged. The additional terms are as follows:

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on August 13, 2007 and terminating, without further notice to Director, on August 12, 2012, unless sooner terminated in accordance with other provisions of this Agreement.

3.1.1(a). Regular Compensation. An annual salary of $165,048 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the President.

3.2 Supplemental Compensation. The Director shall receive the sum of $15,000.00 from the University or the University's designated media outlet(s) or a combination thereof each University fiscal year during the term of this Agreement in compensation for participation in media programs and public appearances.

UNIVERSITY	DIRECTOR
_____	_____
Timothy P. White Date	Robert Spear Date
President	Director, Department of Athletics

Approved by the Board of Regents on the _____day of August, 2007.

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR PLOICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: B. Appointment Authority and Procedures **January 2005**

3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:

a. Position Authorizations

(1) Any permanent new position (including any reactivated position that requires a new "set-up" action), regardless of funding source, requires Board approval.

Agenda Item Format: Requests for new position authorizations must include the following information:
(a) position title;
(b) type of position;
(c) FTE
(d) Term of appointment;
(e) Effective date;
(f) approximate salary range;
(g) funding source;
(h) area or department of assignment;
(i) a description of the duties and responsibilities of the position; and
(j) a complete justification for the position

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

REFERENCE – APPLICABLE STATUTE, RULE OR PLOICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: H. Policies Regarding Coaching Personnel and Athletic DirectorsJanuary 2005

H. Policies Regarding Coaching Personnel and Athletic Directors (Institution Employees Only)

1. Agreements Longer Than One Year

   The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than five (5) years, subject to approval by the Board as to the terms, conditions, and compensation thereunder, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

2. Agreements For One Year Or Less

   The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

3. Academic Incentives

   Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives. Each institution shall report to the Board annually concerning each coach's performance relative to the academic incentives of the coach's contract.

4. Part-time Coaches Excepted

   The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches

   The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

TAB	DESCRIPTION	ACTION
1	**IDAHO STATE UNIVERSITY** Purchase and Finance Enterprise Resource Planning (ERP) System	Motion to approve
2	**IDAHO STATE UNIVERSITY** Authorization to Issue General Revenue Bonds	Motion to approve
3	**UNIVERSITY of IDAHO** Selection of Bond Counsel and Investment Banker	Information item
4	**UNIVERSITY of IDAHO** Revisions to Employee Health Plan	Motion to approve
5	**UNIVERSITY of IDAHO** Ground Lease Assignment and Assumption	Motion to approve
6	**UNIVERSITY of IDAHO** Sandpoint Facilities Project	Motion to approve
7	**UNIVERSITY of IDAHO** Irrigation Canal Easement	Motion to approve
8	**UNIVERSITY of IDAHO** Service Agreement Extension - RuffaloCody	Motion to approve
9	**LEWIS-CLARK STATE COLLEGE** Property Purchase	Motion to approve

TAB	DESCRIPTION	ACTION
	FY 2009 BUDGET REQUESTS	
	Description of Budget Process	
	a) College & Universities	
	b) Community Colleges	
10	c) Agricultural Research & Extension	Motions to approve
	d) Special Programs	
	e) Health Programs	
	f) Agencies	
	g) Capital Budget Requests	

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) requests approval to purchase and finance an Enterprise Resource Planning (ERP) system

REFERENCE

June 14, 2006	Approval granted to release a Request for Proposal (RFP) to purchase an ERP system.
February 22, 2007	Approval granted to purchase database software from Oracle for development of a data warehouse, portal and eventual deployment of an ERP system.
February 22, 2007	Approval granted to purchase Sun Microsystems hardware from Advanced System Group for use in the development of a data warehouse, portal and eventual deployment of an ERP system.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.I.3.

BACKGROUND

In 2006 an RFP was released for the purchase of an ERP system; a professional project manager was hired (Dr. David Alexander); and a broadly representative evaluation committee composed of eleven university staff was formed. The evaluation committee recommended the Banner system proposed by SunGard Higher Education as the system which would meet the needs of ISU.

The first stage in the ERP implementation has begun with procurement of the hardware systems required to operate the ERP system and the database software on which the ERP system is based.

DISCUSSION

Database software from Oracle has been purchased for the migration of non-ERP applications and for the implementation of the ERP system. Internal funds were used to cover this cost which includes licensing and first year's maintenance ($887,000). Sun Microsystems servers and related hardware have been purchased from Advanced System Group for $594,000. The software and hardware purchases have both been under anticipated budget.

Phase two of the ERP implementation involves the purchase of the Banner Finance, HR/Payroll, Advancement, Student Information and Financial Aid, and

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

Workflow systems from SunGard Higher Education, along with related software from various third party vendors which are members of the SunGard Collaborative and whose software has been integrated with the Banner system. A list of the software to be purchased from SunGard is attached. It is anticipated that the implementation of this software, and the conversion of existing university data to the new system, will take three years to complete.

Following significant negotiations with SunGard, the total cost of implementing the ERP system is $15,182,000. The cost of license fees, maintenance services over three years, and implementation services from SunGard Higher Education will be $5,761,000. Details of these and other project expenses are provided in the attached budget. It is anticipated that the implementation will come in on budget. Dr. Alexander (project manager) has previously brought a Banner installation in on time and under budget at a comparable institution and is committed to achieving this at ISU.

ATTACHMENTS

Attachment 1 - ERP Implementation Plan Page 7
Attachment 2 - ERP Budget Plan Page 9
Attachment 3 - Major software modules to be purchased from SunGard Higher Education Page 11
Attachment 4a – Amendment: Software License/Services Agreement Page 13
Attachment 4b – Amendment to Maintenance Agreement Page 29
Attachment 4c – Scope of Services – Fixed Fee Services Page 33
Attachment 4d – Software License & Services Agreement Page 39
Attachment 4e – Software Maintenance Agreement Page 55
Attachment 5a - Financing proposal from Koch Financial Page 63
Attachment 5b – ERP Implementation Budget Page 67
Attachment 5c – Master Equipment Lease/Purchase Agreement Page 69

IMPACT

Implementation of a university-wide information system to replace the current in-house developed system is required to provide increased integration and functionality and allow ISU to be in compliance with the recommendation by the Northwest Commission on Colleges and Universities accreditation report that ISU improve its data access and integration.

Funding sources include university set-asides, student fees, and financing. Koch Financial was selected as the financing institution based on their expertise in financing information system installations at higher education institutions and comparison with other vendors. They will provide $8,733,000 of financing to be placed in escrow for the implementation expenses of the ERP system, which will be paid back by the university over a term of nine years at 5.08% interest rate.

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY – continued

A portion of this interest charge will be offset by interest earned from the funds in the escrow account. It is anticipated that a request for additional student fees for the Student Information and Financial Aid modules will be forthcoming during next year's student fee hearings.

STAFF COMMENTS AND RECOMMENDATIONS

The amounts approved by the Board for this project to date are displayed in the 'Approved' column, below. The amount listed under 'Cost' is the latest estimate by the University:

	Approved	Cost
Oracle database software	$ 1,200,000	$ 887,000
Sun Microsystems hardware	925,000	594,000
ERP Implementation (estimates)	$15,000,000	$15,182,000

Staff requested information from the institution relating to the proposed student fee increase (amount, duration) mentioned as a funding source for this project. Staff believes this information is crucial for the Board to have prior to the discussion/decision.

ISU provided a cash flow analysis of this project, which can be reviewed at Attachment 5b. Fees supporting this project include a portion of the revenues from the existing technology fee paid by students ($25 of $75/semester), part of the existing tuition revenue ($50 of $1,440.81/semester) and part ($40.50/semester) of the to-be-proposed FY 2009 student fee increase, which will be discussed at the April 2008 Board meeting. The latter fee is projected to sunset in FY 2016.

Staff understands the critical need for ISU to acquire a modern IT system. The planning has been occurring for several years, and active implementation began in early 2006 (see "Reference" at beginning of this document).

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University to purchase and finance an Enterprise Resource Planning system at a total cost not to exceed $15,400,000. This includes the software package, maintenance, and services from SunGard Higher Education to be funded by institutional sources in an amount not to exceed $6,300,000, and financing through a commercial lender for an amount not to exceed $9,100,000.

Moved by_____ Seconded by_____Carried Yes____No____

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: I. Real and Personal Property and Services July 2008

3. Acquisition of Personal Property and Services

   a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars ($500,000) require prior Board approval.

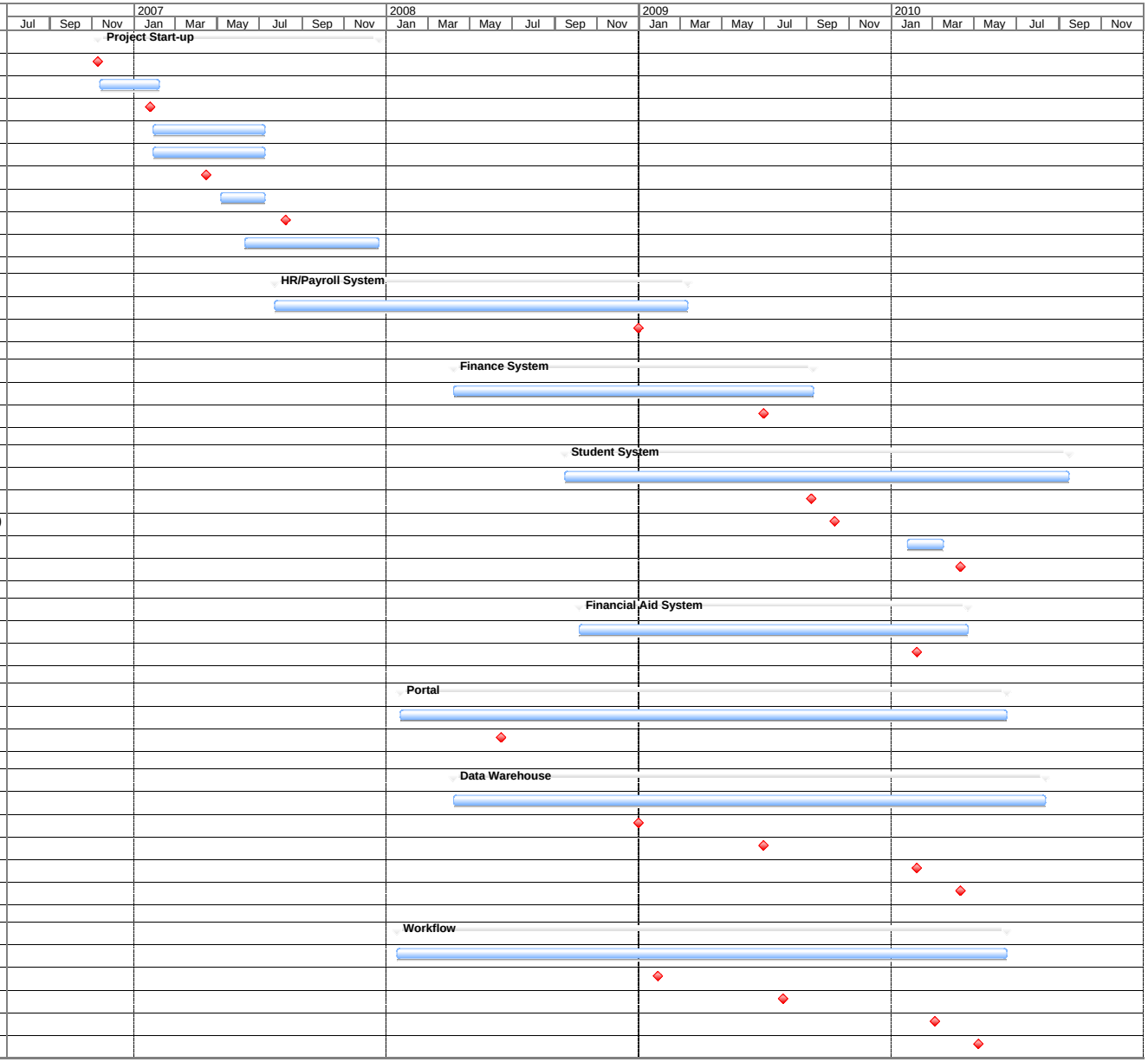
   b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

THIS PAGE INTENTIONALLY LEFT BLANK

Hypothetical ERP Project Timeline
Idaho State University

This timeline is a preliminary estimate of the schedule for the implementation of theBanner ERP system at Idaho State University. The actual implementation schedule will be developed in collaboration with SunGard HE during the project planning phase.

ID	Task Name	Start	Finish
1	**Project Start-up**	**Fri 11/10/06**	**Fri 12/21/07**
2	Receive bids	Fri 11/10/06	Fri 11/10/06
3	Evaluation of Bids	Mon 11/13/06	Tue 2/6/07
4	Select Vendor	Thu 1/25/07	Thu 1/25/07
5	Negotiate Prices	Mon 1/29/07	Mon 7/9/07
6	Develop Financing Plan	Mon 1/29/07	Mon 7/9/07
7	Approval to Proceed	Mon 4/16/07	Mon 4/16/07
8	Negotiate final contract	Mon 5/7/07	Mon 7/9/07
9	State Board Approval	Thu 8/9/07	Thu 8/9/07
10	Develop Project Schedule	Mon 6/11/07	Fri 12/21/07
11			
12	**HR/Payroll System**	Tue 7/24/07	Thu 3/12/09
13	Implementation	Tue 7/24/07	Thu 3/12/09
14	System Go Live	Thu 1/1/09	Thu 1/1/09
15			
16	**Finance System**	Tue 4/8/08	Thu 9/10/09
17	Implementation	Tue 4/8/08	Thu 9/10/09
18	System Go Live	Wed 7/1/09	Wed 7/1/09
19			
20	**Student System**	Tue 9/16/08	Wed 9/15/10
21	Implementation	Tue 9/16/08	Wed 9/15/10
22	Admissions Go Live	Tue 9/8/09	Tue 9/8/09
23	Class Schedule Go Live	Mon 10/12/09	Mon 10/12/09
24	Mock Registrations	Mon 1/25/10	Wed 3/17/10
25	System Go Live	Mon 4/12/10	Mon 4/12/10
26			
27	**Financial Aid System**	Tue 10/7/08	Thu 4/22/10
28	Implementation	Tue 10/7/08	Thu 4/22/10
29	System Go Live	Mon 2/8/10	Mon 2/8/10
30			
31	**Portal**	Tue 1/22/08	Thu 6/17/10
32	Implementation	Tue 1/22/08	Thu 6/17/10
33	Portal Go Live	Mon 6/16/08	Mon 6/16/08
34			
35	**Data Warehouse**	**Tue 4/8/08**	**Thu 8/12/10**
36	Implementation	Tue 4/8/08	Thu 8/12/10
37	HR/Payroll Go Live	Thu 1/1/09	Thu 1/1/09
38	Finance Go Live	Wed 7/1/09	Wed 7/1/09
39	Financial Aid Go Live	Mon 2/8/10	Mon 2/8/10
40	Student Go Live	Mon 4/12/10	Mon 4/12/10
41			
42	**Workflow**	**Thu 1/17/08**	**Thu 6/17/10**
43	Implementation	Thu 1/17/08	Thu 6/17/10
44	HR/Payroll Go Live	Wed 1/28/09	Wed 1/28/09
45	Finance Go Live	Tue 7/28/09	Tue 7/28/09
46	Financial Aid Go Live	Fri 3/5/10	Fri 3/5/10
47	Student Go Live	Fri 5/7/10	Fri 5/7/10



THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University
ERP Implementation Budget

	FY2007 Budget	FY2008 Budget	FY2009 Budget	FY2010 Budget	Cumulative Total
Project Office					
Functional Staff	168,640	362,997	373,435	384,186	1,289,259
Expenses	44,000	90,000	70,000	70,000	274,000
Software Purchase		2,286,099	219,900	83,000	2,588,999
Software Maintenance		455,666	529,747	600,131	1,585,543
Database Licensing Fees	721,644				721,644
Database Maintenance	165,978	172,617	179,522	186,703	704,820
Hardware Equipment	635,379	240,000			875,379
Hardware Maintenance	165,070	54,628	56,653	117,952	394,303
Consulting Services	5,000	1,445,342	1,079,512	536,044	3,065,898
Consultant Travel	800	231,255	172,722	85,767	490,544
Technical Staff	18,473	564,768	636,494	621,709	1,841,445
Project Contingency		500,000	450,000	400,000	1,350,000
Total for Year	1,924,984	6,403,372	3,767,985	3,085,491	15,181,833
Cumulative Total		8,328,356	12,096,341	15,181,833	

THIS PAGE INTENTIONALLY LEFT BLANK

Banner Modules at Idaho State University

Idaho State University expects to purchase the following modules and components from SunGard Higher Education to implement an Enterprise Resource Planning (ERP) system

- Banner Finance (including self service)
- Banner Human Resources/Payroll (including self service)
- Banner Student (including self service)
- Banner Financial Aid (including self service)
- Luminis portal
- Operational Data Store
- Enterprise Data Warehouse
- Workflow
- Xtender Solutions document management

Also to be purchased from SunGard is:

- Evisions Intellicheck and FormsFusion (check writing and print formatting utilities)
- ePrint (report archiving and distribution utility)
- AppWorx (job scheduling utility)
- Enlighten by CAST (database management utility)
- Cognos Business Intelligence (reporting software)

THIS PAGE INTENTIONALLY LEFT BLANK

AMENDMENT TO
SOFTWARE LICENSE &
SERVICES AGREEMENT

SUNGARD HIGHER EDUCATION INC.
("SunGard Higher Education")

and

IDAHO STATE UNIVERSITY
("Licensee")

This Amendment ("Amendment") amends the parties' Software License & Services Agreement having an Execution Date of March 28, 2007 (the "Agreement").

LICENSEE AND SunGard Higher Education, intending to be legally bound, agree as follows:

1. Defined Terms. Except as otherwise set forth herein, each defined term in the Agreement has the meaning ascribed to that term in the Agreement when the term is used in this Amendment. Additionally, the term "Banner Date" means the latest date shown on this Amendment's signature page.

2. License for Additional Component Systems; Provision of Additional Services.

(a) SunGard Higher Education grants Licensee the right to use the additional Licensed Software identified on Exhibit 1 attached to this Amendment, on the terms of the Agreement as amended hereby, and for the additional fees set forth in the attached Exhibit 1. SunGard Higher Education will also provide Licensee with the additional services identified in attached Exhibit 1, for the additional amounts provided for in attached Exhibit 1.

(b) Licensee will remit payment to SunGard Higher Education of the amounts provided for in attached Exhibit 1. Late payments will be subject to late payment charges as otherwise provided for in the Agreement.

3. Integration Provision. Except as expressly modified by this Amendment, the Agreement shall remain in full force and effect. As of the Banner Date, the Agreement, as further amended by this Amendment constitutes the entire understanding of the parties as regards the subject matter hereof and cannot be modified except by written agreement of the parties.

SunGard Higher Education	**Licensee**
BY: _____	BY: _____
PRINT NAME: _____	PRINT NAME: _____
PRINT TITLE: _____	PRINT TITLE: _____
DATE SIGNED: _____	DATE SIGNED: _____

REDACTED

EXHIBIT 1

Licensee: Idaho State University
Delivery Address: 921 South 8th Avenue, Stop 8037, Pocatello, ID 83209

EQUIPMENT CRITERIA: Hardware and related peripheral configuration located within the United States of America for which SunGard Higher Education provides warranty and Maintenance/support services for the Baseline Licensed Software will qualify as "Equipment." Certain Component Systems of the Licensed Software may require specific hardware/peripheral configurations. Licensee should consult with its SunGard Higher Education Professional Services representative to ascertain whether SunGard Higher Education supports or does not support use of the Baseline Licensed Software on any particular configuration.

NOTICE: To use any of the Licensed Software, Licensee must also obtain, install on the Equipment and maintain SunGard Higher Education-supported versions of certain software products and software/hardware peripherals. By this notice, SunGard Higher Education is advising Licensee that Licensee should consult with its SunGard Higher Education Professional Services representative to obtain a written listing of such necessary software products and software/hardware peripherals.

Table 1 - LICENSED SOFTWARE [1]:

Component System	Source Code Licensed?	Software Supplement	Fee
Banner Advancement (includes Advancement Self-Service functionality)	Yes	None	
Banner Financial Aid	Yes	None	
INAS Software	No	INAS Software Supplement	
CSS Profile Interface	No	None	
Banner Finance (includes Finance Self-Service functionality)	Yes	None	
Banner Human Resources (includes Employee Self-Service functionality)	Yes	None	
Banner Student (includes Student Self-Service and Faculty and Advisor Self-Service functionality)	Yes	None	
EDI.Smart (two (2) licensed copies)	No	EDI.Smart Software Supplement	
Workflow	No	None	
Luminis Basic [2]	No	Luminis Basic Supplement	
PocketRecruiter (3 instances)	Yes	None	
Integration Technologies	No	None	
Integration for e~Learning [3]	No	None	
Operational Data Store	Yes	None	
Enterprise Data Warehouse	Yes	None	
e~Print Reports[4]	Yes	None	
Enterprise Scheduler by AppWorx [7] (2 Unix Masters, 2 Unix Agent and the Graphical Analysis Package)	No	N/A (AppWorx Component System is owned and provided to SunGard Higher Education under license by AppWorx Corporation)	

(Table 1 – LICENSED SOFTWARE Chart continued of following page)

REDACTED

Component System	Source Code Licensed?	Software Supplement	Fee
Banner *en*lighten powered by CAST (including CAST Limited Function Software)	No	CAST Software Supplement	
XtenderSolutions Integration Component for Banner	Yes	None	
Banner XtenderSolutions (See Detail Tables A and B below)	No	EMC Software Supplement	
ApplicationXtender Test Bundle [5]	No	EMC Software Supplement	
ApplicationXtender API Services (Includes one (1) server license) [6]	No	EMC Software Supplement	
Cognos Software (See Detail Table C below)	No	Cognos Software Supplement	
TOTAL LICENSE FEE:			**$1,536,119**

Notes to Table 1:

[1] In each case, SunGard Higher Education must cause the Baseline Component System to be delivered in its most recent general release version.

[2] The Luminis Basic Component System requires a RDBMS, either Oracle or Microsoft SQL Server.

[3] The Integration for e~Learning Baseline Component System is designed for compatibility with Blackboard (Enterprise Edition v 6.1 with LDI Building Block) ***OR*** Blackboard Learning System Campus Edition or Vista (formerly known as WebCT Campus Edition or Vista) and JDBC Compliant Relational Database currently supported on Oracle 7.3.4 and/or higher SQL Server 7.0 or higher. To enable the connectivity provided by the Integration for e~Learning, Licensee must have the following: Banner Student Self-Service or Banner Faculty and Advisor Self-Service, Blackboard Enterprise Edition with LDI Building Block OR Blackboard Learning System Campus Edition or Vista (either in-house at Licensee's facility or in a hosted environment through a third party under contract with Licensee) and JDBC Compliant Relational Database currently supported on Oracle 7.3.4 and/or higher SQL Server 7.0 or higher.

[4] e~Print Reports requires a dedicated server. Licensee must obtain Enterprise Linux software from Red Hat.

[5] The ApplicationXtender Test Bundle is intended for non-production, internal testing and backup purposes only. The ApplicationXtender Test Bundle includes 25ccu of ApplicationXtender Desktop Access, 5 ccu of ApplicationXtender Image Capture, 1 ApplicationXtender OCR Server, and 1 ApplicationXtender Proindex Full Text Server and 5 ccu ApplicationXtender Proindex Full Text Client licenses, 1 server DiskXtender for Windows File System Manager, 1 server ApplicationXtender API Services and 1 server ApplicationXtender Media Distribution.

[6] ApplicationXtender API Services is a server-based software component that allows web services based integration to the ApplicationXtender document database. It is required for Luminis integration to Banner XtenderSolutions.

[7] The modules of the Enterprise Scheduler by AppWorx are described below:
Unix Master
The AppWorx Master provides the execution logic for the AppWorx Component System. It monitors the schedule and, at the appropriate time, sends jobs to the designated agent for execution.
Unix Agent
The AppWorx agent executes jobs. It receives execution orders from the AppWorx Master, runs the jobs, monitors status and communicates back to the AppWorx Master, traps errors, and captures output for online viewing and distribution. By default, a local Agent is paired with each Master. Additional remote Agents can be licensed and installed on other servers.
Graphical Analysis Package (GAP)
The AppWorx Graphical Analysis Package is a suite of graphical analysis tools that present the AppWorx scheduling environment. The tools include a dashboard for monitoring the overall load on the AppWorx Master and Agents, Gantt charts that show real-time progress of job flows and historical information about actual job execution times, a set of pre-defined history reports for analyzing production schedules, and a custom report writer for extracting information from the AppWorx database.

DETAIL TABLE A – BANNER XTENDERSOLUTIONS DETAIL TABLE:

Banner XtenderSolutions Component System	Concurrent Users (ccu)
Banner XtenderSolutions:	
ApplicationXtender Desktop Access (AX)	40 (ccu)
ApplicationXtender WebXtender (WX)	200 (ccu)
ApplicationXtender Image Capture (IC)	10 (ccu)*

* Image Capture ccus (concurrent user connections) limit the number of high-speed batch scanning sessions that can be running simultaneously through Image Capture interfaces. This limitation does not affect non-batch or ad-hoc scanning or document importation through AX or WX interfaces.

REDACTED

DETAIL TABLE B – DISKXTENDER FOR WINDOWS FILE SYSTEM MANAGER SERVER DETAIL TABLE:

Required Product	License for Server Configuration	Notes
DiskXtender for Windows File System Manager Server License	1 Server License	DiskXtender for Windows File System Manager Server is for Windows-based storage environments and is licensed per server installation.

DETAIL TABLE C– COGNOS SOFTWARE DETAIL TABLE:

Cognos Component Systems:	Named Users (nu)
User Role - ODS:	
BI Administrator	2 (nu)
BI Professional Author	4 (nu)
BI Business Author	30 (nu)
BI Consumer	100 (nu)
User Role – EDW:	
BI Advanced Business Author	5 (nu)

Table 2 - SERVICES:

Description	Service Amount	Service Rate[1]	Fee[2]
Technical and Cross Product Training			
Banner Student (includes Student Self-Service and Faculty and Advisor Self-Service functionality)			
Banner Financial Aid			
Banner Finance (includes Finance Self-Service functionality)			
Banner Human Resources (includes Employee Self-Service functionality)			
Banner Advancement (includes Advancement Self-Service functionality)			
Banner Student Advisory Services			
Banner Financial Aid Advisory Services			
Banner Finance Advisory Services			
Banner Human Resources Advisory Services			
Banner Advancement Advisory Services			
API Custom Development Services			
Additional Service Block			
Banner XtenderSolutions: • Initial Business Area Implementation • Additional Business Area Implementation (each area) • DiskXtender Data Manager Implementation			
Workflow-On-site Implementation			
Engagement Management			
Project Planning and Advisory Services			
Data Migration Script Generator [4]			
Data Migration Services: • Remote Migration Assessment and Planning • Remote Toolkit Installation • Migration Toolkit Training			

(Table 2 – SERVICES Chart continued of following page)

REDACTED

Table 2 – SERVICES (Continued):

Description	Service Amount	Service Rate[1]	Fee[2]
Data Migration Toolkit: • Student • Financial Aid • Finance • Human Resources • Advancement			
CAPP Configuration Services – 10 Programs			
e~Print Reports Implementation			
Oracle Training at SGHE's Ed Center for one Attendee[3]			
Luminis Basic			
Luminis Training			
Integration for e~Learning			
Operational Data Store			
Cognos Toolset Install for Operational Data Store			
Cognos Reporting Tool Training			
Cognos Toolset Install for Enterprise Data Warehouse			
Enterprise Data Warehouse			
PocketRecruiter			
Customization Needs Analysis and Assessment			
Business Process Analysis Workshop (1 Workshop)			
Business Process Analysis and Improved State Modeling (12 processes)			
Train the Trainer Workshop (1 Workshop)			
Server/Host Capacity Planning Service			
I/T Services			
TOTAL SERVICES FEE:			**$2,781,772**

Notes to Services Table:

[1] SunGard Higher Education must bill Licensee only for any hourly service that Licensee uses. Without limitation, Licensee has a right to reallocate any person-hours noted in Table 2 for any particular Component System for use in connection with any other Component System. Hourly rates specified in this table will be held in place for services rendered on this implementation project for a period beginning on the Execution Date and ending _____. Thereafter, services will be provided on a time and materials basis at hourly rates no greater than SunGard Higher Education's then-current list price rates for the services at issue.

SunGard Higher Education must provide Licensee with work reports detailing each service identified in Table 2 - including any remote service – on a regular and frequent basis, according to SunGard Higher Education's established reporting period policies and practices. SunGard Higher Education must cause each work report to reference each project task agreed to by SunGard Higher Education and Licensee and specified in a project plan described in Section 4 of the Agreement. and to describe any travel time, preparation time and follow-up time detail referenced in note 2 below.

[2] Travel and living expenses, as limited by the Agreement, are additional and will be billed monthly as SunGard Higher Education renders the services. Licensee is advised that, without limitation, SunGard Higher Education personnel rendering services bill for travel time, preparation time, and follow-up time. In any instance, billable preparation and follow-up time for any consultant for a given trip will not exceed _____ hours in the aggregate without Licensee's prior written approval, which approval Licensee will not unreasonably withhold. Billable travel time is at actual hours traveled, and in any event, is limited to _____ per consultant, per roundtrip. Billable preparation time is at actual hours spent. Billable follow up time is also billed at actual hours spent. SunGard Higher Education must cause its services invoices to include a breakdown of any travel time (departure and arrival times) and any specific hours and tasks associated with any preparation or follow-up time for its services personnel.

Where a number of hours is specified in the table with an associated hourly rate, the "Fee" is a good faith estimate based on the information available to SunGard Higher Education at the time of execution of this Agreement. The total amount that Licensee will pay for these services (i.e., the "TOTAL SERVICES FEE") will vary based on the actual number of hours of services required to complete the services and the rate that is applicable during that year in which the services are rendered.

[3] Licensee is responsible for travel and living expenses for attendees.

REDACTED

Detail Table 3 - Luminis Basic Training Detail Table [1, 2, 3]:

Description	Service Period	Rate [1]	Fee [2]	Total
Luminis System Administration Training- 2 Participants	_____ at SGHE Training Center	___/session-day/participant	$____per participant	
Introduction to Luminis SDK- 2 Participants	_____ at SGHE Training Center	___/session-day/participant	$____ per participant	
Luminis Platform Content Administration CBT [3]	Computer Based Training Materials delivered by CD ROM			
Luminis Platform End User CBT [3]	Computer Based Training Materials delivered by CD ROM			

[1] Training Services must be used by not later than _____ after the Banner Date. Thereafter, SunGard Higher Education reserves the right to increase such rates to SunGard Higher Education's then-current rates for such services.

[2] The estimated fee for each class is based on participation by the "minimum number of participants" per class indicated in the Table. SunGard Higher Education recommends that Licensee include additional participants to ensure broader organizational coverage. Actual fees will be invoiced based on the actual number of client participants. Travel expenses for Licensee staff to the SunGard Higher Education Center are not included in the fee amounts and are the responsibility of Licensee.

[3] Computer Based Training fees are due when the media containing the Computer-Based Training materials have been shipped to Licensee. Licensee and SunGard Higher Education will arrange the shipping date therefor by mutual agreement; provided that such shipping date must occur within 36 months following the Banner Date.

TABLE 4 – ENTERPRISE SCHEDULER BY APPWORX FIXED FEE SERVICES [1, 2,3]:

Description	Service Amount [1]	Services Period [2]	Fee [3]
Enterprise Scheduler by AppWorx Implementation	[1]		
TOTAL TABLE 4 FIXED FEE SERVICES			**$29,500**

Notes to Table 4:

[1] See Scope of Services in Attachment A to Exhibit 1.

[2] Fixed Fee Services must be used by not later than _____ after the Banner Date.

[3] Travel and living expenses are additional.

REDACTED

Table 5 - THIRD PARTY SOFTWARE FOR WHICH SUNGARD HIGHER EDUCATION IS A PAY AGENT ONLY – These products are not licensed to Licensee by SunGard Higher Education, and SunGard Higher Education does not provide warranty, maintenance or implementation services for these products. Licensee must sign an agreement directly with the third party provider in order to obtain a license for the products identified in this Table 5. Please refer to the attached "Pay Agent Supplement."

Evisions Software	**Source Code Licensed?**	**Supplement**	**Fee**
Intellecheck: • Accounts Payable Solution • Payroll Solution	No	Pay Agency Supplement ***Total Intellecheck***	
FormFusion: • FormFusion Enterprise	No	Pay Agency Supplement ***Total FormFusion***	
Total License Fee for Third Party Products For Which SunGard Higher Education is Acting as Pay Agent Only:			**$53,600**

TABLE 6 -THIRD PARTY SERVICES FOR WHICH SUNGARD HIGHER EDUCATION IS A PAY AGENT ONLY – These services are not provided to Licensee by SunGard Higher Education. Licensee must sign an agreement directly with the third party provider in order to obtain the services identified in this Table 6. Please refer to the attached "Pay Agent Supplement": Rates are valid as of Banner Date, and will remain valid for such time period as is agreed upon by Licensee and the third party provider in question in the agreement between those two parties:

Information Services:	**Description:**	**Rate:**	**Fees:**
Intellecheck Services: • Accounts Payable Checks Build • Payroll Checks Build			
Intellecheck Maintenance(for the one year period following the Execution Date) [1]: • Maintenance/Upgrade Fee A/P[1] • Maintenance/Upgrade Fee Payroll[1]			
FormFusion Services (Remote)			
FormFusion Annual Upgrade/Training (for the one year period following the BannerDate) [1]			
TOTAL FEE FOR THIRD PARTY SERVICES FOR WHICH SUNGARD HIGHER EDUCATION IS ACTING AS PAY AGENT ONLY:			**$24,433**

[1] Subsequent to the initial one (1) year period, Licensee must contract directly with Evisions for maintenance and maintenance fees are subject to increases determined by Evisions. Evisions maintenance will be provided by Evisions in accordance with its then-current policies and practices.

PAYMENT: The "TOTAL LICENSE FEE" specified in Table 1 is due on the Banner Date. The Fixed Fee services for the AppWorx Component Systems are due and payable after the services in question have been rendered. The Data Migration Script Generator fixed fee services are due as follows: 50% by not later than three (3) months after the Banner Date; and the remaining 50% when the Data Migration Script Generator fixed fee services have been rendered. Computer-Based Training fees are due as provided for in Note 3 to Detail Table 3. SunGard Higher Education will invoice Licensee for all other services and applicable charges/reimbursable expenses on a monthly basis, in arrears, and payments shall be due within thirty (30) days from the date of invoice.

DELIVERY: SunGard Higher Education will deliver each Baseline Component System identified in Exhibit 1 within thirty (30) days after the Banner Date.

(Continued on following page)

REDACTED

<u>Option to License Certain Additional SunGard Higher Education-Proprietary Component Systems.</u>

For purposes of this provision:

"Additional Component System" means a SunGard Higher Education-proprietary Component System, excluding specifically both:

(a) any third party-owned Component System that SunGard Higher Education re-licenses; and
(b) any SunGard Higher Education-proprietary Component System that SunGard Higher Education determines to contain significant third-party content or technology.

"License Option" means an option to license an Additional Component System for a discounted license fee, in each instance, equal to _____% of SunGard Higher Education's then-current list price license fee (that is, the list price license fee for institutions having a comparable enrollment to that of Licensee) for the Additional Component System for which the License Option is being exercised.

At any time before _____, if the Maintenance Agreement has not been terminated, then Licensee has a right to exercise the License Option by both:

(a) signing SunGard Higher Education-approved amendments to both this Agreement and the Maintenance Agreement. Such amendments shall specify the Additional Component Systems being licensed by Licensee pursuant to the License Option, and will specify the additional License and Improvements fees payable by Licensee to SunGard Higher Education in connection therewith and

(b) paying SunGard Higher Education the additional license fee and Improvements fees applicable to the exercise of the License Option.

Number of Software Supplements Attached: 7

REDACTED

EDI.SMART SOFTWARE SUPPLEMENT

1. Additional Definitions.

(a) "EDI.Smart Software" means the Component System consisting of the software identified below:

- Document Management Software (includes trading partner management and recipient database);
- Transaction Set Modules;
- Transaction Sets for Transcript Management, consisting of TS 130 - Transcript, TS 131 - Transcript Acknowledgment, TS 997 - Functional Acknowledgment and TS 190 - Enrollment Verification;

together with certain other tangible and intangible components.

2. Ownership. Certain segments of the EDI.Smart Software are owned by third parties that have authorized SunGard Higher Education to grant Licensee a right of use therefor.

3. Restrictions on Use of EDI.Smart Software. Licensee's use of the EDI.Smart Software is subject to the following additional terms and conditions:

(a) Each licensed copy of the EDI.Smart System shall not be used on more than one (1) Windows-based personal computer.

REDACTED

INAS SOFTWARE SUPPLEMENT

1. Additional Definitions. The term "INAS Component System" means the Component System of the College Entrance Examination Board (the "INAS Licensor"), referred to as the Institutional Need Analysis System.

2. Ownership. The INAS Licensor owns the INAS Component System.

3. Restrictions on Use of INAS Component System. Licensee's use of the INAS Component System is subject to the following additional terms and conditions:

(a) Licensee is strictly and expressly prohibited from using the INAS Component System (or any trade secrets or know-how embodied therein and communicated to Licensee thereby or any technical data or information contained therein) in any manner or by any means whatsoever except for use in the administration of student financial aid services at Licensee's institution.

(b) The INAS Component System is, and shall at all times remain, the sole and exclusive property of the INAS Licensor, and that, without limiting the generality of the foregoing, the INAS Licensor is the sole and exclusive owner of all rights therein, including (i) any copyrights and all renewals and extensions thereof, (ii) trade secrets or know-how embodied therein and communicated to Licensee thereby, and (iii) any technical data or information contained therein. The INAS Component System is confidential and Licensee will not authorize or permit its contents to be conveyed or in any manner communicated to any third party, nor shall the INAS Component System itself be physically duplicated or reproduced (except for the purposes of archiving and system back-up), or used by any third party, in whole or in part, without prior written approval of the INAS Licensor. The foregoing shall survive the termination of the Agreement.

(c) Licensee acknowledges that if Licensee violates any of the provisions of this INAS Component System Supplement, SunGard Higher Education and/or the INAS Licensor shall have the right to terminate Licensee's license of the INAS Component System and to repossess the materials furnished in connection with the license of the INAS Component System, without waiver of any other remedy, whether legal or equitable.

(d) Upon the termination of the license of the INAS Component System for any reason or upon Licensee's discontinuance of the use of the INAS Component System for any reason, whichever shall first occur, Licensee will immediately return the INAS Component System to SunGard Higher Education and/or the INAS Licensor at Licensee's own expense.

(e) In lieu of the warranty provided in Section 7 of the Agreement, Licensee shall be provided with the limited, twenty-day warranty from the INAS Licensor set forth below. SunGard Higher Education shall have no liability to Licensee whatsoever related to its use of the INAS Component System. Licensee understands that the INAS Licensor has represented and warranted for its benefit that the INAS Component System shall be operationally suitable in accordance with the technical specifications contained in the manual(s) prepared by the INAS Licensor for use with the INAS Component System and enhancement notices delivered with the INAS Component System. The INAS Component System shall be deemed to be thus suitable unless within 20 days following Licensee's receipt thereof, the INAS Licensor shall have received a written objection thereto signed by Licensee or SunGard Higher Education. Licensee also understands that the INAS Licensor has agreed that, if the system media should prove operationally defective and if the INAS Licensor has received written notice of such defect from Licensee or SunGard Higher Education within 20 days after Licensee's receipt of such system tape(s), Licensee or SunGard Higher Education may return such system media to the INAS Licensor (at the INAS Licensor's expense) and the INAS Licensor shall promptly replace such system media without charge to Licensee or SunGard Higher Education. The INAS Licensor's liability for damages as a result of any breach of the INAS Licensor's representation and warranty referred to in this Paragraph 3(e) shall be limited to the fees paid by Licensee for the INAS Component System. THE INAS LICENSOR SHALL HAVE NO LIABILITY TO LICENSEE OR TO ANY THIRD PARTY FOR INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES AS A RESULT OF ANY BREACH OF THE INAS LICENSOR'S REPRESENTATION AND WARRANTY REFERRED TO IN THIS PARAGRAPH 3(e). THE INAS LICENSOR SHALL HAVE NO LIABILITY WHATSOEVER FOR ANY DAMAGES, WHETHER DIRECT, INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTAL, TO LICENSEE OR TO ANY THIRD PARTY ARISING OUT OF LICENSEE'S USE OF THE INAS COMPONENT SYSTEM;

(f) Except as provided in paragraph 3(e) above, the INAS Licensor has made and is making NO WARRANTIES OR REPRESENTATIONS WHATEVER, EXPRESS OR IMPLIED WITH RESPECT TO THE INAS COMPONENT SYSTEM, AND EXPRESSLY EXCLUDES ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS. The INAS Licensor shall have no obligation under or as a result of the license agreement between Licensee and SunGard Higher Education to install, service, maintain, update or revise the INAS Component System.

(g) If SunGard Higher Education or Licensee changes in any way the INAS Component System, then the INAS Licensor shall have no responsibility to Licensee if the INAS Component System as changed is not operationally suitable.

REJECTED

LUMINIS BASIC SOFTWARE SUPPLEMENT

1. Supplemental Terms for License To Use Luminis Basic Component System. Licensee's license to use the Luminis Basic Component System on the terms and conditions of the Agreement is amended by this Supplement (as amended, the "Agreement") as provided for below:

2. Additional Definitions: "Luminis Basic Component System" means the software programs provided by SunGard Higher Education known as the Luminis Platform for incorporation into or for use with the other Component Systems which are or have been licensed by SunGard Higher Education to Licensee, except as otherwise provided for in the Exhibit 1 to which this Supplement is attached ("Other Component Systems").

3. Ownership. Except as provided for in the following sentence, SunGard Higher Education owns the Luminis Basic Component System. Certain segments of the Luminis Basic Component System are owned by third parties ("Third Party Components") that permit SunGard Higher Education to grant Licensee a right of use for such Third Party Components, but only as part of and/or for use with the Luminis Basic Component System.

4. Restrictions on Use of Luminis Basic Component System. Licensee's use of the Luminis Basic Component System is subject to the following additional terms and conditions:

(a) Licensee has the right to use the Luminis Basic Component System only in binary executable form and (except as otherwise provided for in the Exhibit 1 to which this Supplement is attached) only as part of or for use with the Other Component Systems, locally developed systems, and other application programs implemented to support Licensee's enterprise services ("Licensee System Software").

(b) The Luminis Basic Component System is proprietary to SunGard Higher Education and its third party licensors. Title to the Luminis Basic Component System will at all times remain vested in SunGard Higher Education or its third party licensors, as applicable. Except for the right of use that is expressly provided to Licensee under this Supplement, no right, title or interest in or to the Luminis Basic Component System is granted to Licensee. Without limiting the obligations of SunGard Higher Education in connection with the Luminis Basic Component System, Licensee acknowledges and agrees that all Third Party Components are provided "as is" and without express or implied warranty. Licensee further acknowledges that the third party licensors of such Third Party Components assume no liability for any claim that may arise regarding such Third Party Components;

(c) Licensee is prohibited from furnishing to any third party and from publishing any result of any benchmark tests that compare the Luminis Basic Component System to other similar software products.

REDACTED

EMC SOFTWARE SUPPLEMENT

1. Additional Definitions. "EMC Component Systems" means the software provided to SunGard Higher Education by EMC Corporation. ("EMC") which is identified in Exhibit 1 as Banner XtenderSolutions♦, ApplicationXtender Test Bundle and ApplicationXtender API Services.

2. Ownership. EMC owns the EMC Component Systems.

3. Restrictions on Use of EMC Component Systems. Licensee's use of the EMC Component Systems is subject to the following additional terms and conditions:

(a) Licensee has the right to use the EMC Component Systems only in Object Code form;

(b) Licensee acknowledges that the EMC Component Systems are proprietary to EMC and are supplied by SunGard Higher Education under license from EMC. Title to the EMC Component Systems shall at all times remain vested in EMC or its designated successor. Except for the right of use that is expressly provided to Licensee under the Agreement, no right, title or interest in or to the EMC Component Systems is granted to Licensee;

(c) Licensee agrees that EMC makes no representations or warranties whatsoever to Licensee; and that EMC shall not be liable for any damages, whether direct, indirect, incidental, special, or consequential, arising from the Licensee's use of the EMC Component Systems or related materials;

(d) Licensee acknowledges and understands that the EMC Component Systems may only be used by the number and type of users for which the license has been granted, as otherwise specified in Exhibit 1; and

(e) Licensee acknowledges and agrees that EMC is a third party beneficiary of this Agreement with regard to the EMC Component Systems.

4. Limited Warranty for EMC Component Systems; Disclaimer of Warranty and Election of Remedies. In lieu of, and not in addition to, the limited warranty provided in Section 7 of the Agreement, SunGard Higher Education provides the following limited warranty for each EMC Component System:

(a) Limited Software Warranty by SunGard Higher Education and Remedy For Breach. For each EMC Component System, SunGard Higher Education warrants to Licensee that, for a period of ninety (90) days after the Delivery Date, the Baseline EMC Component System, as used by Licensee on the Equipment for its own, non-commercial computing operations, will operate without Documented Defects. For each Documented Defect, SunGard Higher Education, as soon as reasonably practicable and at its own expense, will provide Licensee with an avoidance procedure for or a correction of the Documented Defect. If, despite its reasonable efforts, SunGard Higher Education is unable to provide Licensee with an avoidance procedure for or a correction of a Documented Defect, then, subject to the limitations set forth in Section 16 of the Agreement, Licensee may pursue its remedy at law to recover direct damages resulting from the breach of this limited warranty. These remedies are exclusive and are in lieu of all other remedies, and SunGard Higher Education's sole obligations for breach of this limited warranty are contained in this Section 4(a) of this Software Supplement.

(b) Disclaimer of Warranty. With regard to each EMC Component System, The limited warranty in Section 4(a) of this Software Supplement is made to Licensee exclusively and is in lieu of all other warranties. **SUNGARD HIGHER EDUCATION MAKES NO OTHER WARRANTIES WHATSOEVER, EXPRESS OR IMPLIED, WITH REGARD TO ANY EMC COMPONENT SYSTEM, IN WHOLE OR IN PART. SUNGARD HIGHER EDUCATION EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND OF FITNESS FOR A PARTICULAR PURPOSE FOR EACH EMC COMPONENT SYSTEM. SUNGARD HIGHER EDUCATION EXPRESSLY DOES NOT WARRANT THAT ANY EMC COMPONENT SYSTEM, IN WHOLE OR IN PART, WILL BE ERROR FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE OTHER THAN THE EQUIPMENT. LICENSEE WAIVES ANY CLAIM THAT THE LIMITED WARRANTY SET FORTH IN SECTION 4(a) OF THIS SOFTWARE SUPPLEMENT OR THE REMEDY FOR BREACH OF SUCH LIMITED WARRANTY FAILS OF ITS ESSENTIAL PURPOSE.**

(c) Abrogation of Limited Warranty. The limited warranty in Section 4(a) of this Software Supplement will be null and void if: (i) anyone (including Licensee) modifies the Baseline EMC Component System; or (ii) Licensee does not implement changes that SunGard Higher Education provides to correct or improve the Baseline EMC Component System.

(d) **FAILURE OF ESSENTIAL PURPOSE. THE PARTIES HAVE AGREED THAT THE LIMITATIONS SPECIFIED IN SECTION 4 OF THIS SOFTWARE SUPPLEMENT AND SECTION 16 OF THE AGREEMENT WILL SURVIVE AND APPLY EVEN IF ANY LIMITED REMEDY SPECIFIED IN THIS AGREEMENT IS FOUND TO HAVE FAILED OF ITS ESSENTIAL PURPOSE, AND REGARDLESS OF WHETHER LICENSEE HAS ACCEPTED ANY EMC COMPONENT SYSTEM OR SERVICE UNDER THIS AGREEMENT.**

♦ XtenderSolutions is a trademark of EMC Corporation.

REDACTED

CAST LIMITED FUNCTION SOFTWARE SUPPLEMENT

1. Supplemental Terms for License To Use CAST Limited Function Software. Licensee's license to use the CAST Limited Function Software on the terms and conditions of the Agreement is amended by this Supplement (as amended, the "Agreement") as provided for below:

2. Additional Definition. "CAST Limited Function Software" means the software programs (including all code, documentation and related materials) that are owned by CAST, a Delaware (US) corporation (hereinafter "CAST").

3. Ownership. CAST owns the CAST Limited Function Software. SunGard Higher Education is authorized to grant Licensee a license to use the CAST Limited Function Software, but only for incorporation into and for use with the Banner *en*lighten Component System, in accordance with the terms, conditions and limitations of the Agreement as amended by this Software Supplement, and for no other purpose whatsoever.

4. Restrictions on Use of CAST Limited Function Software. Licensee's use of the CAST Limited Function Software is subject to the following additional terms and conditions:

(a) Licensee has the right to use the CAST Limited Function Software only in binary executable form and only as part of or for use with the Banner *en*lighten Component System;

(b) The CAST Limited Function Software is proprietary to CAST. Title to the CAST Limited Function Software will at all times remain vested in CAST. Except for the right of use that is expressly provided to Licensee under the Agreement and this Software Supplement, no right, title or interest in or to the CAST Limited Function Software is granted to Licensee;

(c) Licensee is hereby notified that the CAST Limited Function Software is protected by a user authorization key. Licensee must obtain a user authorization key from SunGard Higher Education in order to use the CAST Limited Function Software;

(d) Licensee agrees that CAST shall not be liable for any damages, whether direct, indirect, incidental, special, or consequential, arising from the Licensee's use of the CAST Limited Function Software. **CAST MAKES NO WARRANTIES TO LICENSEE REGARDING THE CAST SOFTWARE, AND, WITHOUT LIMITATION, EXPRESSLY DISCLAIMS ANY AND ALL IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE**; and

(e) Licensee acknowledges and agrees that CAST is a third party beneficiary of this Agreement with regard to the CAST Limited Function Software, and accordingly, reserves the right to enforce the terms, conditions and limitations of the Agreement as amended by this Software Supplement with regard to the CAST Limited Function Software only.

REDACTED

COGNOS SOFTWARE SUPPLEMENT

1. Additional Definitions. "Cognos Component Systems" means any of the software provided to SunGard Higher Education by Cognos Corporation ("Cognos") and identified under the name "Cognos" in Exhibit 1.

2. Ownership. Cognos owns the Cognos Component Systems.

3. Restrictions on Use of Cognos Component Systems. Licensee's use of the Cognos Component System(s) is subject to the following additional terms and conditions:

(a) Licensee has the right to use the Cognos Component System(s) only in Object Code form, and only with the Licensed Software.

(b) Licensee acknowledges that the Cognos Component System(s) are proprietary to Cognos and are supplied by SunGard Higher Education under license from Cognos. Title to the Cognos Component System(s) shall at all times remain vested in Cognos or its designated successor. Except for the right of use that is expressly provided to Licensee under the Agreement, no right, title or interest in or to the Cognos Component System(s) is granted to Licensee;

(c) Licensee agrees that Cognos shall not be liable for any damages, whether direct, indirect, incidental, special, or consequential, arising from the Licensee's use of the Cognos Component System(s) or related materials;

(d) Licensee acknowledges and agrees that Cognos is a third party beneficiary of this Agreement;

(e) Licensee acknowledges and understands that the Cognos Component System(s) may only be used by the number of users for specific the functions for which the license has been granted, as otherwise specified in Exhibit 1; and

(f) Licensee acknowledges and understands that it is licensing the Cognos Component System(s) on a "restricted use" basis. "Restricted use" means the use of the Cognos Component System(s) only with the following Component Systems, to the extent licensed as set forth in Exhibit 1: Occupational Data Store, Enterprise Data Warehouse, Institutional Performance Management Component Systems, Banner Component Systems, the Luminis product family, Workflow and Banner XtenderSolutions. Such restricted use shall include Licensee's right to extract, analyze, and report data from disparate systems, provided that such data is extracted, analyzed and reported by the Operational Data Store, Enterprise Data Warehouse and/or Institutional Performance Management licensed Component System(s) set forth in Exhibit 1.

(g) In lieu of the warranty provided in Section 7 of the Agreement, Licensee shall be provided with the limited, ninety (90) day warranty from Cognos as set forth below. Cognos warrants to Licensee that (a) for a period of ninety (90) days following the initial delivery/download/access of the Cognos Component System(s) to or by Licensee, the Cognos Component System(s) will perform in accordance with its related documentation, and (b) the media on which the Cognos Component System(s) is provided, if applicable, is free from defects in materials and workmanship under normal use. Subject to applicable law, all other warranties, express or implied, or otherwise, are excluded. Licensee's only remedy against Cognos if this warranty is breached will be, at the option of Cognos, (a) to repair or replace the Cognos Component System(s) or (b) to refund the amounts paid in respect of the defective Cognos Component System(s). This remedy is void if Licensee misuses the Cognos Component System(s) contrary to its related documentation.

REDACTED

PAY AGENT SUPPLEMENT

1. Additional Definitions. "Pay Agency Products" means those products and services of those vendors (in each case, a "Vendor") that are identified in Tables 5 and 6 of the Exhibit 1 to which this Pay Agent Supplement is attached (the "Pay Agency Products").

2. Pay Agent Designation. Licensee hereby designates SunGard Higher Education as Licensee's pay agent for data processing related purchases and acquisitions, for the sole and exclusive purpose of allowing SunGard Higher Education, on behalf of Licensee, to make payment to Vendor for Licensee's procurement of the Pay Agency Products under the terms and conditions of agreements to be executed and made by and between Licensee and Vendor (individually or collectively "Vendor Agreement"). Licensee covenants and agrees that it will promptly take all actions reasonably necessary to effect such designation of SunGard Higher Education as Licensee's pay agent as provided for in this Section 2.

3. Pay Agency Products Procurement. SunGard Higher Education will, as soon as reasonably practicable, obtain for Licensee, as Licensee's pay agent, the Pay Agency Products from the Vendor, FOB Vendor's place of business. SunGard Higher Education will remit payment that Licensee makes to SunGard Higher Education for the Pay Agency Products to the Vendor on behalf of Licensee. Licensee is hereby advised that Vendor, and not SunGard Higher Education, will be providing Licensee with any and all maintenance and/or support for the Pay Agency Products; that Vendor, and not SunGard Higher Education, assumes all responsibility for and liability in connection with the Pay Agency Products. SunGard Higher Education is not authorized to make any representations or warranties that are binding upon Vendor or to engage in any other acts that are binding upon Vendor, excepting specifically that SunGard Higher Education is authorized to represent the fees for the Pay Agency Products as the same is provided for in Exhibit 1 and to accept payment of such amounts from Licensee on behalf of Vendor. In no event will SunGard Higher Education be deemed to have taken title or any similar right or interest in or of any Pay Agency Products in the chain of distribution to Licensee, and title or such similar right or interest in or to the Pay Agency Products will be deemed to vest in Licensee only as otherwise provided for in the Vendor Agreement.

4. Term of Pay Agency. SunGard Higher Education's status as Licensee's pay agent will expire promptly after SunGard Higher Education remits payment of the Pay Agency Products license fee to Vendor on behalf of Licensee.

6. Disclaimer of Warranties. Licensee agrees and understands that **SUNGARD HIGHER EDUCATION MAKES NO WARRANTIES WHATSOEVER, EXPRESSED OR IMPLIED, WITH REGARD TO THE PAY AGENCY SOFTWARE. ALL WARRANTIES (IF ANY) ARE PROVIDED TO LICENSEE BY VENDOR. SUNGARD HIGHER EDUCATION EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

7. LIMITATIONS OF LIABILITY.

(a) LIMITED LIABILITY OF SUNGARD HIGHER EDUCATION. EXCEPT FOR ITS OBLIGATION TO REMIT PAYMENT RECEIVED FROM LICENSEE TO THE VENDOR, SUNGARD HIGHER EDUCATION WILL HAVE NO LIABILITY WHATSOEVER IN CONNECTION WITH THE PAY AGENCY SOFTWARE. IN NO EVENT WILL SUNGARD HIGHER EDUCATION BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL AND/OR OTHER DAMAGES WHATSOEVER, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT SUNGARD HIGHER EDUCATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.

REDACTED

THIS PAGE INTENTIONALLY LEFT BLANK

SUNGARD HIGHER EDUCATION INC.
("SunGard Higher Education")

and

IDAHO STATE UNIVERSITY
("Licensee")

This Maintenance Amendment amends the parties' Maintenance Agreement dated March 28, 2007 (the "Maintenance Agreement") as of the latest date shown on the signature page of this Amendment. SunGard Higher Education's obligations hereunder shall commence on September 1, 2007 (the "Commencement Date").

LICENSEE AND SunGard Higher Education, intending to be legally bound, agree as follows:

1. Defined Terms. Unless specifically defined herein, all terms defined in the Maintenance Agreement shall have the same meaning when used in this Maintenance Amendment.

2. Amendment to and Modification of Maintenance Agreement.

(a) SunGard Higher Education agrees to provide Improvements with respect to the additional Component Systems identified in Exhibit 1 (the "Maintenance Exhibit"), attached to this Maintenance Amendment on the same terms and conditions as the Maintenance Agreement for the period and for the fee specified in the Maintenance Exhibit. For purposes of clarification and not limitation, the provision of Improvements shall include the provision of so-called "point" New Releases (that is, New Releases that are indicated by a number to the right of a decimal point, beginning at "1.0" and continuing sequentially thereafter with "1.1," "1.2" and so on. "Point" New Releases generally are collections of corrections of Documented Defects and regulatory updates for a Baseline Component System) and so-called "major" New Releases (that is, New Releases that are indicated by a number to the left of a decimal point, beginning at "1.x" and continuing sequentially thereafter with "2.x," "3.x" and so on. "Major" New Releases generally include Enhancements and Improvements). The term of the Maintenance Agreement is deemed to be extended as provided for in the Maintenance Exhibit for purposes of this Maintenance Amendment. Any amounts indicated on the Maintenance Exhibit are in addition to all other amounts payable under the Maintenance Agreement.

(b) The hours during which Maintenance will be provided for each Component System, the targeted response times for certain defined categories of Maintenance calls for each Component System, and other details and procedures (collectively, the "Maintenance Standards") relating to the provision of Maintenance for each Component System are described in the applicable Supplement attached as Exhibit 2 hereto. To the extent that a different Maintenance Standard applies to certain of the Component Systems than that which applies to others, the Maintenance Standard applicable to each Component System will be described in the table in Exhibit 1 and the corresponding Supplements will be attached in Exhibit 2.

3. Integration Provision. Except as expressly modified by this Maintenance Amendment, the Maintenance Agreement shall remain in full force and effect. As of the Execution Date, the Maintenance Agreement, as further amended by this Maintenance Amendment, constitutes the entire understanding of the parties as regards the subject matter hereof and cannot be modified except by written agreement of the parties.

SunGard Higher Education	**Licensee**
BY: _____	BY: _____
PRINT NAME: _____	PRINT NAME: _____
PRINT TITLE: _____	PRINT TITLE: _____
DATE SIGNED: _____	DATE SIGNED: _____

REDACTED

EXHIBIT 1

Licensee: Idaho State University

PARTIAL YEAR PAYMENT/DUE DATE: $169,689 is due on the Execution Date for the period of September 1, 2007 through March 31, 2008.

FIRST ANNUAL CONTRACT YEAR PAYMENT DATE: April 1, 2008

OPTIONAL TERMINATION DATES: August 31, 2010 and August 31, 2013

Component System(s)	Contract Year Begins/Ends	Expiration Date	Maintenance Standards	Initial Payment Amount
Banner Advancement (includes Advancement Self-Service functionality)	April 1/March 31	March 31, 2017	Silver	
Banner Financial Aid	April 1/March 31	March 31, 2017	Silver	
INAS Software	April 1/March 31	March 31, 2017[1]	Silver	
CSS Profile Interface	April 1/March 31	March 31, 2017	Silver	
Banner Finance (includes Finance Self-Service functionality)	April 1/March 31	March 31, 2017	Silver	
Banner Human Resources (includes Employee Self-Service functionality)	April 1/March 31	March 31, 2017	Silver	
Banner Student (includes Student Self-Service and Faculty and Advisor Self-Service functionality)	April 1/March 31	March 31, 2017	Silver	
EDI.Smart	April 1/March 31	March 31, 2017[1]	Silver	
Workflow	April 1/March 31	March 31, 2017	Silver	
Luminis Basic	April 1/March 31	March 31, 2017	Silver	
PocketRecruiter	April 1/March 31	March 31, 2017	Silver	
Integration Technologies	April 1/March 31	March 31, 2017	Silver	
Integration for e~Learning	April 1/March 31	March 31, 2017	Silver	
Operational Data Store	April 1/March 31	March 31, 2017	Silver	
Enterprise Data Warehouse	April 1/March 31	March 31, 2017	Silver	
e~Print Reports	April 1/March 31	March 31, 2017	Silver	
Enterprise Scheduler by AppWorx	April 1/March 31	March 31, 2017[1]	Bronze	
Banner *en*lighten powered by CAST	April 1/March 31	March 31, 2017[1]	Bronze	
XtenderSolutions Integration Component for Banner	April 1/March 31	March 31, 2017	Silver	
Banner XtenderSolutions	April 1/March 31	March 31, 2017[1]	Bronze	
ApplicationXtender Test Bundle	April 1/March 31	March 31, 2017[1]	Bronze	
ApplicationXtender API Services	April 1/March 31	March 31, 2017[1]	Bronze	
Cognos Software	April 1/March 31	March 31, 2017[1]	Bronze	
TOTAL:				**$297,683**

For the Baseline Component Systems set forth in the Maintenance Table, the "Initial Payment Amount" represents the amount due on the First Annual Contract Year Payment Date for Improvements for the first full Contract Year. Fees for Improvements for each subsequent Contract Year are payable on the anniversary of the First Annual Contract Year Payment Date. Improvement fees for the second Contract Year and for each subsequent Contract Year prior to the Expiration Date will be specified by SunGard Higher Education in an annual invoice and will increase by not more than 4% over the amount payable for Improvements for the immediately preceding Contract Year. Improvement fees for any Contract Year subsequent to the Expiration Date will be specified by SunGard Higher Education in an annual invoice and will not increase by more than 10% over the amount payable for Improvements for the immediately preceding Contract Year.

[1] Indicates that the Component System is owned by a third party.

REDACTED

EXHIBIT 2
Silver Level Maintenance Standards

I. Hours During Which SunGard Higher Education's "ActionLine" Telephone Support Will be Available to Licensee in Connection with the Provision of Maintenance: Seven (7) days per week, 24 hours per day.

Note: SunGard Higher Education's ActionLine uses an automated answering system to receive and record telephone calls from clients, as well as to receive reports via SunGard Higher Education's ActionWeb and e-mail. This system allows SunGard Higher Education's ActionLine staff to classify, prioritize, record basic details, conduct certain research, and assign a consultant to respond to a client's telephone call.

II. Targeted Response Times. With respect to SunGard Higher Education's Maintenance obligations, SunGard Higher Education will use diligent, commercially reasonable efforts to respond to Notifications from Licensee relating to the Baseline Component Systems identified in Exhibit 1 of this Agreement in accordance with the following guidelines:

Priority One Calls –two (2) hours or less.

Priority Two Calls - four (4) hours or less.

Priority Three Calls – twenty-four (24) hours or less.

Priority Four Calls – seventy-two (72) hours or less.

Notes: (1) For purposes of these targets, a "response" will mean an initial contact from an SunGard Higher Education representative to Licensee to begin evaluation of the problem reported under one of the categories of calls identified above; (2) As a prerequisite to SunGard Higher Education's obligation to respond to Licensee, Licensee must follow the policies and procedures of SunGard Higher Education's ActionLine (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

III. Priority One and Priority Two Call Resolution

[REDACTED]

REDACTED

EXHIBIT 2
Bronze Level Maintenance Standards

I. Hours During Which SunGard Higher Education's "ActionLine" Telephone Support Will be Available to Licensee in Connection with the Provision of Maintenance: Five (5) days per week, Monday through Friday, excluding national holidays and SunGard Higher Education-observed holidays, from 8:00 AM to 8:00 PM (Eastern US Time).

Note: SunGard Higher Education's ActionLine uses an automated answering system to receive and record telephone calls from clients, as well as to receive reports via SunGard Higher Education's ActionWeb and e-mail. This system allows SunGard Higher Education's ActionLine staff to classify, prioritize, record basic details, conduct certain research, and assign a consultant to respond to a client's telephone call.

II. Targeted Response Times. With respect to SunGard Higher Education's Maintenance obligations, SunGard Higher Education will use reasonable efforts to respond to Notifications from Licensee relating to the Baseline Component Systems identified in Exhibit 1 of this Agreement in accordance with the following guidelines, with the time period to be measured beginning with the first SunGard Higher Education ActionLine business hour occurring after SunGard Higher Education's receipt of the Notification:

Priority One Calls –two (2) hours or less.

Priority Two Calls – four (4) hours or less.

Priority Three Calls – twenty-four (24) hours or less.

Priority Four Calls – seventy-two (72) hours or less.

Notes: (1) For purposes of these targets, a "response" will mean as an initial contact from an SunGard Higher Education representative to Licensee to begin evaluation of the problem reported under one of the categories of calls identified above; (2) As a prerequisite to SunGard Higher Education's obligation to respond to Licensee, Licensee must follow the policies and procedures of SunGard Higher Education's ActionLine (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

III. Priority One and Priority Two Call Resolution

[REDACTED]

REDACTED

Attachment A

SCOPE OF SERVICES – FIXED FEE SERVICES

General

This Scope of Services describes the specific tasks and deliverables associated with certain of the fixed fee services identified in Exhibit 1 to which Attachment A is appended.

Certain of the services described in this Scope of Services require that the parties develop and agree upon certain written documents and plans. In each such instance, once the parties have agreed upon the form and content of the written document/plan in question, each will approve the document/plan in writing prior to undertaking their respective performance obligations under the document/plan in question. Once the document/plan in question has been agreed upon by the parties in writing, any changes to the document/plan will require written approval of both parties. Neither party will unreasonably withhold or delay any approval required under this provision and each will work together in good faith to attempt to resolve any disagreements in this regard.

SunGard Higher Education must provide each service described in this Attachment with respect to the Baseline Component Systems. SunGard Higher Education's scope of responsibility does not include any software customizations. Licensee, and not SunGard Higher Education, must take the Baseline Component Systems into a live production environment and, in this regard, determine an appropriate time frame for this undertaking.

Further, and without limitation, to facilitate the provision of all services to be provided by SunGard Higher Education, Licensee will provide SunGard Higher Education with the following access and assistance as services are being provided by SunGard Higher Education:

- Project Manager – Licensee will provide a project manager ("Licensee Project Manager") to serve as the primary contact to work directly with the SunGard Higher Education manager. Licensee must cause the Licensee Project Manager to assist and coordinate activities related to this engagement, such as meetings, interviews and review of deliverables.

- Access to Appropriate Staff - Licensee must form an Implementation Project Team comprising appropriate key staff whom Licensee has assigned for this Agreement's purposes. Licensee must cause the Implementation Project Team's staff to participate in all training and consulting sessions, review existing policies and procedures, begin developing new procedures as appropriate, and review the information contained in the training documentation and in the supplied training materials to ensure that each Implementation Project Team member understands the functionality of each module being presented. Licensee must cause the Implementation Project Team to complete all validation, rule and process development required for production system operations."

- Access to Licensee's Hardware and Software – Licensee will provide SunGard Higher Education personnel with access to the Equipment and Licensee's legacy administrative systems and related information on an as-required basis. Licensee must cause its project manager to work directly with the SunGard Higher Education personnel to facilitate and coordinate such access.

- Required Software and Hardware – Licensee will, at its own expense, provide all required hardware, software and related components and peripherals not comprising Baseline Component Systems.

- Access to Information - Licensee will provide SunGard Higher Education personnel with access to applicable procedures documents, published strategy or tactical document, process requirement document, or the like as reasonably required by SunGard Higher Education in the course of providing services.

- Cooperation and Assistance - Licensee will cooperate with, and assist SunGard Higher Education as necessary to enable SunGard Higher Education to provide the services specified.

- End User Training - Licensee must develop departmental or "End User" training plans, and deliver training to these users.

- Training Materials - Licensee will provide each participant in the SunGard Higher Education training sessions with reference copies of the SunGard Higher Education -provided training course workbooks and training materials.

- Test Plans - Licensee will develop all test plans and scenarios, and complete the performance of these test plans within project guidelines and timing, including "production-ready" testing.

- Training Facility - Licensee will provide a training facility at Licensee's campus, with such training facility to include dedicated workstations for training participants, overhead projection capabilities for instructional purposes, dedicated printer capabilities, and other training requirements as may be defined and agreed between both parties.

- Forms - Licensee must develop or acquire from a third party vendor each necessary paper form, such as any bill, statement, letterhead or the like.

- Data Migration - Licensee must specify, identify, program and validate any information pertaining to converting or migrating historic or legacy data.

AppWorx Enterprise Scheduler Implementation

SunGard Higher Education will engage AppWorx Corporation ("AppWorx") as SunGard Higher Education's subcontractor to provide Licensee with the following AppWorx Enterprise Scheduler implementation services:

- reviewing with Licensee the design and deployment of AppWorx Component System for the installation of AppWorx 6.0 and the installation of the Banner Interface Solution;
- performing job capture; implementing the AppWorx Component System on Licensee's campus; and
- performing all work in a like test environment prior to migrating to a production environment.

Licensee will utilize AppWorx to perform "Batch Scheduling" of Banner modules.

Implementation Tasks
SunGard Higher Education must cause AppWorx to perform the following tasks and subtasks.

Project Management Assistance

The objective of this task is to provide technical assistance for the project and to provide a framework for the project communications and reporting activity. The sub-tasks are the following:

- Discuss general implementation questions.
- Develop a "Statement of Work" with detailed deliverables and completion criteria.
- Assist in project team activities.
- Attend project meetings as required by the Licensee Project Manager.
- Review and administer the Change Control Procedure with the Licensee Project Manager.

AppWorx will monitor the engagement, attend project meetings via conference phone, and escalate changes of resources where necessary and possible.

AppWorx Architecture and Design

This section addresses the planning/design phase of the project. Tasks for this segment of the work effort are as follows:

- Attending kick-off meeting.
- Identifying scheduling needs and strategic business issues.
- Identifying pre-requisites, resources, hardware, software (Deployment Summary).
- Reviewing current scheduling operations including policies and procedures.
- Defining architecture for AppWorx scheduling environment (Deployment Summary).

Installation of AppWorx

The following are tasks for installing the AppWorx Component System:

- Create new AppWorx UNIX accounts (Master and Remote Agent Nodes).
- Create AppWorx database accounts.
- Perform installation steps for AppWorx Master.
- Perform KEYFILE installation steps (License).
- Test AppWorx base product.
- Perform AppWorx post installation testing.
- Perform graphic analysis testing.

AppWorx-Banner Integration

AppWorx will examine the current environment where AppWorx is to be installed. AppWorx must conduct a procedural check to validate completion of the installation. AppWorx will provide a technical overview to Licensee personnel on the concepts, architecture, and maintenance of the AppWorx-Banner Interface solution. Below are specific tasks required to integrate AppWorx with the existing Banner environment (per master bases, if more than one):

- Identify the Banner database(s).
- Create a database link between the AppWorx database instance and the Banner database instance(s).
- Import AppWorx-Banner setup scripts and modules.
- Import Banner jobs into AppWorx.
- Import Banner printers into AppWorx (if any).
- Install and configure online job capture.
- Demonstrate successful Banner-AppWorx Integration.
- Review job flow and dependencies – modify for efficiencies.
- Test Banner jobs in AppWorx.
- Provide guidance specific and known Banner Integration "Best Practices."
- Document solution to Licensee technical staff.
- Detail and provide additional scope of services for customization requests made by Licensee for further AppWorx-Banner Integration.

Banner Modules Development

AppWorx will build no more than 20 Banner modules and 2 production chains in the Licensee AppWorx development environment. This development may include, but will not be limited to:

- Banner Finance or HR/Payroll Module Focus (which-ever best fits the implementation schedule).
- MKBANNER Module process.
- Condition usage.
- Substitution variables.
- Import/export facility.

- Discuss migration process from development environment to production environment and "Go Live" support services.

Knowledge Transfer

AppWorx will conduct a knowledge transfer session with Licensee. Working closely with Licensee internal resources, the AppWorx consultant will identify potential strengths and/or weaknesses, adherence to AppWorx best practices, and similarity/commonality with other AppWorx customers.

Basic Training

AppWorx will conduct the AppWorx Basic Training courses at Licensee's facilities. The AppWorx Basic Training course focuses on teaching Licensee personnel the basic skills required to create, run, and monitor jobs in AppWorx. The course is designed for three types of users: operators, programmers, and the AppWorx system administrator. The course will be sequenced in the same order: operations, development, and system administration. The courses will be hands-on and are intended to teach individuals valuable tips and practices that can be implemented immediately upon return to work. Students will also receive a certificate of completion of the course from AppWorx.

- Day One: Operations
  - Lesson 1: Introduction
  - Lesson 2: Requesting Jobs
  - Lesson 3: Monitoring and Managing Agents and Queues
  - Lesson 4: Monitoring and Managing Jobs
  - Lesson 5: Viewing Forecasts and Production Schedules
  - Lesson 6: Graphical Management Package (optional)

- Day Two: Creating Modules and Chains
  - Lesson 7: Creating Modules
  - Lesson 8: Creating Chains
  - Lesson 9: Scheduling Modules and Chains

- Day Three: Substitution Variables and Conditions
  - Lesson 10: Defining Substitution Variables
  - Lesson 11: Working with Conditions
  - Lesson 12: AppWorx Administration

Certain Licensee Obligations

<u>Licensee Project Manager</u>

Prior to the start of the engagement, Licensee will designate a Licensee Project Manager, to whom all AppWorx communications will be addressed and who has the authority to act for Licensee in all aspects of the contract. Licensee must cause the Project Manager to:

- Serve as the interface between the AppWorx Implementation Engineer and Licensee departments participating in the project.
- Administer Project Change Control to AppWorx management.
- Attend project status meetings.
- Obtain and provide information, data, decisions, and approvals.
- Resolve project plan deviations that may be caused by Licensee.
- Help resolve or escalate project issues within the Licensee organization, as necessary.
- Monitor and report status on a regular basis to Licensee management.
- Ensure that all project tasks assigned to Licensee personnel are completed as per the project plan. Any cost overruns due to delays caused by Licensee are subject to additional charges.

- Provide information, data, and decisions to AppWorx management in a timely manner, unless both parties agree to an extended response time.

Certain Licensee Responsibilities

To facilitate AppWorx performance, Licensee must:

- Document and provide a project escalation process to address critical items (affecting resources, cost or schedule) as well as any potentially critical items.
- Provide detailed systems and application specifications as needed and available.
- Ensure successful installation and deployment of all operating systems.
- Ensure that successful backups are being completed each day.
- Ensure completeness of deliverables during the initial planning and design sessions.
- Perform verification testing.
- Produce system password as required on all managed systems.
- Provide workspace and equipment for use by AppWorx consultants in the performance of this project.
- Schedule and coordinate project review meetings as required.
- Provide access to personnel for additional requirements-gathering activities.
- Ensure readiness capability and a stable system environment through the deployment.

Data Migration Script Generator

- SunGard Higher Education must provide a Data Migration Script Generator (or Convertor Tool) that comprises: Banner Baseline Data Mapping Definitions, providing the baseline descriptions of the Banner column values.
- Generated SQL Scripts, used to create Oracle-based conversion tables.
- Generated SQL*Loader Control File, to be used for the loading of data into conversion tables in the Licensee Oracle environment.
- Data Translation Tools (Crosswalk Structures), providing the capability to equate legacy code values to new Banner values that may be needed.
- Generated PL/SQL Conversion Scripts.
- Toolkit Documentation.

THIS PAGE INTENTIONALLY LEFT BLANK

SOFTWARE LICENSE & SERVICES AGREEMENT

BETWEEN

SunGard Higher Education Inc.
a Delaware Corporation
with Headquarters at:
4 Country View Road
Malvern, PA 19355

("SunGard Higher Education")

AND

Idaho State University
921 South 8th Avenue
Stop 8037
Pocatello, ID 83209

(for purposes of this Agreement, "Licensee")

By the signatures of their duly authorized representatives below, SunGard Higher Education and Licensee, intending to be legally bound, agree to all of the provisions of this Agreement and all Exhibits, Supplements, Schedules, Appendices, and/or Addenda to this Agreement.

SunGard Higher Education	**Licensee**
BY: _____	BY: _____
PRINT NAME: _____	Kenneth Prolo
PRINT TITLE: _____	Vice President, Financial Services
DATE SIGNED: _____	DATE SIGNED: _____

THIS AGREEMENT is made between SunGard Higher Education and Licensee as of the Execution Date. The parties agree as follows:

1. Definitions.

"Baseline Component System" means the general release version of a Component System as updated to the particular time in question through both SunGard Higher Education's warranty services and SunGard Higher Education's Maintenance Program, but without any other modification whatsoever.

"Baseline Licensed Software" means the Baseline Component Systems, collectively.

"Component System" means any one of the computer software programs which is identified in Exhibit 1 as a Component System, including all copies of Source Code (if provided), Object Code and all related specifications, documentation, technical information, and all corrections, modifications, additions, improvements and enhancements to and all Intellectual Property Rights for such Component System.

"Confidential Information" means non-public information of a party to this Agreement. Confidential Information of SunGard Higher Education includes the Licensed Software, all software provided with the Licensed Software, and algorithms, methods, techniques and processes revealed by the Source Code of the Licensed Software and any software provided with the Licensed Software. Confidential Information of Licensee includes, without limitation, non-public: student educational records, employee information, alumni and donor information, student recruitment strategies and other marketing strategies of Licensee. Confidential Information does not include information that: (i) is or becomes known to the public without fault or breach of the Recipient; (ii) the Discloser regularly discloses to third parties without restriction on disclosure; or (iii) the Recipient obtains from a third party without restriction on disclosure and without breach of a non-disclosure obligation.

"Consolidation" means merger, acquisition and/or other business combination by, with or of Licensee, including any new or surviving entity that results from that merger, acquisition and/or other business combination.

"Day" and "day" (whether capitalized or lower-case, singular or plural) means a calendar day, unless any given instance specifically sets forth otherwise.

"Delivery Address" means the Licensee shipping address set forth in Exhibit 1 as the Delivery Address.

"Delivery Date" means, for each Component System, the date on which SunGard Higher Education ships the Component System to the Delivery Address F.O.B. SunGard Higher Education's place of shipment (generally, Malvern, Pennsylvania).

"Discloser" means the party providing its Confidential Information to the Recipient.

"Documented Defect" means a material deviation between the Baseline Component System and its documentation, for which Documented Defect Licensee has given SunGard Higher Education enough information to enable SunGard Higher Education to replicate the deviation on a computer configuration which is both comparable to the Equipment and is under SunGard Higher Education's control.

"Execution Date" means the latest date shown on the signature page of this Agreement.

"Equipment" means any hardware and systems software configuration meeting the criteria provided for in Exhibit 1 to qualify as Equipment.

"Exhibit 1" means, collectively: (i) The schedule attached to this Agreement which is marked as "Exhibit 1," including all attached Software Supplements; and (ii) any schedule also marked as "Exhibit 1" (also including any attached Software Supplements) that is attached to any amendment to this Agreement.

"Intellectual Property Rights" means all patents, patent rights, patent applications, copyrights, copyright registrations, trade secrets, trademarks and service marks and Confidential Information.

"Licensed Software" means the Component Systems listed in Exhibit 1.

"Licensee Employees" means: (i) Licensee's employees who have a need to know; and (ii) third party consultants engaged by Licensee who have a need to know prior to obtaining access to the Licensed Software, have executed an SunGard Higher Education-approved non-disclosure agreement.

"Licensee Entity" means any public or not-for-profit entity that is related to Licensee, such as an auxiliary enterprise or foundation; and any public or not-for-profit entity that is under the control of Licensee; and in either instance, the primary purpose of which is to advance Licensee's educational mission.

"Object Code" means computer programs assembled, compiled, or converted to magnetic or electronic binary form on software media, which are readable and usable by computer equipment.

"Recipient" means the party receiving Confidential Information of the Discloser.

"Software Supplement" means, with respect to a Component System, the addendum provided as part of Exhibit 1 that contains additional terms, conditions, limitations and/or other information pertaining to that Component System. If any terms of a Software Supplement conflicts with any other terms of this Agreement, the terms of the Software Supplement will control.

"Source Code" means computer programs written in higher-level programming languages, sometimes accompanied by English language comments and other programmer documentation.

"SunGard Higher Education Modification" (whether singular or plural) means a modification to a Component System for which SunGard Higher Education solely generates both the technical specification and the Object Code and Source Code.

2. Right to Grant License and Ownership. SunGard Higher Education has the right to grant Licensee this license to use the Licensed Software. Except as otherwise indicated in a Software Supplement, SunGard Higher Education owns the Licensed Software.

3. License. Subject to the terms and conditions of this Agreement, SunGard Higher Education grants Licensee a perpetual, non-exclusive, non-transferable license to use and copy for use the Licensed Software on Equipment for Licensee's own, non-commercial computing operations. The computer readable media containing Source Code and Object Code for the Licensed Software may also contain Source Code and Object Code for Component Systems for which Licensee is not granted a license for use. Licensee may not make any use of any Source Code and/or Object Code for any such Component Systems for which Licensee is not expressly obtaining a license for use under this Agreement. Any rights not expressly granted in this Agreement are expressly reserved.

(a) Source Code. If Exhibit 1 to this Agreement does not otherwise provide that Licensee has a license to use Source Code for a particular Component System, then Licensee has no rights in or to the Source Code for that Component System. Only with respect to the Component Systems for which the Source Code is so licensed, Licensee has the right to compile, modify, improve and enhance the Licensed Software. Licensee will not disclose all or any part of the Source Code for the Licensed Software to any person except Licensee Employees who, before obtaining access to the Source Code, have been informed by Licensee in writing of the non-disclosure obligations imposed on both Licensee and such Licensee Employees under this Agreement.

(b) Object Code. Licensee has right to use the Licensed Software in Object Code form. Licensee also has the right to use the Licensed Software in Object Code form temporarily on another SunGard Higher Education-supported configuration, for disaster recovery of Licensee's computer operations.

(c) Documentation. Except as otherwise provided for in the applicable Software Supplement, Licensee can make a reasonable number of copies of the documentation for each Component System for its use in accordance with the terms of this Agreement.

(d) Restrictions on Use of the Licensed Software. Licensee is prohibited from causing or permitting the reverse engineering, disassembly or decompilation of the Licensed Software. Licensee is prohibited from using the Licensed Software to provide service bureau data processing services, or to otherwise provide data processing services for any person or entity other than Licensee itself and any Licensee Entity. Licensee will not allow the Licensed Software to be used by, or disclose all or any part of the Licensed Software to, any person except Licensee Employees. Without limiting the foregoing, Licensee is permitted to allow use of the input and/or output sensory displays of or from the Licensed Software by third parties on a strict "need to know" basis, and such use shall not be deemed a non-permitted disclosure of the Licensed Software. Licensee will not allow the Licensed Software, in whole or in part, to be exported outside of the United States of America, in any manner or by any means, without in each instance obtaining

SunGard Higher Education's prior written consent and, if required, a validated export license from the Office of Export Administration within the U.S. Department of Commerce and such other appropriate United States governmental authorities.

(e) Intellectual Property Rights Notices. Licensee is prohibited from removing or altering any of the Intellectual Property Rights notice(s) embedded in or that SunGard Higher Education otherwise provides with the Licensed Software. Licensee must reproduce the unaltered Intellectual Property Rights notice(s) in any full or partial copies that Licensee makes of the Licensed Software.

4. Available Services.

(a) Implementation/Support/Training Services. SunGard Higher Education will provide Licensee with implementation/support/training services for the Licensed Software at the fees provided in Exhibit 1.

(b) Consulting and Modification Services. SunGard Higher Education can also provide Licensee with consulting and modification services for the Licensed Software.

(c) Workmanlike Skills. SunGard Higher Education will render all services under this Agreement in a professional and workmanlike manner. SunGard Higher Education will promptly replace any SunGard Higher Education personnel that are rendering services on-site to Licensee (and further, at no charge will re-perform any service as reasonably necessary) if Licensee reasonably considers the personnel to be unacceptable and provides SunGard Higher Education with notice to that effect, provided that such replacement does not violate any law or governmental regulation applicable to such personnel replacement.

(d) Conditions On Providing Services. In each instance in which SunGard Higher Education is providing Licensee with services, SunGard Higher Education and Licensee will develop a project plan that identifies each party's responsibilities for such services. The project plan will describe in detail the tentative schedule and the scope of services that SunGard Higher Education will provide. Licensee will establish the overall project direction, including assigning and managing the Licensee's project personnel team. Licensee must assign a project manager who will assume responsibility for management of the project. Licensee must ensure that the Equipment is operational, accessible and supported at the times agreed to by the parties in the project plan. While SunGard Higher Education is providing such services, Licensee must provide SunGard Higher Education with such facilities, equipment and support as are reasonably necessary for SunGard Higher Education to perform its obligations, including remote access to the Equipment. If the parties do not develop a project plan in any instance, SunGard Higher Education will nonetheless provide Licensee with services on an as-directed basis.

(e) Cancellation of Scheduled Services. The parties agree that once Licensee and SunGard Higher Education have scheduled a specific time during which SunGard Higher Education will provide services under the terms of this Agreement, Licensee will be obligated to pay SunGard Higher Education for such services as if SunGard Higher Education had performed such services on the date scheduled, unless Licensee has notified SunGard Higher Education that Licensee would like to reschedule or cancel the provision of such services at least twenty (20) days prior to the date on which SunGard Higher Education is scheduled to perform such services.

5. Delivery. Except as otherwise provide in Exhibit 1, SunGard Higher Education will deliver all Component Systems to Licensee at the Delivery Address within thirty (30) days after the Execution Date.

6. Payment and Taxes.

(a) Payment.

(i) License Fees. Fees for the Licensed Software shall be due to SunGard Higher Education as provided for in Exhibit 1.

(ii) Professional Services Fees. Except as otherwise provided in Exhibit 1, fees for professional services shall be invoiced on a monthly basis in arrears and shall be due within thirty (30) days from the date of invoice. Licensee shall reimburse SunGard Higher Education for actual travel and living expenses that SunGard Higher Education incurs in providing Licensee with services under this Agreement, subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho. Such travel and living expenses shall be invoiced on a monthly basis in arrears and shall be due within thirty (30) days from the date of invoice. SunGard Higher Education will use reasonable efforts to limit travel and living expenses by using coach air fare, booked in advance when available, staying at hotels identified in advance by Licensee as offering Licensee's contractors a discounted rate, and sharing rental cars, intermediate size or smaller when available. Reimbursement is subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho. Licensee

will provide SunGard Higher Education with a copy of any such limitations before SunGard Higher Education incurs expenses.

(iii) Late Charge. Except with respect to license fees due on the Execution Date, SunGard Higher Education has the right to charge a late fee on any payment that is past-due. With respect to license fees due on the Execution Date as provided for in Exhibit 1, SunGard Higher Education shall have the right to charge a late fee to the extent that payment is received later than thirty (30) days from the date of invoice. As limited by the laws of the State of Idaho including, without limitation, any so-called "prompt payment" law requirements, any payment that is past due and that Licensee in good faith does not dispute is subject to a late charge equal to the lesser of: (i) the prime lending rate established from time to time by Citizens Bank, Philadelphia, Pennsylvania plus three percent (3%); and (ii) the highest rate permitted by applicable law, and shall be payable to SunGard Higher Education on demand.

(b) Taxes. Licensee represents that it is exempt from the payment of sales, use and other, similar taxes in connection with the transactions contemplated by this Agreement. Licensee covenants and agrees to provide SunGard Higher Education with a true and correct copy of a valid tax exemption certificate ("Tax-Exemption Certificate"), current as of the Execution Date, by not later than fifteen (15) days after the Execution Date, and will thereafter, during the period that SunGard Higher Education is rendering services pursuant to this Agreement, provide SunGard Higher Education with an updated Tax Exemption Certificate as soon as reasonably practicable in each instance after receipt of SunGard Higher Education's request therefor. If in any instance Licensee does not so provide SunGard Higher Education with a Tax Exemption Certificate, then, absent proof of Licensee's direct payment of such tax amounts to the applicable taxing authority, SunGard Higher Education will invoice Licensee for and Licensee will pay to SunGard Higher Education all such tax amounts.

7. Limited Warranty, Disclaimer of Warranty and Remedy for Breach.

(a) Limited Software Warranty by SunGard Higher Education and Remedy For Breach. Except as otherwise expressly provided for in any Software Supplement, for each Component System, SunGard Higher Education warrants to Licensee that, for a period of twelve (12) months after the Delivery Date, the Baseline Component System, as used by Licensee on the Equipment for its own, non-commercial computing operations, will operate without Documented Defects. For each Documented Defect, SunGard Higher Education, in a manner considered timely in the software industry, given the nature of the Documented Defect in question and its impact on Licensee's ability to use the Licensed Software in the conduct of Licensee's daily business operations, and at its own expense, will provide Licensee with an avoidance procedure (that is, a workaround that will enable Licensee to use the Baseline Licensed Software without having a material adverse impact on Licensee's daily business operations) for or a correction of the Documented Defect. If, despite its reasonable efforts, SunGard Higher Education is unable to provide Licensee with an avoidance procedure for or a correction of a Documented Defect, then, subject to the limitations set forth in Section 16 of this Agreement, Licensee can pursue its remedy at law to recover direct damages resulting from the breach of this limited warranty. These remedies are exclusive and are in lieu of all other remedies, and SunGard Higher Education's sole obligations for breach of this limited warranty are contained in this Section 7(a).

(b) Disclaimer of Warranty. The limited warranty in Section 7(a) is made to Licensee exclusively and is in lieu of all other warranties. **SUNGARD HIGHER EDUCATION MAKES NO OTHER WARRANTIES WHATSOEVER, EXPRESS OR IMPLIED, WITH REGARD TO ANY SERVICES PROVIDED UNDER THIS AGREEMENT AND/OR THE LICENSED SOFTWARE, IN WHOLE OR IN PART. SUNGARD HIGHER EDUCATION EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND OF FITNESS FOR A PARTICULAR PURPOSE. SUNGARD HIGHER EDUCATION EXPRESSLY DOES NOT WARRANT THAT THE LICENSED SOFTWARE, IN WHOLE OR IN PART, WILL BE ERROR FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE OTHER THAN THE EQUIPMENT. LICENSEE WAIVES ANY CLAIM THAT THE LIMITED WARRANTY SET FORTH IN SECTION 7(A) OR THE REMEDY FOR BREACH OF SUCH LIMITED WARRANTY FAILS OF ITS ESSENTIAL PURPOSE.**

(c) Abrogation of Limited Warranty. The limited warranty in Section 7(a) will be null and void if: (i) anyone other than (A) SunGard Higher Education or (B) Licensee, at the direction of SunGard Higher Education to implement any SunGard Higher Education-provided correction of or avoidance procedure for a Documented Defect, modifies the Baseline Component System; or (ii) Licensee does not

implement changes that SunGard Higher Education provides to correct or improve the Baseline Component System. If despite any modification of the Component System, SunGard Higher Education can replicate the reported problem in the Baseline Component System as if the problem were a Documented Defect, then SunGard Higher Education will nonetheless provide Licensee with an avoidance procedure for or a correction of that reported problem for use in the Baseline Component System as though the reported problem were a Documented Defect.

(d) **FAILURE OF ESSENTIAL PURPOSE. THE PARTIES HAVE AGREED THAT THE LIMITATIONS SPECIFIED IN SECTIONS 7 AND 16 WILL SURVIVE AND APPLY EVEN IF ANY LIMITED REMEDY SPECIFIED IN THIS AGREEMENT IS FOUND TO HAVE FAILED OF ITS ESSENTIAL PURPOSE, AND REGARDLESS OF WHETHER LICENSEE HAS ACCEPTED ANY LICENSED SOFTWARE OR SERVICE UNDER THIS AGREEMENT.**

8. Confidential Information. Subject to any restrictions or limitations imposed under applicable State of Idaho law, and except as otherwise permitted under this Agreement, the Recipient will not knowingly disclose to any third party, or make any use of the Discloser's Confidential Information. The Recipient will use at least the same standard of care to maintain the confidentiality of the Discloser's Confidential Information that it uses to maintain the confidentiality of its own Confidential Information of equal importance. Except in connection with the Licensed Software and any software provided with the Licensed Software, the non-disclosure and non-use obligations of this Agreement will remain in full force with respect to each item of Confidential Information for a period of five (5) years after Recipient's receipt of that item. However, Licensee's obligations to maintain both the Licensed Software and any software provided with the Licensed Software as confidential, and SunGard Higher Education's obligations to maintain as confidential any personally identifiable information of Licensee students, alumni and personnel, will survive until such time as such information no longer qualifies as Confidential Information in accordance with the definition provided for that term in Section 1 of this Agreement, but without regard as to the amount of time that has passed since Licensee's receipt thereof.

9. Indemnity by SunGard Higher Education. SunGard Higher Education will defend, indemnify and hold Licensee harmless from and against any loss, cost and expense that Licensee incurs because of a claim that use of a Baseline Component System or any SunGard Higher Education Modification infringes any United States copyright of others. SunGard Higher Education's obligations under this indemnification are expressly conditioned on the following: (i) Licensee must promptly notify SunGard Higher Education of any such claim; (ii) Licensee must in writing grant SunGard Higher Education sole control of the defense of any such claim and of all negotiations for its settlement or compromise (if Licensee chooses to represent its own interests in any such action, Licensee may do so at its own expense, but such representation must not prejudice SunGard Higher Education's right to control the defense of the claim and negotiate its settlement or compromise); (iii) Licensee must cooperate with SunGard Higher Education to facilitate the settlement or defense of the claim; (iv) the claim must not arise from modifications (other than any SunGard Higher Education Modifications) or (with the express exception of the other Baseline Component Systems and third party hardware and software specified by SunGard Higher Education in writing as necessary for use with the Licensed Software) from the use or combination of products provided by SunGard Higher Education with items provided by Licensee or others. If any Component System or SunGard Higher Education Modification is, or in SunGard Higher Education's opinion is likely to become, the subject of a United States copyright infringement claim, then SunGard Higher Education, at its sole option and expense, will either: (A) obtain for Licensee the right to continue using the Component System or SunGard Higher Education Modification under the terms of this Agreement; (B) replace the Component System or SunGard Higher Education Modification with products that are substantially equivalent in function, or modify the Component System or SunGard Higher Education Modification so that it becomes non-infringing and substantially equivalent in function; or (C) refund to Licensee the portion of the license fee paid to SunGard Higher Education for the Component System(s) giving rise to the infringement claim (or in the case of any SunGard Higher Education Modification, any services fee paid to SunGard Higher Education for the creation of that SunGard Higher Education Modification), less a charge for use by Licensee based on straight line depreciation assuming a useful life of seven (7) years. **THE FOREGOING IS SUNGARD HIGHER EDUCATION'S EXCLUSIVE OBLIGATION WITH RESPECT TO INFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS.**

10. Term and Termination.

(a) Right of Termination. A party has the right to terminate this Agreement if the other party breaches a material provision of this Agreement. Either party has the right to terminate this Agreement at any time

while an event or condition giving rise to the right of termination exists. To terminate this Agreement, the party seeking termination must give the other party notice that describes the event or condition of termination in reasonable detail. From the date of its receipt of that notice, the other party will have thirty (30) days to cure the breach to the reasonable satisfaction of the party desiring termination. If the event or condition giving rise to the right of termination is not cured within that period, this Agreement will automatically be deemed terminated at the end of that period. However, notice to SunGard Higher Education of a suspected Documented Defect will not constitute a notice of termination of this Agreement.

(b) Effect of Termination. Upon termination of this Agreement by either party, Licensee will promptly return to SunGard Higher Education or (at SunGard Higher Education's request) will destroy all copies of the Licensed Software, and will certify to SunGard Higher Education in writing, over the signature of a duly authorized representative of Licensee, that it has done so.

(c) Survival of Obligations. All obligations relating to non-use and non-disclosure of Confidential Information and indemnity will survive termination of this Agreement.

(d) Termination Without Prejudice to Other Rights and Remedies. Termination of this Agreement will be without prejudice to the terminating party's other rights and remedies pursuant to this Agreement.

11. Notices. All notices and other communications required or permitted under this Agreement must be in writing and will be deemed given when: Delivered personally; sent by United States registered or certified mail, return receipt requested; transmitted by facsimile confirmed by United States first class mail; or sent by overnight courier. Notices must be sent to a party at its address shown on the first page of this Agreement, or to such other place as the party may subsequently designate for its receipt of notices. Licensee must promptly send copies of any notice of material breach and/or termination of the Agreement to SunGard Higher Education's Legal Department at 4 Country View Road, Malvern, PA 19355, FAX number (610) 578-7457, or to such other place as SunGard Higher Education may subsequently designate for its receipt of notices.

12. Force Majeure. Neither party will be liable to the other for any failure or delay in performance under this Agreement due to circumstances beyond its reasonable control, including Acts of God, acts of war, accident, labor disruption, acts, omissions and defaults of third parties and official, governmental and judicial action not the fault of the party failing or delaying in performance.

13. Assignment. Neither party may assign any of its rights or obligations under this Agreement, and any attempt at such assignment will be void without the prior written consent of the other party. For purposes of this Agreement, "assignment" shall include use of the Licensed Software for benefit of any third party to a Consolidation. However, Licensee, on a post-Consolidation basis, can continue to use the Licensed Software for benefit of the resulting post-Consolidation entity if that post-Consolidation entity both: (a) signs a SunGard Higher Education-approved amendment to this Agreement, specifying that the post-Consolidation entity is bound by this Agreement and by all obligations that this Agreement imposes on Licensee; and (b) pays SunGard Higher Education any additional, incremental license fee for the Component Systems, with each additional, incremental license fee amount to be calculated by: (i) taking each then-current applicable SunGard Higher Education fee for Licensed Software extended to higher education institutions comparable in enrollment size to the post-Consolidation entity; and (ii) crediting against that amount any applicable Licensed Software license fee that Licensee actually has paid to SunGard Higher Education under this Agreement; together with (c) the incremental Improvements fees for the Baseline Component Systems, pursuant to the Software Maintenance Agreement entered into by the parties on or about the Execution Date.

However, the following shall not be considered "assignments" for purposes of this Agreement: SunGard Higher Education's assignment of this Agreement or of any SunGard Higher Education rights under this Agreement to SunGard Higher Education's successor by merger or consolidation or to any person or entity that acquires all or substantially all of its capital stock or assets; and SunGard Higher Education's assignment of this Agreement to any person or entity to which SunGard Higher Education transfers any of its rights in the Licensed Software.

Without limiting the foregoing, this Agreement is binding upon any successor of either party.

14. No Waiver. A party's failure to enforce its rights with respect to any single or continuing breach of this Agreement will not act as a waiver of the right of that party to later enforce any such rights or to enforce any other or any subsequent breach.

15. Choice of Law; Severability. This Agreement will be governed by and construed under the laws of the State of Idaho, without reference to the choice of laws provisions thereof. If any provision of this Agreement is illegal or unenforceable, it will be deemed stricken from the Agreement and the remaining provisions of the Agreement will remain in full force and effect.

16. LIMITATIONS OF LIABILITY.

(a) LIMITED LIABILITY OF SUNGARD HIGHER EDUCATION. SUNGARD HIGHER EDUCATION'S LIABILITY IN CONNECTION WITH THE LICENSED SOFTWARE, ANY SERVICES, THIS LICENSE OR ANY OTHER MATTER RELATING TO THIS AGREEMENT WILL NOT EXCEED THE FEE THAT LICENSEE ACTUALLY PAID TO SUNGARD HIGHER EDUCATION (OR, IF NO DISCRETE FEE IS IDENTIFIED IN EXHIBIT 1, THE FEE REASONABLY ASCRIBED BY SUNGARD HIGHER EDUCATION) FOR THE COMPONENT SYSTEM OR SERVICES GIVING RISE TO THE LIABILITY.

(b) EXCLUSION OF DAMAGES. REGARDLESS WHETHER ANY REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE OR OTHERWISE, IN NO EVENT WILL SUNGARD HIGHER EDUCATION BE LIABLE TO LICENSEE FOR ANY SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT SUNGARD HIGHER EDUCATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.

(c) BASIS OF THE BARGAIN. LICENSEE ACKNOWLEDGES THAT SUNGARD HIGHER EDUCATION HAS SET ITS FEES AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

17. Non-Appropriation of Funds. Licensee represents and warrants to SunGard Higher Education that Licensee has encumbered sufficient funds to pay SunGard Higher Education all license fee amounts specified in Exhibit 1.

Further, Licensee believes that sufficient funds can be obtained to pay to SunGard Higher Education all services fees and other amounts provided for in this Agreement, and Licensee hereby covenants and agrees that it will do all things lawfully within its power to obtain, maintain and properly request and pursue funds from which payments hereunder may be made,

including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding, using its best efforts to have such portion of the budget approved and exhausting all available administrative reviews and appeals in the event such portion of the budget is not approved. It is Licensee's intent to make all such payments under this Agreement if funds are legally available therefor and in that regard Licensee represents and warrants to SunGard Higher Education that the services to be provided by SunGard Higher Education under this Agreement are important to Licensee's proper, efficient and economic operation. If, despite Licensee's efforts, sufficient funds are not appropriated and budgeted in any fiscal period for payments due under this Agreement, then Licensee will immediately notify SunGard Higher Education of such occurrence and SunGard Higher Education will notify Licensee that SunGard Higher Education's obligation to provide Licensee with services pursuant to this Agreement, and Licensee's obligation to obtain services from SunGard Higher Education pursuant to this Agreement, will expire effective on the last day of the fiscal period for which appropriations were received. Notwithstanding the foregoing, Licensee agrees that the provisions of this Section will not apply to the extent that any funds are appropriated to it, or by it, for the acquisition or provision of services similar to the services to be or that are then being provided by SunGard Higher Education under this Agreement, and that it will not during any fiscal period that SunGard Higher Education is to provide Licensee with services pursuant to this Agreement give priority in the application of funds to any other similar services. Further, nothing in this Section will be construed so as to permit Licensee to effect a premature expiration of the services to be provided by SunGard Higher Education pursuant to this Agreement in order to acquire any other similar services or to allocate funds directly or indirectly to perform essentially the same application for which the services are being provided, including the performance of the services by Licensee itself.

In any such event, however, Licensee will remain liable to SunGard Higher Education for payment of all license fees for Component Systems licensed, services fees for services rendered, fees for third party products and services for which SunGard Higher Education has acted as pay agent for Licensee, and reimbursement amounts for reimbursable expenses incurred by SunGard Higher Education, up to the effective date of such termination for non-appropriation.

18. <u>Indemnification</u>. SunGard Higher Education will indemnify, defend and hold Licensee harmless from and against any and all liability, claims, losses and damages for death, or bodily injury, or damage to tangible physical property, to the extent proximately caused by the negligent acts or omissions of SunGard Higher Education. SunGard Higher Education's obligations under this indemnification are expressly conditioned on the following: (i) Licensee must promptly notify SunGard Higher Education of any such claim; (ii) Licensee must in writing grant SunGard Higher Education sole control of the defense of any such claim and of all negotiations for its settlement or compromise (if Licensee chooses to represent its own interests in any such action, Licensee may do so at its own expense, but such representation must not prejudice SunGard Higher Education's right to control the defense of the claim and negotiate its settlement or compromise); and (iii) Licensee must cooperate with SunGard Higher Education in a manner that is reasonably acceptable to Licensee's counsel to facilitate the settlement or defense of the claim.

19. <u>Insurance</u>. While SunGard Higher Education is providing Licensee with services pursuant to this Agreement, SunGard Higher Education shall, at its own cost and expense, procure and keep in force and effect the insurance listed below with insurance carriers qualified to conduct business in the State of Idaho and reasonably acceptable to Licensee. Further, by not later than ten (10) days following the Execution Date, SunGard Higher Education will provide Licensee with a certificate or certificates evidencing that such coverage is in effect, and further, containing a covenant by the company issuing the policy(ies) that the issuing company will endeavor to provide Licensee with written notice, at least thirty (30) days in advance, prior to the cancellation of such policy(ies):

(a) <u>Worker's Compensation Insurance</u>: Worker's compensation insurance meeting the requirements of the worker's or workmen's compensation laws of the State of Idaho;.

(b) <u>General Liability Insurance</u>: Comprehensive General Liability insurance, with limits of not less than $10 million for each occurrence involving bodily injury and property damage, and a general aggregate of $10 million; and products-completed operation aggregate of $10 million. Commercial General Liability will include the following coverage: premises operations broad form property damage, completed operations, independent contractors, and contractual and products liability;

(c) <u>Automobile Insurance</u>: $10 million for bodily injury and property damage combined for all

owned, non-owned or hired vehicles of SunGard Higher Education;

(d) Employers Liability Insurance: Employer's Liability insurance in not less than $100,000 bodily injury by accident, each accident; $500,000 bodily injury by disease, policy limit; $100,000 bodily injury by disease, each employee.

(e) Dishonesty Bond: Employees Dishonesty blanket bond with minimum limits of $1 million per loss;

(f) Property Damage Insurance: Property Damage insurance in an amount of not less than $3 million for damages to or destruction of Licensee's property, including the loss of use thereof.

20. Entire Agreement. This Agreement contains the entire understanding of the parties with respect to its subject matter, and supersedes and extinguishes all prior oral and written communications between the parties about its subject matter. Any purchase order or similar document which may be issued by Licensee in connection with this Agreement does not modify this Agreement. No modification of this Agreement will be effective unless it is in writing, is signed by each party, and expressly provides that it amends this Agreement.

EXHIBIT 1

Licensee: Idaho State University
Delivery Address: 921 South 8th Avenue, Stop 8037, Pocatello, ID 83209

EQUIPMENT CRITERIA: Hardware and related peripheral configuration located within the United States of America for which SunGard Higher Education provides warranty and Maintenance/support services for the Baseline Licensed Software will qualify as "Equipment." Certain Component Systems of the Licensed Software may require specific hardware/peripheral configurations. Licensee should consult with its SunGard Higher Education Professional Services representative to ascertain whether SunGard Higher Education supports or does not support use of the Baseline Licensed Software on any particular configuration. See additional criteria provided in the Notes accompanying Table 1, below.

NOTICE: To use any of the Licensed Software, Licensee must also obtain, install on the Equipment and maintain SunGard Higher Education-supported versions of certain software products and software/hardware peripherals. By this notice, SunGard Higher Education is advising Licensee that Licensee should consult with its SunGard Higher Education Professional Services representative to obtain a written listing of such necessary software products and software/hardware peripherals.

Table 1 - LICENSED SOFTWARE:

Component System	**Source Code Licensed? (yes/no)**	**Software Suppl't**	**Fee**
Oracle – Full Use Campus Wide [1]	No	Oracle Software Supplement-Full Use Campus Wide Version	$721,643
TOTAL LICENSE FEE:			**$721,643**

Notes to Table 1:
[1] See Attachment 1 to this Agreement, incorporated into this Agreement by reference, for a listing of Oracle Full Use Campus Wide software products licensed and applicable user/equipment configuration limitations. Oracle pricing contained in this Agreement and in the Software Maintenance Agreement entered into by the parties on or about the Execution Date is valid only if the Execution Date occurs on or before March 28, 2007.

PAYMENT OF LICENSE FEE: The Total License Fee is due on the Execution Date.

DELIVERY: SunGard Higher Education will deliver each Baseline Component System identified in Exhibit 1 within thirty (30) days after the Execution Date.

Number of Software Supplements Attached: __one (1)__

ATTACHMENT 1

Oracle Software –Description Summary Table

Description/License Type	Limitation - Named Users Plus
Oracle Database Enterprise Edition – Named User Plus Perpetual – Campus Wide Program License Includes: JServer Enterprise Edition, interMedia, Objects Option, Networking Kit, Objects for OLE, Advanced Replication Option, Distributed Option, Parallel Query Option, (including bitmap indexes and parallel bitmap-star query), SQL*Plus, Visual Information Retrieval and Workflow. Also included are: Advanced Backup & Recovery, Queuing, Advanced, Connection Manager & Pooling, 64-bit option, Warehouse Builder, MPI, OCI, ODBC Driver, Enterprise Manager and Enterprise backup utility. For OS/390 implementation, use of either Access Manager for CICS or Access Manager for IMS/TM is included. Restricted Use: Oracle Internet Directory for the purposes of storing Oracle Database Service information.	16,366
Diagnostics Pack Named User Plus Perpetual Campus Wide Programs	16,366
Tuning Pack Named User Plus Perpetual Campus Wide Programs	16,366
Configuration Management Pack Named User Plus Perpetual Campus Wide Programs	16,366
Internet Application Server Enterprise Edition – Named User Plus Perpetual – Campus Wide Program License Includes: Oracle Forms Services, Oracle Reports Services, TopLink and Application Development Framework, Portal, Discoverer Viewer, Discoverer Plus (Web Functionality), Identity Management Option, Application InterConnect Toolkit, Wireless Option, and Personalization. Oracle Database Standard Edition or Standard Edition One. If Discoverer Plus and/or Discover Viewer are used then at least 1 copy of iDS is required. Restricted Use: (i)The Oracle Database is provided for use with iAS Infrastructure for storing product metadata. Storing any other data in the Oracle 9iAS Infrastructure database requires a Full Use license of the Oracle Database. (ii)Advanced Security Option limited to Oracle Java SSL library. (iii) Oracle Workflow is provided for use with Oracle Content Management Software Development Kit and for use with Oracle Application Server Integration InterConnect and Oracle Application Server integration B2B only	16,366
iAS Diagnostics Pack Named User Plus Perpetual Campus Wide Programs	16,366
iAS Configuration Management Pack Named User Plus Perpetual Campus Wide Programs	16,366
Internet Developer Suite – Named User Plus Perpetual License Includes: Designer, Forms Developer, Reports Developer, Business Components for Java, Discoverer Administration Edition, SQL*Plus and 1 license of Discoverer Desktop Edition restricted to the Named User of iDS. Restricted Use: iAS Enterprise Edition and its options restricted to testing and debugging the deployment of application developed with iDS, Oracle Database Enterprise Edition and its options.	15
Programmer – Named User Plus Perpetual License Includes: Oracle Objects for OLE, Oracle precompilers & SQL Module (based on platform availability), ODBC, and Oracle Call Interface (OCI). On the OS/390 platform, Access Manager for CICS and IMS/TM.	5

Oracle Component System – Full Use Campus Wide Software Supplement

1. Additional Definitions. "Oracle Software" means the Oracle Corporation ("Oracle")-proprietary Component Systems of identified in Exhibit 1 of this Agreement. **"Named User Plus"** is defined as an individual authorized by Licensee (including without limitation each of those persons identified hereinbelow that Licensee is required by this license to designate as a Named User Plus) to use the Oracle software products identified in Attachment 1 of this Agreement (hereinafter the "Oracle Software") which are installed on a single server or multiple servers, regardless of whether the individual is actively using the Oracle Software at any given time. A non human operated device will be counted as a "Named User Plus" in addition to all individuals authorized to use the Oracle Software, if such devices can access the Oracle Software. If multiplexing hardware or software (e.g., a TP monitor or a web server product) is used, this number must be measured at the multiplexing front end. Automated batching of data from computer to computer is permitted. Without limitation, the quantity of Named User Plus licenses required for each Campus Wide Oracle Software product must include the total number of all full-time and part-time students, faculty and staff of Licensee.

2. Ownership. Oracle owns the Oracle Software.

3. Restrictions on Use of Oracle Software. Licensee's use of the Oracle Software is subject to the following additional terms and conditions:

(a) Licensee has the right to use the Oracle Software only in Object Code form, and only to process data for Licensee's business operations;

(b) Licensee is prohibited from assigning, giving or transferring the Oracle Software to another individual or entity (and if Licensee grants a security interest in the Oracle Software, the secured party has no right to use or transfer the Oracle Software);

(c) Licensee is prohibited from making the Oracle Software available in any timesharing, service bureau, subscription service or rental arrangement, in whole or in part;

(d) Licensee is prohibited from causing or permitting the reverse engineering, disassembly or decompilation of the Oracle Software, in whole or in part;

(e) Licensee acknowledges that the Oracle Software is proprietary to Oracle and is supplied by SunGard Higher Education under license from Oracle. Title to the Oracle Software shall at all times remain vested in Oracle or its designated successor and does not pass in any way to Licensee or any third party. Except for the right of use that is expressly provided to Licensee under the Agreement, no right, title or interest in or to the Oracle Software is granted to Licensee;

(f) Licensee shall not reverse engineer (unless required by law for interoperability), disassemble or decompile the Oracle Software, nor shall Licensee duplicate the Oracle Software except to make a sufficient number of copies of each program for Licensee's licensed use and one copy of each program media;

(g) ORACLE SHALL NOT BE LIABLE FOR ANY DAMAGES, WHETHER DIRECT, INDIRECT, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL, ARISING FROM THE LICENSEE'S USE OF THE ORACLE SOFTWARE OR RELATED MATERIALS;

(h) Licensee is prohibited from publishing any result of any benchmark tests run on the Oracle Software;

(i) Licensee must comply fully with all applicable export laws and regulations of the United States and other applicable export and import laws to assure that neither the Oracle Software, nor any direct product thereof, is exported, directly or indirectly, in violation of applicable laws;

(j) Licensee acknowledges and agrees that Oracle is a third party beneficiary of this Agreement with regard to the Oracle Software;

(k) Licensee acknowledges and agrees that Oracle is not required to perform any obligation or to incur any liability unless expressly specified in the Agreement;

(l) On the yearly anniversary of the Execution Date, Licensee must report to SunGard Higher Education, in such format as SunGard Higher Education may then require, the number of Licensee full-time and part-time students, faculty and staff, and further, must acquire such additional Named User Plus licenses as are required to account for any additional Licensee full-time and part-time students, faculty and staff in excess of the amount of Named User Plus Licenses that have already been obtained by Licensee as of such date. Licensee acknowledges and agrees that SunGard Higher Education shall be permitted, upon reasonable request, to periodically audit Licensee's use of the Oracle Software (including through an onsite audit or remote

access, or both) and report such use to Oracle or to assign this right to audit Licensee's use of the Oracle Software to Oracle; Licensee shall cooperate with each such audit as requested by SunGard Higher Education or Oracle; Licensee agrees to pay within 30 days of written notification any underpaid fees, with a failure to make such payment being a material breach of this license;

(m) Subject to the limitations provided for in this Section, while Licensee is obtaining Baseline Oracle Software maintenance from SunGard Higher Education pursuant to a separate written Software Maintenance Agreement between the parties, Licensee is extended the privilege of accessing Oracle's MetaLink and can access and use the features and links available on MetaLink; PROVIDED, however Licensee is prohibited from creating technical assistance requests, including "TARSs" and "SRs" (as those terms are defined by Oracle), and cannot otherwise obtain support directly form Oracle as a maintenance client of SunGard Higher Education. Specifically, and without limitation, while Licensee is obtaining Oracle Software maintenance through SunGard Higher Education, Licensee is prohibited from downloading any Oracle Software (including any patches or enhancements) using MetaLink. SunGard Higher Education reserves the right to suspend and/or eliminate Licensee's ability to access MetaLink, without prior notice, in the event that Oracle suspends or eliminates MetaLink, or if Oracle requires SunGard Higher Education to suspend or eliminate such privilege;

(n) Licensee acknowledges and agrees that the Uniform Computer Information Transactions Act shall have no applicability to this Agreement, including the Oracle Software licensed hereunder;

(o) **Internet Access**. Licensee is permitted to have an unlimited number of internet users to access any of the Campus Wide - Application-Specific Full Use Oracle Software listed in Attachment 1, provided the access is for viewing, querying, or adding data associated with Licensee's administrative, teaching, research or community service functions.

(p) **OAI and WDP Membership**. Teaching departments at the Licensee may participate in the Oracle Academic Initiative (OAI) and/or the Oracle Workforce Development Program (WDP) or successor Oracle Software that may replace OAI/WDP. The OAI/WDP membership fee will be waived for any department that elects to incorporate Oracle programs into its classroom teaching. Teaching departments may apply for the free membership at http://www.oai.oracle.com or http://www.workforce.oracle.com. Once the teaching department is established as an OAI/WDP member, the department will be licensed to use the programs available under OAI/WDP for the purposes set forth in the applicable agreement.

(q) **Certain Additional Usage Restrictions.** The Oracle Software may not be used for any non-medical school functions of an associated medical center or university hospital (e.g., patient management and billing).

(r) No action, regardless of form, arising out of or relating to the Oracle Component System(s) licensed hereunder may be brought more than eighteen (18) months after the cause of action has accrued.

(s) Third party technology may be necessary to operate some Oracle Software programs and is specified in the program documentation and/or at a website specified in the program documentation. Certain third party technology (Collectively the "Open Source Technology") may be included on the same medium or as part of the download of Oracle Software provided to Licensee, but is licensed under the Mozilla Public License, Common Public License. GNU Lesser General Public License, Netscape: Public License or similar royalty-free/open source license (collectively, the "Open Source Licenses"). Licensee may only use the Open Source Technology in compliance with the terns of this agreement and with the terms of any relevant Open Source License. Any use of Open Source Technology outside of Licensee's licensed use of applicable Oracle Software programs is subject to the rights and obligations under such third party technology's Open Source License. Open Source Technology programs that are separate from Oracle programs are provided as a courtesy to you and are licensed solely under the relevant Open Source License. ANY OPEN SOURCE TECHNOLOGY IS PROVIDED BY SUNGARD HIGHER EDUCATION ON AN "AS-IS" BASIS, WITHOUT WARRANTY OF ANY KIND (WHETHER EXPRESSED OR IMPLIED), AND NEITHER ORACLE NOR SUNGARD HIGHER EDUCATION SHALL HAVE ANY LIABILITY IN CONNECTION WITH ANY OPEN SOURCE TECHNOLOGY ACCESSED OR UTILIZED BY LICENSEE.

(t) In order for Licensee to be entitled to any warranty obligations related to the Oracle Software under the terms of this Agreement, Licensee must, as a prerequisite to receiving any such warranty coverage, notify SunGard Higher Education of a Documented Defect (for which the warranty would apply) within one (1) year after the Delivery Date.

THIS PAGE INTENTIONALLY LEFT BLANK

SOFTWARE MAINTENANCE AGREEMENT

BETWEEN
SunGard Higher Education Inc.
a Delaware Corporation
with Headquarters at:
4 Country View Road
Malvern, PA 19355

("SunGard Higher Education")

AND

Idaho State University
921 South 8th Avenue
Stop 8037
Pocatello, ID 83209

(for purposes of this Agreement, "Licensee")

By the signatures of their duly authorized representatives below, SunGard Higher Education and Licensee, intending to be legally bound, agree to all of the provisions of this Agreement and all Exhibits, Supplements, Schedules, Appendices, and/or Addenda to this Agreement.

SunGard Higher Education	**Licensee**
BY: _____	BY: _____
PRINT NAME: _____	Kenneth Prolo
PRINT TITLE: _____	Vice President, Financial Services
DATE SIGNED: _____	DATE SIGNED: _____

THIS AGREEMENT is entered into between SunGard Higher Education and Licensee on the latest date shown on the signature page of this Agreement. SunGard Higher Education's obligations hereunder shall commence on April 1, 2007 (the "Commencement Date").

SunGard Higher Education and Licensee have entered into a Software License and Services Agreement with an Execution Date of March _____, 2007 (the "License Agreement") for the Licensed Software. Licensee desires that SunGard Higher Education provide Maintenance and Enhancements for and new releases of the Baseline Licensed Software identified in Exhibit 1 on the terms and conditions contained in this Agreement. Accordingly, the parties agree as follows:

1. Incorporation By Reference. Sections 1 (Definitions), 8 (Confidential Information), 11 through 15, inclusive (Notices, Force Majeure, Assignment, No Waiver and Choice of Law; Severability, respectively) , 18 (Indemnification) and 19 (Insurance) of the License Agreement are incorporated into this Agreement by this reference as fully as if written out below. If any provision incorporated by reference from the License Agreement conflicts with any provision of this Agreement, the provision of this Agreement will control.

2. Additional Definitions.

"Authorization Lapse" means that an agreement between SunGard Higher Education and a third party, pursuant to which agreement SunGard Higher Education is authorized to sublicense and/or provide Improvements for a third party's Baseline Component System, has terminated or expired either before the Expiration Date (defined below), or before the expiration of any renewal term.

"Commencement Date" is defined in the opening sentence of this Agreement.

"Contract Year" means, with respect to each Baseline Component System, each one (1) year period beginning and ending on the dates provided for in Exhibit 1 for such Baseline Component System.

"Enhancements" means general release (as opposed to custom) changes to a Baseline Component System which increase the functionality of the Baseline Component System.

"Expiration Date" means, with respect to each Baseline Component System, the date upon which the initial term of this Agreement ends for such Baseline Component System as provided for in Exhibit 1.

"Improvements" means, collectively, Maintenance, Enhancements and New Releases provided under this Agreement.

"Maintenance" means using reasonable efforts to provide Licensee with avoidance procedures (that is, a workaround that will enable Licensee to use the Baseline Licensed Software without having a material adverse impact on Licensee's daily business operations) for or corrections of Documented Defects. The hours during which Maintenance will be provided for each Component System, the targeted response times for certain defined categories of Maintenance calls for each Component System, and other details and procedures (collectively, the "Maintenance Standards") relating to the provision of Maintenance for each Component System are described in the applicable Supplement attached as Exhibit 2 hereto. To the extent that a different Maintenance Standard applies to certain of the Component Systems than that which applies to others, the Maintenance Standard applicable to each Component System will be described in the table in Exhibit 1 and the corresponding Supplements will be attached in Exhibit 2.

"New Releases" means new editions of a Baseline Component System.

"Notification" means a communication to SunGard Higher Education's ActionLine by means of: (i) SunGard Higher Education's ActionWeb; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with SunGard Higher Education's then-current policies and procedures for submitting such communications.

"Partial Year" means, for each Baseline Component System, the period between the Commencement Date and the first day of the initial Contract Year for that Baseline Component System.

"Priority One Call" means a telephone call from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused: (i) a full failure (i.e., "crash") of its computer system; (ii) a full failure of the Licensed Software; or (iii) a failure of its computer system or the Licensed Software which, in either case, prevents Licensee from performing data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Two Call" means a Notification from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused a partial failure of Licensee's computer system or the Licensed Software which significantly hinders its ability to perform data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Three Call" means a Notification from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused an intermittent failure of, or problem with, its computer system or the Licensed

Software that causes a significant delay in Licensee's ability to perform data processing on the day on which the alleged Documented Defect is reported, but where the processing is not critical to Licensee's operations.

"Priority Four Call" means a Notification from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused a problem with its computer system or the Licensed Software that does not significantly affect critical processing.

3. Services.

(a) Types of Services. During the term of this Agreement, SunGard Higher Education will provide Licensee with Maintenance for, Enhancements of, and New Releases of each Baseline Component System identified in Exhibit 1.

(b) Limitations. All Improvements will be part of the applicable Baseline Component System and will be subject to all of the terms and conditions of the License Agreement and this Agreement. SunGard Higher Education's obligation to provide Licensee with Improvements for Baseline Component Systems owned by parties other than SunGard Higher Education is limited to providing Licensee with the Improvements that the applicable third party owner provides to SunGard Higher Education for that Baseline Component System. In this regard, upon any Authorization Lapse, SunGard Higher Education's obligation to provide Improvements to Licensee for that Baseline Component System, and Licensee's obligation to pay SunGard Higher Education for such Improvements, shall automatically terminate simultaneously with the Authorization Lapse. Upon the occurrence of an Authorization Lapse in any instance, SunGard Higher Education will use reasonable efforts to assist Licensee in obtaining maintenance and support from a third party vendor (at Licensee's sole expense) for the Baseline Component System that is the subject of the Authorization Lapse. Such efforts will include working with Licensee to identify third party vendors that provide such maintenance and support, and introducing Licensee to any appropriate contacts that SunGard Higher Education may have within such third party vendor's organization in order to facilitate Licensee's efforts to enter into a maintenance/support agreement with such third party vendor for the Baseline Component System that is the subject of the Authorization Lapse.

Licensee must provide SunGard Higher Education with such facilities, equipment and support as are reasonably necessary for SunGard Higher Education to perform its obligations under this Agreement, including remote access to the Equipment.

4. Payment and Taxes.

(a) Maintenance Fees. For the Improvements for each Baseline Component System, Licensee will pay SunGard Higher Education: (i) the amount provided for in Exhibit 1 as the Partial Year payment (if applicable) on the payment date provided for in Exhibit 1; and (ii) the amount provided for in Exhibit 1 as the "Payment Amount" for the first Contract Year; and (iii) for each Contract Year subsequent to the initial Contract Year, an amount invoiced by SunGard Higher Education, which amount will increase by the "Annual Escalation Percentage" provided for in Exhibit 1 over the fee that Licensee was obligated to pay to SunGard Higher Education for Improvements for the applicable Baseline Component System in the immediately preceding Contract Year for that Baseline Component System. Fees for Improvements for a Baseline Component System are due on the first day of the first month of the Contract Year for that Baseline Component System.

(b) Additional Costs. Licensee will also reimburse SunGard Higher Education for actual travel and living expenses that SunGard Higher Education incurs in providing Licensee with Improvements under this Agreement, subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho, with reimbursement to be on an as-incurred basis. SunGard Higher Education will use reasonable efforts to limit travel and living expenses by using coach air fare, booked in advance when available, staying at hotels identified in advance by Licensee as offering contractors a discounted rate, and sharing rental cars, intermediate size or smaller when available. Licensee will also reimburse SunGard Higher Education for all charges incurred in connection with accessing Equipment. Reimbursement is subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho on contractors, and Licensee will provide SunGard Higher Education with a copy of such limitations before SunGard Higher Education incurs expenses.

(c) Taxes. Licensee represents that it is exempt from the payment of sales, use and other, similar taxes in connection with the transactions contemplated by this Agreement. Licensee covenants and agrees to provide SunGard Higher Education with a true and correct copy of a valid tax exemption certificate ("Tax-Exemption Certificate"), current as of the Commencement Date, by not later than fifteen (15) days after the Commencement Date, and will thereafter, during the period that SunGard Higher Education is rendering services pursuant to this Agreement, will provide SunGard Higher Education with an updated Tax Exemption Certificate as soon as reasonably practicable in each instance after receipt of SunGard Higher Education's request therefor. If in any instance Licensee does not so provide SunGard Higher Education with a Tax Exemption Certificate, then, absent proof of Licensee's direct payment of such tax amounts to the applicable taxing authority, SunGard Higher Education will invoice Licensee for and Licensee will pay to SunGard Higher Education all such tax amounts.

(d) Late Charges. Licensee will pay each SunGard Higher Education invoice by no later than thirty (30) days after receipt. As limited by the laws of the State of Idaho including, without limitation, any so-called "prompt payment" law requirements, any payment that is past due and that Licensee in good faith does not dispute is subject to a late charge equal to the lesser of: (i) the prime lending rate established from time to time by Citizens Bank, Philadelphia, Pennsylvania plus three percent (3%); or (ii) the highest rate permitted by applicable law.

5. Term. Except in the case of Licensee's exercise of the

Early Termination Right described in Section 7(a), the term of this Agreement as it applies to each Baseline Component System is for the period beginning on the Commencement Date and continuing until the Expiration Date for that Baseline Component System. Absent Licensee's exercise of the Early Termination Right in accordance with the provisions of Section 7(a), this Agreement shall remain in full force and effect until the Expiration Date in accordance with its terms.

Except as otherwise expressly provided for in Exhibit 1, for each Baseline Component System, this Agreement will automatically be extended for consecutive Contract Years beyond the Expiration Date on a year-to-year basis unless: (i) either party notifies the other in writing of its intent not to extend this Agreement for any particular Baseline Component System at least six (6) months prior to the Expiration Date, or, for any Contract Year subsequent to the Expiration Date, at least six (6) months prior to the expiration of the then-current Contract Year or (ii) the Agreement has otherwise expired or terminated as it relates to a particular Baseline Component System under the terms of this Agreement.

6. Disclaimer of Warranties. Licensee agrees and understands that **SUNGARD HIGHER EDUCATION MAKES NO WARRANTIES WHATSOEVER, EXPRESSED OR IMPLIED, WITH REGARD TO ANY IMPROVEMENTS AND/OR ANY OTHER MATTER RELATING TO THIS AGREEMENT, AND THAT SUNGARD HIGHER EDUCATION EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. FURTHER, SUNGARD HIGHER EDUCATION EXPRESSLY DOES NOT WARRANT THAT A COMPONENT SYSTEM OR ANY IMPROVEMENTS WILL BE USABLE BY LICENSEE IF THE COMPONENT SYSTEM HAS BEEN MODIFIED BY ANYONE OTHER THAN SUNGARD HIGHER EDUCATION, OR WILL BE ERROR FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE OTHER THAN THE EQUIPMENT.**

7. Termination.

(a) Early Termination. Licensee shall have the option (the "Early Termination Right") to terminate this Agreement at its convenience effective on each date identified in Exhibit 1 as an "Optional Termination Date" by providing written notice to SunGard Higher Education at least six (6) months prior to such Optional Termination Date. To the extent that Licensee exercises its Early Termination Right and the corresponding Optional Termination Date occurs during a Contract Year, then Licensee will be obligated to pay the Improvements fees on a prorated basis only through the Optional Termination Date. SunGard Higher Education will, as of the Optional Termination Date, have the right to invoice Licensee for any Improvements fees due up to and including the Optional Termination Date that have not then been paid by Licensee, or (as applicable) will refund any Improvements fees prepaid for any period following the Optional Termination Date. Absent SunGard Higher Education's receipt of written notice in accordance with the above, this Agreement shall remain in full force and effect in accordance with its terms and Licensee shall be deemed to have waived its right to exercise the applicable Early Termination Right.

(b) Other Termination. A party has the right to terminate this Agreement if the other party breaches a material provision of this Agreement. Either party has the right to terminate this Agreement at any time while an event or condition giving rise to the right of termination exists. To terminate this Agreement, the party seeking termination must give the other party notice that describes the event or condition of termination in reasonable detail. From the date of its receipt of that notice, the other party will have thirty (30) days to cure the breach to the reasonable satisfaction of the party desiring termination. If the event or condition giving rise to the right of termination is not cured within that period, this Agreement will automatically be deemed terminated at the end of that period. However, notice to SunGard Higher Education of a suspected Documented Defect will not constitute a notice of termination of this Agreement.

(c) No Prejudice. Termination of this Agreement will be without prejudice to the terminating party's other rights and remedies pursuant to this Agreement.

8. LIMITATIONS OF LIABILITY.

(a) LIMITED LIABILITY OF SUNGARD HIGHER EDUCATION. SUNGARD HIGHER EDUCATION'S LIABILITY IN CONNECTION WITH THE IMPROVEMENTS OR ANY OTHER MATTER RELATING TO THIS AGREEMENT WILL NOT EXCEED THE FEES THAT LICENSEE ACTUALLY PAID TO SUNGARD HIGHER EDUCATION FOR THE IMPROVEMENTS FOR THE YEAR THAT SUCH LIABILITY ARISES.

(b) EXCLUSION OF DAMAGES. REGARDLESS OF WHETHER ANY REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE OR OTHERWISE, IN NO EVENT WILL SUNGARD HIGHER EDUCATION BE LIABLE TO LICENSEE FOR ANY SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT SUNGARD HIGHER EDUCATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.

(c) BASIS OF THE BARGAIN. LICENSEE ACKNOWLEDGES THAT SUNGARD HIGHER EDUCATION HAS SET ITS FEES AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

9. Non-Appropriation of Funds. Licensee believes that sufficient funds can be obtained to pay all amounts due SunGard Higher Education under this Agreement, and Licensee hereby covenants and agrees that it will do all things lawfully within its power to obtain, maintain and properly request and pursue funds from which payments hereunder may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding, using its best efforts to have such portion of the budget approved and exhausting all available administrative reviews and appeals in the event such portion of the budget is not approved. It is Licensee's intent to make all payments due under this Agreement if funds are legally available therefor and in that regard Licensee represents and warrants to SunGard Higher Education that the Improvements are important to Licensee's proper, efficient and economic operation. If, despite Licensee's efforts, sufficient funds are not appropriated and budgeted in any fiscal period for payments due under this Agreement, then Licensee will immediately notify SunGard Higher Education of such occurrence and SunGard Higher Education will notify Licensee that SunGard Higher Education's obligation to provide Licensee with Improvements pursuant to this Agreement, and Licensee's obligation to obtain Improvements from SunGard Higher Education pursuant to this Agreement, will expire effective on the last day of the fiscal period for which appropriations were received. Notwithstanding the foregoing, Licensee agrees that the provisions of this Section will not apply to the extent that any funds are appropriated to it, or by it, for the acquisition or provision of services similar to the Improvements, and that it will not during any fiscal period that SunGard Higher Education is to provide Licensee with Improvements pursuant to this Agreement give priority in the application of funds to any other similar services. Further, nothing in this Section will be construed so as to permit Licensee to effect a premature expiration of the Improvements to be provided by SunGard Higher Education pursuant to this Agreement in order to acquire any other similar services or to allocate funds directly or indirectly to perform essentially the same application for which the services are being provided, including the performance of the services by Licensee itself.

In any such event, however, Licensee will remain liable to SunGard Higher Education for payment of all Improvements fees, and reimbursement amounts for reimbursable expenses incurred by SunGard Higher Education, up to the effective date of such termination for non-appropriation.

10. Entire Agreement. This Agreement contains the entire understanding of the parties with respect to its subject matter, and supersedes and extinguishes all prior oral and written communications between the parties about its subject matter. Any purchase order or similar document which may be issued by Licensee in connection with this Agreement does not modify this Agreement. No modification of this Agreement will be effective unless it is in writing, is signed by each party, and expressly provides that it amends this Agreement.

EXHIBIT 1

Licensee: Idaho State University

Table 1: Baseline Oracle Component Systems [1, 2]

PARTIAL YEAR PAYMENT/DUE DATE: **(N/A)**

FIRST ANNUAL CONTRACT YEAR PAYMENT DATE **April 1, 2007**

Component System	Contract Year Begins/Ends	Expiration Date	Maintenance Standards	Initial Payment Amount
Oracle – Full Use Campus Wide (as identified in Exhibit 1 of the License Agreement executed on or about the Execution Date)	April 1/March 31	March 31, 2012	Silver	$165,978
INITIAL PAYMENT AMOUNT:				**$165,978**

Notes to Table 1:

Notwithstanding Sections 5 and 7(a), Maintenance for the Baseline Oracle Component System will renew on a Contract Year-to-Contract Year basis through the Expiration Date unless Licensee advises SunGard Higher Education in a writing received by SunGard Higher Education at its corporate headquarters by no later than sixty days prior to the upcoming Contract Year start date that Licensee is electing not to renew Maintenance for the Baseline Oracle Component System for the upcoming Contract Year. In any event, after the Expiration Date, and notwithstanding Section 5 of this Agreement, Maintenance for the Baseline Oracle Component System will NOT renew after the Expiration Date. For any period subsequent to the Expiration Date, Licensee must contract directly with, and submit maintenance fee payments for the Baseline Oracle Component Systems directly to, Oracle Corporation in accordance with such terms as Licensee and Oracle Corporation may agree.

The "Initial Payment Amount" represents the amount due on the First Annual Contract Year Payment Date for Improvements for the first full Contract Year. Fees for Improvements for each subsequent Contract Year are payable on the anniversary of the First Annual Contract Year Payment Date. Improvement fees for the second Contract Year and for each subsequent Contract Year prior to the Expiration Date will be specified by SunGard Higher Education in an annual invoice and will increase by not more than four percent (4%) over the amount payable for Improvements for the immediately preceding Contract Year. Maintenance for the Baseline Oracle Component System is payable annually in advance.

[1] Oracle Software Improvement Fees are calculated based upon the Equipment configuration identified in Attachment 1 to the License Agreement and the License Fees payable thereunder. Any variation between the Equipment configuration actually utilized by Licensee and the Equipment configuration contained in Attachment 1 to the License Agreement may result in additional Improvement Fees due for the Oracle Software.

[2] Indicates that the Component System is owned by a third party.

EXHIBIT 2
Silver Level Maintenance Standards

I. Hours During Which SunGard Higher Education's "ActionLine" Telephone Support Will be Available to Licensee in Connection with the Provision of Maintenance: Seven (7) days per week, 24 hours per day.

Note: SunGard Higher Education's ActionLine uses an automated answering system to receive and record telephone calls from clients, as well as to receive reports via SunGard Higher Education's ActionWeb and e-mail. This system allows SunGard Higher Education's ActionLine staff to classify, prioritize, record basic details, conduct certain research, and assign a consultant to respond to a client's telephone call.

II. Targeted Response Times. With respect to SunGard Higher Education's Maintenance obligations, SunGard Higher Education will use diligent, commercially reasonable efforts to respond to Notifications from Licensee relating to the Baseline Component Systems identified in Exhibit 1 of this Agreement in accordance with the following guidelines:

Priority One Calls –two (2) hours or less.

Priority Two Calls - four (4) hours or less.

Priority Three Calls – twenty-four (24) hours or less.

Priority Four Calls – seventy-two (72) hours or less.

Notes: (1) For purposes of these targets, a "response" will mean as an initial contact from a SunGard Higher Education representative to Licensee to begin evaluation of the problem reported under one of the categories of calls identified above; (2) As a prerequisite to SunGard Higher Education's obligation to respond to Licensee, Licensee must follow the policies and procedures of SunGard Higher Education's ActionLine (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

Resource Commitments: Without limiting SunGard Higher Education's obligations regarding Maintenance, SunGard Higher Education agrees to deploy the following resources in an effort to provide an avoidance procedure or correction of Priority One and Priority Two Documented Defects in connection with each Notification:

Priority One Calls - SunGard Higher Education will assign all resources that SunGard Higher Education determines are reasonably required to correct or provide an avoidance procedure for the Documented Defect. Work on the Documented Defect will continue until the correction or avoidance procedure is determined.

Priority Two Calls - SunGard Higher Education will assign the resources that SunGard Higher Education determines are reasonably required to correct or provide an avoidance procedure for the Documented Defect, provided that Priority One Documented Defects that are then open will be addressed before Priority Two Documented Defects.

THIS PAGE INTENTIONALLY LEFT BLANK

KOCH

KOCH FINANCIAL CORPORATION

Bruce E. Block
Vice President

Date: June 18, 2007

Customer: Idaho State University ("ISU")

Vendor(s): Phase #1: Sun/Advanced Systems Group
Phase #2: SunGard Higher Education & Other Vendors

Phase #1:

Project Financed: Sun Hardware & Support (Banner Project)

Project Cost: $594,900 (per quote #DB070111C)

Source of Funds/ Issue Type: General obligation of ISU, payable from legally available funds; tax-exempt lease purchase financing

Commencement Date: June 25, 2007

First Payment Due: July 15, 2007

Term: 3 Annual Payments

Interest Rate: 2.226% - Interest rate and Sun Global Financing discount is subject to Commencement Date on June 25, 2007.

Totals:		$608,456.19	$13,556.19	$594,900.00	**Rate 2.226%**	
Pmt #	Payment Date	Payment Amount	Interest	Principal	Purchase Price	Outstanding Balance
	6/25/2007					$594,900.00
1	7/15/2007	$202,818.73	$735.69	$202,083.04	$400,673.30	$392,816.96
2	7/1/2008	$202,818.73	$8,404.06	$194,414.67	$202.370.34	$198,402.29
3	7/1/2009	$202,818.73	$4,416.44	$198,402.29	$0.00	$0.00

Phase #2:

Project Financed: SunGard Higher Education & other vendors

17767 Perimeter Drive • Suite 101 • Scottsdale, AZ 85255 • 888-978-1018
FAX 480-419-3603 • E-mail bruce.block@kochfinancial • Website www.kochfinancial.com

Financed Amount: $8,410,019.00 (per ISU ERP Implementation Budget)

Issue Type: Tax-exempt lease purchase financing

Commencement Date: August 30, 2007

First Payment Due: September 30, 2007

Term: 8.34 Years

Interest Rate: 5.08% - Interest rate is subject to Commencement Date on or before August 30, 2007 and a written commitment by ISU on or before June 22, 2007 and final Idaho State Board of Education approval on August 10, 2007, otherwise interest rates are indexed until mutual agreement between Koch and ISU.

Totals:		$9,920,367.74	$1,510,348.74	$8,410,019.00	**Rate 5.080%**	
Pmt #	Payment Date	Payment Amount	Interest	Principal	Purchase Price	Outstanding Balance
	8/30/2007					$8,410,019.00
1	9/30/2007	$36,000.00	$35,602.41	$397.59	$8,577,813.84	$8,409,621.41
2	2/1/2008	$3,464,000.00	$143,589.61	$3,320,410.39	$5,190,995.25	$5,089,211.03
3	7/1/2008	$130,000.00	$107,721.63	$22,278.37	$5,168,271.31	$5,066,932.66
4	1/1/2009	$130,000.00	$128,700.09	$1,299.91	$5,166,945.41	$5,065,632.75
5	7/1/2009	$225,000.00	$128,667.07	$96,332.93	$5,068,685.82	$4,969,299.82
6	1/1/2010	$225,000.00	$126,220.22	$98,779.78	$4,967,930.44	$4,870,520.04
7	7/1/2010	$425,000.00	$123,711.21	$301,288.79	$4,660,615.87	$4,569,231.25
8	1/1/2011	$425,000.00	$116,058.47	$308,941.53	$4,345,495.51	$4,260,289.72
9	7/1/2011	$520,000.00	$108,211.36	$411,788.64	$3,925,471.10	$3,848,501.08
10	1/1/2012	$520,000.00	$97,751.93	$422,248.07	$3,494,778.07	$3,426,253.01
11	7/1/2012	$500,000.00	$87,026.83	$412,973.17	$3,073,545.43	$3,013,279.83
12	1/1/2013	$500,000.00	$76,537.31	$423,462.69	$2,641,613.48	$2,589,817.14
13	7/1/2013	$492,500.00	$65,781.36	$426,718.64	$2,206,360.47	$2,163,098.50
14	1/1/2014	$492,500.00	$54,942.70	$437,557.30	$1,760,052.02	$1,725,541.20
15	7/1/2014	$470,000.00	$43,828.75	$426,171.25	$1,325,357.34	$1,299,369.94
16	1/1/2015	$470,000.00	$33,004.00	$436,996.00	$879,621.42	$862,373.94
17	7/1/2015	$447,683.87	$21,904.30	$425,779.57	$445,326.26	$436,594.37
18	1/1/2016	$447,683.87	$11,089.50	$436,594.37	$0.00	$0.00

Title/Ownership: **Per Section 14. Title** of the below referenced Master Lease/Purchase Agreement, upon acceptance of the Equipment title to the Equipment shall vest with ISU.

17767 Perimeter Drive • Suite 101 • Scottsdale, AZ 85255 • 888-978-1018
FAX 480-419-3603 • E-mail bruce.block@kochfinancial • Website ww.kochfinancial.com

Documentation:	It is anticipated that the transaction will be documented via the Master Lease Purchase/Agreement dated July 1, 2003 between Idaho State University and Koch Financial orporation. Subject to final credit approval, due diligence call with ISU and documentation; specific financing documentation will be required for Phase #1 to reflect a 2.226% amortization table and financing discount (i.e., Form 8038).
Fees or Closing Costs:	ISU will be responsible for any fees or expenses with respect to (i) legal costs and validity opinion; (ii) escrow fees, if applicable; and (iii) tax opinion. However, ISU will be responsible for any of its own fees or expenses, or those of any consultants or advisors it may engage, Koch is willing to finance such expenses.
Net Lease:	Lease payments are net and exclusive of maintenance charges, insurance, any and all applicable taxes, and expenses as noted above. All such fees and expenses are the responsibility of the Lessee.
Escrow Account:	The proceeds of the financing will be deposited in an escrow account established with an approved Escrow Agent. The actual rate of escrow earnings will be negotiated between Lessee and the Escrow Agent. The Escrow Agent will be authorized to purchase and sell qualified investments, as defined by relevant law and the Escrow Agreement. Any interest earned on such investments shall be for the benefit of Lessee. Koch does not guarantee an interest earning rate from the escrow. Koch has pre-negotiated escrow fee of only $750 with the Bank of New York.
Other Conditions:	This proposal is subject to: ▪ Negotiation of all final financing documents required to the satisfaction of both parties; ▪ Verification of eligibility for tax exempt financing; and ▪ Final underwriting, due diligence and credit approval ▪ This financing Term-Sheet can be extended to other colleges and universities in the State of Idaho subject to credit approval, project review and changes in interest rate market conditions.

17767 Perimeter Drive • Suite 101 • Scottsdale, AZ 85255 • 888-978-1018
FAX 480-419-3603 • E-mail bruce.block@kochfinancial • Website ww.kochfinancial.com

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University
ERP Implementation Budget
Cash Flow Analysis

6/28/2007

	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2016	FY2015	FY2016	FY2017	Cumulative
Beginning Balance	600,000	1,125,016	2,656,982	1,071,046	32,342	40,880	48,430	52,522	55,817	65,885	84,395	
Expenditure												
Salaries	187,113	927,765	1,009,930	1,005,896	645,349	495,181	514,989	535,588	557,012	579,292	602,464	7,060,580
Software licenses & maintenance	887,622	2,914,382	929,168	869,833	806,595	838,859	872,413	907,310	943,602	981,346	1,020,600	11,971,729
Hardware & maintenance	800,449	294,628	56,653	117,952	122,510	127,410	132,506	137,807	143,319	149,052	155,014	2,237,299
Consulting and travel	5,800	1,676,597	1,252,234	621,811								3,556,442
Materials & supplies	44,000	90,000	70,000	70,000	55,000	45,000	35,000	25,000	20,000	20,800	21,632	496,432
Project contingency		500,000	450,000	400,000								1,350,000
Hardware lease payment		202,819	202,819	202,819								608,457
Project lease payment		3,200,000	325,000	400,000	975,000	1,085,000	1,090,000	1,090,000	1,025,000	1,000,000	280,945	10,470,945
TOTAL expenditure	1,924,984	9,806,191	4,295,804	3,688,311	2,604,453	2,591,450	2,644,908	2,695,704	2,688,933	2,730,490	2,080,655	37,751,883
Income												
Student Fees ($25/student)	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	4,950,000
Student Fees ($50/student)		900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	9,000,000
Student Fees ($40.50/student)			729,000	729,000	729,000	729,000	729,000	729,000	729,000	729,000	0	5,832,000
University Reserves	2,000,000											2,000,000
Additional University Resources		250,000	300,000	350,000	400,000	400,000	450,000	500,000	500,000	550,000	550,000	4,250,000
Capital Equipment Appropriation		290,000										290,000
ITS Budget		120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	1,200,000
Hardware lease income		594,900										594,900
Project lease income		8,733,257										8,733,257
Estimate Escrow Earnings			210,868	100,607	13,991							
TOTAL Income	2,450,000	11,338,157	2,709,868	2,649,607	2,612,991	2,599,000	2,649,000	2,699,000	2,699,000	2,749,000	2,020,000	37,175,623
Ending Balance	1,125,016	2,656,982	1,071,046	32,342	40,880	48,430	52,522	55,817	65,885	84,395	23,740	23,740

		yr1	yr2	yr3
Amount Financed	8,733,257	4,885,607	2,238,055	1,609,596
Escrow Earnings @ 4.5%		$210,868	$100,607	$13,991
Total in Yr 2 & Yr 3		$173,144	$72,432	
1/2 of Current Yr Consulting Costs		$37,723	$28,175	$13,991
Total in Yr 3				

One additional Payment

THIS PAGE INTENTIONALLY LEFT BLANK

KOCH
FINANCIAL CORPORATION

MASTER EQUIPMENT LEASE/PURCHASE AGREEMENT

This Master Equipment Lease/Purchase Agreement dated as of July 01, 2003, and entered into between Koch Financial Corporation, a Kansas corporation ("Lessor"), and Idaho State University, a body corporate and politic existing under the laws of the State of ID ("Lessee").

1. Agreement. Lessee agrees to lease from Lessor certain "Equipment" as described in each Equipment Schedule (Exhibit A), which together with a Rental Payment Schedule (Exhibit A-1) constitute a "Schedule", subject to the terms and conditions of and for the purposes set forth in each Lease. Items of equipment may be added to the Equipment from time to time by execution of additional Schedules by the parties hereto and as otherwise provided herein. Each Schedule and the terms and provisions of this Agreement (which includes all exhibits hereto, together with any amendments and modifications pursuant thereto) which are incorporated by reference into such Schedule shall constitute a separate and independent lease and installment purchase of the Equipment therein described and are referred to herein as a "Lease".

2. Term. The "Commencement Date" for each Lease is the date when interest commences to accrue under such Lease which date shall be the earlier of (i) the date on which the Equipment listed in such Lease is accepted by Lessee in the manner described in Section 11, or (ii) the date on which sufficient monies to purchase the Equipment listed in such Lease are deposited for that purpose with an escrow agent, or (iii) the date sufficient monies are set aside for acquisition of Equipment as evidenced in Exhibit D, if applicable. The "Lease Term" for each Lease means the Original Term and all Renewal Terms therein provided and for this Agreement means the period from the date hereof until this Agreement is terminated. The "Original Term" means the period from the Commencement Date for each Lease until the end of Lessee's fiscal year or biennium (as the case may be) (the "Fiscal Period") in effect at such Commencement Date. The "Renewal Term" for each Lease is each term having a duration that is coextensive with the Fiscal Period. .

3. Representations and Covenants of Lessee. Lessee represents, covenants and warrants for the benefit of Lessor on the date hereof and as of the Commencement Date of each Lease as follows: (a) Lessee is a public body corporate and politic duly organized and existing under the constitution and laws of the State with full power and authority under the constitution and laws of the state where the Lessee is located ("State") to enter into this Agreement and each Lease and the transactions contemplated hereby and to perform all of its obligations hereunder and under each Lease; (b) Lessee has duly authorized the execution and delivery of this Agreement and each Lease by proper action of its governing body at a meeting duly called and held in accordance with State law, or by other appropriate official approval, and all requirements have been met and procedures have occurred to ensure the validity and enforceability of this Agreement and each Lease; (c) Lessee will do or cause to be done all things necessary to preserve and keep in full force and effect its existence as a body corporate and politic; (d) Lessee has complied with such public bidding requirements as may be applicable to this Agreement and each Lease and the acquisition by Lessee of the Equipment as provided in each Lease; (e) during the Lease Term, the Equipment will be used by Lessee solely and exclusively for the purpose of performing essential governmental or proprietary functions of Lessee consistent with the permissible scope of Lessee's authority; (f) Lessee will annually provide Lessor with current financial statements, budgets, proof of appropriation for the ensuing Fiscal Period, and such other financial information relating to the ability of Lessee to continue each Lease as may be requested by Lessor; and (g) Lessee has an immediate need for the Equipment listed on each Schedule and expects to make immediate use of the Equipment listed on each Schedule.

4. Tax and Arbitrage Representations. Lessee hereby represents as follows: (a) the estimated total costs of the Equipment listed in each Schedule will not be less than the total principal portion of the Rental Payments listed in such Rental Payment Schedule; (b) the Equipment listed in each Schedule has been ordered or is expected to be ordered within 6 months of the Commencement Date, and all amounts deposited in escrow to pay for the Equipment, and interest earnings, will be expended on costs of the Equipment and the financing within 3 years of Commencement Date; (c) no proceeds of any Lease will be used to reimburse Lessee for expenditures made more than 60 days prior to the Commencement Date or, if earlier, more than 60 days prior to any official action taken to evidence an intent to finance; (d) Lessee has not created or established, and does not expect to create or establish, any sinking fund or similar fund (i) that is reasonably expected to be used to pay the Rental Payments, or (ii) that may be used solely to prevent a default in the payment of the Rental Payments; (e) the Equipment listed in each Schedule has not been and is not expected to be sold or otherwise disposed of by Lessee, either in whole or in part, prior to the last maturity of Rental Payments; (f) Lessee will comply with all applicable provisions of the Internal Revenue Code of 1986, as amended ("Code"), including without limitation Sections 103 and 148 thereof, and the applicable regulations of the Treasury Department to maintain the exclusion of the interest components of Rental Payments from gross income for purposes of federal income taxation; and (g) Lessee intends that each Lease not constitute a "true" lease for federal income tax purposes.

5. Lease of Equipment. Upon the execution of each Lease, Lessor demises, leases, transfers, and lets to Lessee, and Lessee acquires, rents, leases and hires from Lessor, the Equipment in accordance with the terms thereof. The Lease Term for each Lease may be continued, solely at the option of Lessee, at the end of the Original Term or any Renewal Term for the next succeeding Renewal Term up to the maximum Lease Term set forth in such Lease. At the end of the Original Term and at the end of each Renewal Term the Lease Term shall be automatically extended upon the successive appropriation by Lessee's governing body of amounts sufficient to pay Rental Payments and other amounts payable under the related Lease during the next succeeding Fiscal Period until all Rental Payments payable under such Lease have been paid in full, unless Lessee shall have terminated such Lease pursuant to Section 7 or Section 22. The terms and conditions during any Renewal Term shall be the same as the terms and conditions during the Original Term, except that the Rental Payments shall be as provided in the applicable Lease.

6. Continuation of Lease Term. Lessee currently intends, subject to Section 7, to continue the Lease Term of each Lease through the Original Term and all Renewal Terms and to pay the Rental Payments thereunder. Lessee reasonably believes that legally available funds in an amount sufficient to make all Rental Payments during the maximum Lease Term of each Lease can be obtained. Lessee currently intends to do all things lawfully within its power to obtain and maintain funds from which the Rental Payments may be made, including making provision for such payments to the extent necessary in each budget or appropriation request submitted and adopted in accordance with applicable provisions of law. Notwithstanding the foregoing, the decision whether or not to budget and appropriate funds or to extend the applicable Schedule for any Renewal Term is within the discretion of the governing body of Lessee.

7. Nonappropriation. Lessee is obligated only to pay such Rental Payments under each Lease as may lawfully be made from funds budgeted and appropriated for that purpose. Should Lessee fail to budget, appropriate or otherwise make available funds to pay Rental Payments under any Lease following the then current Original Term or Renewal Term, such Lease or Leases shall be deemed terminated at the end of the then current Original Term or Renewal Term. Lessee agrees to deliver notice to Lessor of such termination at least 30 days prior to the end of the then current Original Term or Renewal Term, but failure to give such notice shall not extend the term beyond such Original Term or Renewal Term. If any Lease is terminated in accordance with this Section, Lessee agrees to peaceably deliver the Equipment to Lessor at the location(s) to be specified by Lessor.

8. Conditions to Lessor's Performance. This Agreement is not a commitment by Lessor to enter into any Lease not currently in existence, and nothing in this Agreement shall be construed to impose any obligation upon Lessor to enter into any proposed Lease, it being understood that whether Lessor enters into any proposed Lease shall be a decision solely within Lessor's discretion. Lessee will cooperate with Lessor in Lessor's review of any proposed Lease. Lessee understands that Lessor requires certain documentation and information necessary to enter into any Lease and Lessee agrees to provide Lessor with any documentation or information Lessor may request in connection with Lessor's review of any proposed Lease. Such documentation may include, without limitation, documentation concerning the Equipment and its contemplated use and location and documentation or information concerning the financial status of Lessee and other matters related to Lessee.

9. Rental Payments. Lessee shall promptly pay "Rental Payments" as described in Exhibit A-1 to each Lease, exclusively from legally available funds, to Lessor on the dates and in such amounts as provided in each Lease. Lessee shall pay Lessor a charge on any Rental Payment not paid on the date such payment is due at the rate of 12% per annum or the maximum rate permitted by law, whichever is less, from such date until paid. Rental Payments consist of principal and interest portions. *Lessor and Lessee understand and intend that the obligation of Lessee to pay Rental Payments under each Lease shall constitute a current expense of Lessee and shall not in any way be construed to be a debt of Lessee in contravention of any applicable constitutional or statutory limitation or requirement concerning the creation of indebtedness by Lessee, nor shall anything contained herein or in a Lease constitute a pledge of the general tax revenues, funds or monies of Lessee.*

10. RENTAL PAYMENTS TO BE UNCONDITIONAL. EXCEPT AS PROVIDED IN SECTION 7, THE OBLIGATIONS OF LESSEE TO MAKE RENTAL PAYMENTS AND TO PERFORM AND OBSERVE THE OTHER COVENANTS AND AGREEMENTS CONTAINED IN EACH LEASE SHALL BE ABSOLUTE AND UNCONDITIONAL IN ALL EVENTS WITHOUT ABATEMENT, DIMINUTION, DEDUCTION, SET-OFF OR DEFENSE, FOR ANY REASON, INCLUDING WITHOUT LIMITATION ANY FAILURE OF THE

EQUIPMENT TO BE DELIVERED OR INSTALLED, ANY DEFECTS, MALFUNCTIONS, BREAKDOWNS OR INFIRMITIES IN THE EQUIPMENT OR ANY ACCIDENT, CONDEMNATION OR UNFORESEEN CIRCUMSTANCES.

11. Delivery; Installation; Acceptance. Lessee shall order the Equipment, cause the Equipment to be delivered and installed at the location specified in each Lease and pay any and all delivery and installation costs in connection therewith. When the Equipment listed in any Lease has been delivered and installed, Lessee shall immediately accept such Equipment and evidence said acceptance by executing and delivering to Lessor an Acceptance Certificate (Exhibit B). Lessor shall provide Lessee with quiet use and enjoyment of the Equipment during the Lease Term.

12. Location; Inspection. Once installed, no item of the Equipment will be moved from the location specified for it in the Lease on which such item is listed without Lessor's consent, which consent shall not be unreasonably withheld. Lessor shall have the right at all reasonable times during regular business hours to enter into and upon the property of Lessee for the purpose of inspecting the Equipment.

13. Use; Maintenance. Lessee will not install, use, operate or maintain the Equipment improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by the related Lease. Lessee shall provide all permits and licenses, if any, necessary for the installation and operation of the Equipment. In addition, Lessee agrees to comply in all respects with all applicable laws, regulations and rulings of any legislative, executive, administrative or judicial body. Lessee agrees that it will, at Lessee's own cost and expense, maintain, preserve and keep the Equipment in good repair and working order. Lessee will enter into a maintenance contract for the Equipment that is acceptable to Lessor.

14. Title. Upon acceptance of the Equipment under a Lease by Lessee, title to the Equipment shall vest in Lessee subject to Lessor's rights under the Lease; provided that title shall thereafter immediately and without any action by Lessee vest in Lessor, and Lessee shall immediately surrender possession of the Equipment to Lessor, upon (a) any termination of the applicable Lease other than termination pursuant to Section 22 or (b) the occurrence of an Event of Default. Transfer of title to Lessor pursuant to this Section shall occur automatically without the necessity of any bill of sale, certificate of title or other instrument of conveyance. Lessee shall, nevertheless, execute and deliver any such instruments as Lessor may request to evidence such transfer.

15. Security Interest. To secure the payment of all of Lessee's obligations under each Lease, upon the execution of such Lease, Lessee grants to Lessor a security interest constituting a first and exclusive lien on the Equipment applicable to such Lease and on all proceeds therefrom. Lessee agrees to execute such additional documents, in form satisfactory to Lessor, which Lessor deems necessary or appropriate to establish and maintain its security interest in the Equipment. The Equipment is and will remain personal property and will not be deemed to be affixed to or a part of the real estate on which it may be situated.

16. Liens, Taxes, Other Governmental Charges and Utility Charges. Lessee shall keep the Equipment free of all levies, liens and encumbrances except those created by each Lease. The parties to this Agreement contemplate that the Equipment will be used for governmental or proprietary purposes of Lessee and that the Equipment will therefore be exempt from all property taxes. If the use, possession or acquisition of any Equipment is nevertheless determined to be subject to taxation, Lessee shall pay when due all taxes and governmental charges lawfully assessed or levied against or with respect to such Equipment. Lessee shall pay all utility and other charges incurred in the use and maintenance of the Equipment. Lessee shall pay such taxes or charges as the same may become due.

17. Insurance. At its own expense, Lessee shall during each Lease Term maintain (a) casualty insurance insuring the Equipment against loss or damage by fire and all other risks covered by the standard extended coverage endorsement then in use in the State and any other risks reasonably required by Lessor, in an amount at least equal to the then applicable "Purchase Price" of the Equipment as described in Exhibit A-1 of each Lease; (b) liability insurance that protects Lessee from liability in all events in form and amount satisfactory to Lessor; and (c) workers' compensation coverage as required by the laws of the State; provided that, with Lessor's prior written consent, Lessee may self-insure against the risks described in clauses (a) and (b). Lessee shall furnish to Lessor evidence of such insurance or self-insurance coverage throughout each Lease Term. Lessee shall not materially modify or cancel such insurance or self-insurance coverage without first giving written notice thereof to Lessor at least 10 days in advance of such cancellation or modification. All such insurance described in clauses (a) and (b) above shall contain a provision naming Lessor as a loss payee and additional insured.

18. Advances. In the event Lessee shall fail to keep the Equipment in good repair and working order, Lessor may, but shall be under no obligation to, maintain and repair the Equipment and pay the cost thereof. All amounts so advanced by Lessor shall constitute additional rent for the then current Original Term or Renewal Term and Lessee agrees to pay such amounts so advanced by Lessor with interest thereon from the advance date until paid at the rate of 12% per annum or the maximum rate permitted by law, whichever is less.

19. Damage, Destruction and Condemnation. If (a) the Equipment or any portion thereof is destroyed, in whole or in part, or is damaged by fire or other casualty or (b) title to, or the temporary use of, the Equipment or any part thereof shall be taken under the exercise or threat of the power of eminent domain by any governmental body or by any person, firm or corporation acting pursuant to governmental authority, Lessee and Lessor will cause the Net Proceeds to be applied to the prompt replacement, repair, restoration, modification or improvement of the Equipment to substantially the same condition as existed prior to the event causing such damage, destruction, or condemnation, unless Lessee shall have exercised its option to purchase the Equipment pursuant to Section 22. Any balance of the Net Proceeds remaining after such work has been completed shall be paid to Lessee.
For purposes of this Section, the term "Net Proceeds" shall mean (y) the amount of insurance proceeds received by Lessee for replacing, repairing, restoring, modifying, or improving damaged or destroyed Equipment, or (z) the amount remaining from the gross proceeds of any condemnation award or sale under threat of condemnation after deducting all expenses, including attorneys' fees, incurred in the collection thereof. If the Net Proceeds are insufficient to pay in full the cost of any replacement, repair, restoration, modification or improvement referred to herein, Lessee shall either (a) complete such replacement, repair, restoration, modification or improvement and pay any costs thereof in excess of the amount of the Net Proceeds, or (b) pursuant to Section 22 purchase Lessor's interest in the Equipment and in any other Equipment listed in the same Lease. The amount of the Net Proceeds, if any, remaining after completing such replacement, repair, restoration, modification or improvement or after purchasing Lessor's interest in the Equipment and such other Equipment shall be retained by Lessee. If Lessee shall make any payments pursuant to this Section, Lessee shall not be entitled to any reimbursement therefor from Lessor nor shall Lessee be entitled to any diminution of the amounts payable under Section 9.

20. DISCLAIMER OF WARRANTIES. LESSOR MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE OR FITNESS FOR USE OF THE EQUIPMENT, OR WARRANTY WITH RESPECT THERETO WHETHER EXPRESS OR IMPLIED, AND LESSEE ACCEPTS SUCH EQUIPMENT AS IS AND WITH ALL FAULTS. IN NO EVENT SHALL LESSOR BE LIABLE FOR ANY INCIDENTAL, INDIRECT, SPECIAL OR CONSEQUENTIAL DAMAGE IN CONNECTION WITH OR ARISING OUT OF ANY LEASE OR THE EXISTENCE, FURNISHING, FUNCTIONING OR LESSEE'S USE OF ANY ITEM, PRODUCT OR SERVICE PROVIDED FOR IN ANY LEASE.

21. Vendor's Warranties. Lessor hereby irrevocably appoints Lessee as its agent and attorney-in-fact during each Lease Term, so long as Lessee shall not be in default under the related Lease, to assert from time to time whatever claims and rights (including without limitation warranties) relating to the Equipment that Lessor may have against Vendor. The term "Vendor" means any supplier or manufacturer of the Equipment as well as the agents or dealers of the manufacturer or supplier from whom Lessor purchased or is purchasing such Equipment. Lessee's sole remedy for the breach of such warranty, indemnification or representation shall be against Vendor of the Equipment, and not against Lessor. Any such matter shall not have any effect whatsoever on the rights or obligations of Lessor with respect to any Lease, including the right to receive full and timely payments under a Lease. Lessee expressly acknowledges that Lessor makes, and has made, no representations or warranties whatsoever as to the existence or the availability of such warranties by Vendor of the Equipment.

22. Purchase Option. Lessee shall have the option to purchase Lessor's interest in all of the Equipment listed in any Lease, upon giving written notice to Lessor at least 60 days before the date of purchase, at the following times and upon the following terms: (a) on the Rental Payment dates specified in each Lease, upon payment in full of the Rental Payments then due under such Lease plus the then applicable Purchase Price as referenced in Exhibit A-1; or (b) in the event of substantial damage to or destruction or condemnation of substantially all of the Equipment listed in a Lease, on the day specified in Lessee's notice to Lessor of its exercise of the purchase option upon payment in full to Lessor of the Rental Payments then due under such Lease plus the then applicable Purchase Price plus accrued interest from the immediately preceding Rental Payment date to such purchase date.

23. Assignment. Lessor's right, title and interest in and to each Lease, including Rental Payments and any other amounts payable by Lessee thereunder and all proceeds therefrom, may be assigned and reassigned to one or more assignees or subassignees by Lessor without the necessity of obtaining the consent of Lessee; provided that any such assignment shall not be effective until (a) Lessee has received written notice, signed by the assignor, of the name and address of the assignee, and (b) it is registered on the registration books. Lessee shall retain all such notices as a register of all assignees in compliance with Section 149(a) of the Code, and shall make all payments to the assignee or assignees designated in such register. Lessee agrees to execute all documents that may be reasonably requested by Lessor or any assignee to protect its interests and property assigned pursuant to this Section. Lessee shall not have the right to and shall not assert against any assignee any claim, counterclaim or other right Lessee may have against Lessor or Vendor. Assignments may include without limitation assignment of all of Lessor's security interest in and to the Equipment listed in a particular Lease and all rights in, to and under the Lease related to such Equipment. Lessee hereby agrees that Lessor may, without notice to Lessee, sell, dispose of, or assign this Agreement or any particular Lease or Leases

through a pool, trust, limited partnership, or other similar entity, whereby one or more interests are created in this Agreement or in a Lease or Leases, or in the Equipment listed in or the Rental Payments under a particular Lease or Leases.

None of Lessee's right, title and interest in, to and under any Lease or any portion of the Equipment listed in each Lease may be assigned, subleased, or encumbered by Lessee for any reason without obtaining prior written consent of Lessor.

24. Events of Default. Any of the following events shall constitute an "Event of Default" under a Lease: (a) failure by Lessee to pay any Rental Payment or other payment required to be paid under a Lease at the time specified therein; (b) failure by Lessee to observe and perform any covenant, condition or agreement on its part to be observed or performed, other than as referred to in subparagraph (a) above, for a period of 30 days after written notice specifying such failure and requesting that it be remedied is given to Lessee by Lessor; (c) any statement, representation or warranty made by Lessee in or pursuant to any Lease shall prove to have been false, incorrect, misleading or breached in any material respect on the date when made; or (d) Lessee institutes any proceedings under any bankruptcy, insolvency, reorganization or similar law or a receiver or similar official is appointed for Lessee or any of its property.

25. Remedies on Default. Whenever any Event of Default exists, Lessor shall have the right, at its sole option without any further demand or notice, to take one or any combination of the following remedial steps: (a) by written notice to Lessee, Lessor may declare all Rental Payments payable by Lessee pursuant to such Lease and other amounts payable by Lessee under such Lease to the end of the then current Original Term or Renewal Term to be immediately due and payable; (b) with or without terminating the Lease Term under such Lease, Lessor may enter the premises where the Equipment listed in such Lease is located and retake possession of such Equipment or require Lessee at Lessee's expense to promptly return any or all of such Equipment to the possession of Lessor at such place within the United States as Lessor shall specify, and sell or lease such Equipment or, for the account of Lessee, sublease such Equipment, continuing to hold Lessee liable for the difference between (i) the Rental Payments payable by Lessee pursuant to such Lease and other amounts related to such Lease of the Equipment listed therein that are payable by Lessee to the end of the then current Original Term or Renewal Term, as the case may be, and (ii) the net proceeds of any such sale, leasing or subleasing (after deducting all expenses of Lessor in exercising its remedies under such Lease, including without limitation all expenses of taking possession, storing, reconditioning and selling or leasing such Equipment and all brokerage, auctioneer's and attorney's fees), subject, however, to the provisions of Section 7 hereof. The exercise of any such remedies in respect of any such Event of Default shall not relieve Lessee of any other liabilities under any other Lease or the Equipment listed therein; and (c) Lessor may take whatever action at law or in equity may appear necessary or desirable to enforce its rights under such Lease or as a secured party in any or all of the Equipment. Any net proceeds from the exercise of any remedy under a Lease (after deducting all costs and expenses referenced in the Section) shall be applied as follows: (i) if such remedy is exercised solely with respect to a single Lease, Equipment listed in such Lease or rights thereunder, then to amounts due pursuant to such Lease and other amounts related to such Lease or such Equipment; or (ii) if such remedy is exercised with respect to more than one Lease, Equipment listed in more than one Lease or rights under more than one Lease, then to amounts due pursuant to such Leases pro-rata.

26. No Remedy Exclusive. No remedy herein conferred upon or reserved to Lessor is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under a Lease now or hereafter existing at law or in equity.

27. Notices. All notices or other communications under any Lease shall be sufficiently given and shall be deemed given when delivered or mailed by registered mail, postage prepaid, to the parties hereto at the addresses listed below (or at such other address as either party hereto shall designate in writing to the other for notices to such party), or to any assignee at its address as it appears on the registration books maintained by Lessee.

28. Release and Indemnification. To the extent permitted by State law, and subject to Section 7, Lessee shall indemnify, release, protect, hold harmless, save and keep harmless Lessor from and against any and all liability, obligation, loss, claim, tax and damage whatsoever, regardless of cause thereof, and all expenses in connection therewith (including, without limitation, attorney's fees and expenses, penalties connected therewith imposed on interest received) arising out of or as result of (a) entering into any Lease, (b) the ownership of any item of Equipment, (c) the ordering, acquisition, use, operation, condition, purchase, delivery, rejection, storage or return of any item of Equipment, (d) any accident in connection with the operation, use, condition, possession, storage or return of any item of Equipment resulting in damage to property or injury to or death to any person, and/or (e) the breach of any covenant or any material representation contained in a Lease. The indemnification arising under this Section shall continue in full force and effect notwithstanding the full payment of all obligations under all Leases or the termination of the Lease Term under all Leases for any reason.

29. Miscellaneous Provisions. Each Lease shall inure to the benefit of and shall be binding upon Lessor and Lessee and their respective successors and assigns. References herein to "Lessor" shall be deemed to include each of its assignees and subsequent assignees from and after the effective date of each assignment as permitted by Section 23. In the event any provision of any Lease shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision thereof. Each Lease may be amended by mutual written consent of Lessor and Lessee. Each Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument. The captions or headings in this Agreement and in each Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Agreement or any Lease. This Agreement and each Lease shall be governed by and construed in accordance with the laws of the State.

IN WITNESS WHEREOF, Lessor and Lessee have caused this Agreement to be executed in their names by their duly authorized representatives as of the date first above written.

(LESSOR)
Koch Financial Corporation
17767 North Perimeter Drive Suite 101
Scottsdale, AZ 85255

By Cathy Jimenez

Name CATHY JIMENEZ

Title VICE-PRESIDENT OPERATIONS

(LESSEE)
Idaho State University

By D. Buck

Name David Buck

Title Director of Purchasing Services

Attest:

By Ken Prolo

Name Ken Prolo

Title Vice President for Financial Services

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Authorization to issue General Revenue Bonds ("2007 Bonds") to provide additional financing for the purchase and renovation of the Meridian Facility and an addition to Reed Gymnasium

REFERENCES

April 2005	Board approved a motion for the Division of Public Works (DPW) to issue a Request For Proposals (RFP) for the design and construction of an aquatic center.
April 2007	Board approved the purchase of approximately one-third of a building owned by Meridian Joint School District No. 2 for $5,200,000, and for the Division of Public Works to issue an RFP for the design and cost estimate; and to accept a grant of $5,000,000 from the ALSAM Foundation.
June 2007	Board rescinded April 2005 action to authorize the design and construction of an aquatic center. The Board approved DPW to provide design development and a budget for an addition to the student recreation center. The Board also approved previously collected student facility fees to be used for equipment for the recreation center and for future student capital projects.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures, Section V.F.1.
Idaho Code, Title 33, Chapter 38 ('Higher Education Bond Act')

BACKGROUND

This bond issue will support two capital projects:

1. Recreation Center

   The Associated Students at ISU have approved using student fees to add an additional 14,500 square feet for student recreational activities to the Reed Gymnasium Complex. This expansion will include:

   - three multi-purpose rooms
   - fitness space (free and machine weights and cardio)
   - indoor running track
   - equipment storage rooms
   - recreation administration offices

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY – continued

2. Meridian Building

   ISU has been providing educational services using leased spaced in the Treasure Valley for over 25 years. After evaluating a number of purchase options, it was determined that the purchase ($5,200,000) of approximately one-third of the building (100,000 sq. ft.) owned by the Meridian School District was the most viable option. This will enable ISU, upon completion of the interior, to vacate the leased spaces in the Treasure Valley (50,000 sq. ft.) and obtain significant space for further growth. The ALSAM Foundation has donated $5,000,000 toward the purchase of this facility and to expand the pharmacy program in the Treasure Valley. This facility is predominantly open space which could accommodate a second floor, increasing the square footage another 70,000 sq. ft. (approximately).

DISCUSSION

Completion dates for the two bonded facilities are currently planned for August 2009 (recreation facility) and for July 2009 (Meridian facility). Significant student usage is anticipated for the recreation facility and the Meridian facility will replace the instructional lease space as well as providing an additional approximately 20,000 sq. ft. to house the pharmacy program expansion.

Documents related to the issuance and sale of the 2007 Bonds are being prepared by bond counsel (Ballard Spahr Andrews and Ingersoll LLP). These documents have been shared with Board staff. The University is conducting conference calls with Standard and Poor's Public Finance Ratings and Moody's Investors Service on July 25 to obtain ratings on the 2007 Bonds. The ratings will be available at the August 2007 State Board of Education meeting. The University expects that the 2007 Bonds will be insured with a municipal bond insurance policy, thereby achieving insured triple-A ratings.

The 2007 Bonds would be issued as Additional Bonds under the Board's Resolution adopted September 17, 1992 (Original Resolution), as previously amended and supplemented, and under the Supplemental Resolution authorizing issuance of the 2007 Bonds (Supplemental Resolution). The 2007 Bonds would be issued on parity with all other bonds issued under the Original Resolution, secured by the pledge of the University's Pledge Revenues, including but not limited to the University's Student Facilities Fee/Facilities, the Matriculation Fee, and the Revenues of the Housing System.

IMPACT

The design and construction of these facilities are estimated to be:

1. Recreation Facility - $6,800,000
2. Meridian Facility Purchase & Renovation - $14,000,000

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY – continued

Funding will be based on:

1. Recreation Facility

   The $27 per full-time student fee per semester will support a 25-year bond for the total cost. There is a balance of $1,319,365 from fees already collected. A total of $1,436,894 in fees had been collected to date and $160,887 has been paid to the architects. Facility occupancy costs will be covered by user fees.

2. Meridian Facility

   a. Donation of $5,000,000 from the ALSAM Foundation ($1,750,000 received in June 2007; $1,750,000 to be paid in June 2008; and $1,500,000 to be paid in June 2009).

   b. The $750,000 currently paid for the leases in the Treasure Valley will be used to support payments for the portion of the bond issue relating to this facility ($9,000,000, approximate net proceeds for the project).

The University will request occupancy costs from the Board and legislature based on the 2007 concurrent legislation (HCR 30).

The University's current debt service as a percentage of operating budget is a low 2.2%, and with this bond issue will stay within desirable parameters (Attachment 5).

ATTACHMENTS

Attachment 1 – Preliminary Official Statement Page 7
Attachment 2 – Supplemental Resolution Page 65
Attachment 3 – Bond Purchase Agreement Page 95
Attachment 4 – Concurrent legislation, State Appropriation Bill Page 119
Attachment 5 – Annual Debt Service Chart Page 123

STAFF COMMENTS AND RECOMMENDATIONS

The estimate for the current phase of the Meridian building is approximately $14,000,000 (purchase and initial renovation), and is lower than the number provided at the April 2007 Board meeting. This lower amount uses the current estimated revenue available for the cost of purchase and initial renovation.

Staff has reviewed the information provided by the university, and is relying upon the technical expertise of outside bond counsel for matters relating to bond financing aspects.

INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY – continued

Staff recommends approval.

BOARD ACTION

Action on this agenda items consists of a motion to approve a Supplemental Resolution for the 2007 Bonds. The title of the Supplemental Resolution is as follows:

> A SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of $15,935,000 General Revenue Bonds, Series 2007, of the Board of Trustees of Idaho State University; authorizing the execution and delivery of a bond purchase agreement and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2007 Bonds.

MOTION

A motion to approve a Supplemental Resolution authorizing the issuance and sale of $15,935,000 in General Revenue Bonds, Series 2007, of the Board of Trustees of Idaho State University; authorizing the execution and delivery of a bond purchase agreement and providing for other matters relating to the authorization, issuance, sale, and payment of the Series 2007 Bonds. The Vice President for Financial Affairs of Idaho State University is authorized by the Board to sign all documents related to these transactions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

[Roll call vote required]

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: F. Bonds and Other Indebtedness April 2002

1. General Powers

   The University of Idaho, Idaho State University, Lewis-Clark State College, and Boise State University may, by a majority vote of all the members of the Board, borrow money with or without the issuance of bonds pursuant to Chapter 38, Title 33, Idaho Code. The Board must act by formal resolution. Such indebtedness is not an obligation of the state of Idaho but is an obligation solely of the respective institutions and the respective board of trustees. Any indebtedness is to be used to acquire a project, facility, or other asset that may be required by or be convenient for the purposes of the institution. Student fees, rentals, charges for the use of the projected facility, or other revenue may be pledged or otherwise encumbered to pay the indebtedness. Refunding bonds also may be issued.

   Eastern Idaho Technical College is not authorized to borrow money under Chapter 38, Title 33, Idaho Code.

THIS PAGE INTENTIONALLY LEFT BLANK

This Preliminary Official Statement and the information herein are subject to completion or amendment. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful prior to registration or qualification under the securities laws of any jurisdiction.

PRELIMINARY OFFICIAL STATEMENT DATED _____, 2007

NEW ISSUE – Issued in Book-Entry-Only Form **Ratings: Applied for (See "Ratings" herein)**

In the opinion of Ballard Spahr Andrews & Ingersoll, LLP, Bond Counsel to Idaho State University, (the "University"), based on an analysis of currently existing laws, regulations, decisions and interpretations, and assuming, among other matters, continuing compliance with certain covenants, interest on the Series 2007 Bonds is excludable from gross income for federal income tax purposes and is not a specific item of tax preference for purposes of the federal alternative minimum taxes imposed on individuals and corporations, but such interest is included in earnings and profits in computing the federal alternative minimum tax imposed on certain corporations. Bond Counsel is also of the opinion that, under currently existing law, interest on the Series 2007 Bonds is exempt from State of Idaho income taxes. Bond Counsel expresses no opinion regarding any other tax consequences relating to the ownership or disposition of, or the accrual or receipt of interest on, the Series 2007 Bonds. See "TAX MATTERS" herein.

$15,860,000*
IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS, SERIES 2007

Dated: Date of Delivery **Due: April 1, as shown on the inside cover**

The $15,860,000* Idaho State University General Revenue Bonds, Series 2007 (the "Series 2007 Bonds") are issued as fully registered bonds and, when delivered, will be registered in the name of Cede & Co., as nominee of the Depository Trust Company, New York, New York ("DTC"). DTC will act as securities depository for the Series 2007 Bonds. Ownership interests in the Series 2007 Bonds will be in minimum denominations of $5,000 and multiples thereof. Beneficial Owners of the Series 2007 Bonds will not receive physical bonds, but will receive a credit balance on the books of the nominees of such purchasers. Interest on the Series 2007 Bonds is payable on April 1 and October 1 of each year commencing April 1, 2008. Principal, prepayment premium, if any, and interest due with respect to the Series 2007 Bonds will be payable by U.S. Bank National Association, Salt Lake City, Utah, as Trustee, to DTC, which will, in turn, remit such principal, prepayment premium, if any, and interest due with respect to the Series 2007 Bonds.

The Series 2007 Bonds are subject to optional and mandatory redemption prior to maturity as described herein.

The Series 2007 Bonds are being issued by the University to (i) finance the costs to renovate and construct additions to an existing recreation facility (the "Recreation Project"), (ii) finance the purchase and renovation of a portion of a building in Meridian, Idaho to be used for instructional purposes, including capitalized interest on the related Series 2007 Bonds (the "Meridian Project"), and (iii) paying the costs of issuance of the Series 2007 Bonds.

The State Board of Education, acting as the Board of Trustees for Idaho State University (the "Board") serves as the governing body for the University. Under Idaho law, the Board is a body politic and corporate and an independent instrumentality of the State of Idaho. The Series 2007 Bonds are being issued under a supplemental bond resolution (the "Supplemental Resolution") to be adopted by the Board on August 9, 2007. The Series 2007 Bonds are being issued as "Additional Bonds" pursuant to a Resolution adopted by the Board on September 17, 1992, providing for the issuance of revenue bonds, as amended and restated (the "Original Resolution"). The Original Resolution provided for the issuance of an initial series of revenue bonds and authorized the issuance of additional series of revenue bonds pursuant to Supplemental Resolutions, if certain conditions are met. See "SECURITY FOR THE SERIES 2007 BONDS" herein. The Original Resolution, as previously amended and supplemented and as amended and supplemented by the Supplemental Resolution, is referred to herein as the

"Resolution." The revenue bonds issued pursuant to the Resolution, including the Series 2007 Bonds, are collectively referred to herein as the "Bonds." The Bonds are secured by a pledge of the Board to levy and collect certain student fees known as the Student Facilities Fee/Facilities and the Tuition Fee (formerly referred to as the Matriculation Fee), plus Revenues of the Housing System and CAES Base Rent (each as defined in the Resolution), and certain other revenues. See "SECURITY FOR THE SERIES 2007 BONDS" herein.

The Series 2007 Bonds are limited obligations of the Board and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the University and then only to the extent herein described. The Board is not authorized to levy or collect any taxes or assessments other than the revenues and fees described herein to pay the Series 2007 Bonds. The Board has no taxing power.

The Series 2007 Bonds are offered when, as and if issued and accepted by the Underwriter, subject to prior sale and to the delivery of an approving opinion by Ballard Spahr Andrews & Ingersoll, LLP, as Bond Counsel, and to other conditions. Certain legal matters will be passed upon for the University by University Counsel, Bradley H. Hall, Esq., Pocatello, Idaho. Certain legal matters will be passed on for the Board and the University by the office of the Attorney General of the State. It is expected that the Series 2007 Bonds will be available for delivery on or about August 30, 2007.

This cover page contains certain information for quick reference only. It is not a summary of this issue. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision.

This Official Statement is dated _____, 2007 and the information contained herein speaks only as of that date.

---

* Preliminary; subject to change

LEHMAN BROTHERS

$15,860,000*

IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS, SERIES 2007

MATURITIES, AMOUNTS, INTEREST RATES AND YIELDS

Due (April 1)	Principal Amount*	Interest Rate	Yield	CUSIP(1)
2008	$270,000			
2009	480,000			
2010	500,000			
2011	515,000			
2012	540,000			
2013	560,000			
2014	585,000			
2015	610,000			
2016	635,000			
2017	665,000			
2018	695,000			
2019	720,000			
2020	750,000			
2021	790,000			

$5,595,000*; _____% Term Bond Due April 1, 2027; Price _____%; CUSIP _____
$1,950,000*; _____% Term Bond Due April 1, 2032; Price _____%; CUSIP _____

---

* Preliminary; subject to change

(1) Neither the Board nor the University is responsible for the use of CUSIP Numbers, nor is a representation made as to the accuracy of the CUSIP Numbers. The CUSIP Numbers are contained herein solely for the convenience of the readers of this Official Statement.

No dealer, broker, salesperson or other person has been authorized by the Board, the University or by the Underwriter to give any information or to make any representations, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the Series 2007 Bonds, nor shall there be any sale of the Series 2007 Bonds by any person in any jurisdiction in which it is unlawful for such persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the Board, the University, DTC and certain other sources that are believed to be reliable but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice. Any statements made in this Official Statement involving matters of opinion or estimates or forecasts, whether or not so expressly stated, are set forth as such and not as representations of fact or representations that estimates will be realized.

IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY ENGAGE IN TRANSACTIONS THAT STABILIZE, MAINTAIN OR OTHERWISE AFFECT THE MARKET PRICES OF THE SERIES 2007 BONDS. SUCH TRANSACTIONS MAY INCLUDE OVERALLOTMENTS IN CONNECTION WITH THE UNDERWRITING, THE PURCHASE OF SERIES 2007 BONDS TO STABILIZE THEIR MARKET PRICES, THE PURCHASE OF SERIES 2007 BONDS TO COVER UNDERWRITER SHORT POSITIONS AND THE IMPOSITION OF PENALTY BIDS. SUCH TRANSACTIONS, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME.

Neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the Board or the University since the date hereof.

This Official Statement is not to be construed as a contract with the purchasers of the Series 2007 Bonds.

The Underwriter has provided the following sentence for inclusion in this Official Statement. The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

The Series 2007 Bonds have not been registered under the Securities Act of 1933, as amended, in reliance upon a specific exemption contained in such act, nor have they been registered under the securities laws of any state.

This Official Statement contains "forward-looking statements" within the meaning of the federal securities laws. These forward-looking statements include, among others, statements concerning expectations, beliefs, opinions, future plans and strategies, anticipated events or trends and similar expressions concerning matters that are not historical facts. The forward-looking statements in this Official Statement are subject to risks and uncertainties that could cause actual results to differ materially from those expressed in or implied by such statements. See "BONDOWNERS' RISKS" herein. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. Forward-looking statements may be found herein in the circumstances where the University is describing its expectations with respect to future revenues, budgets and similar places in this Official Statement.

$15,860,000*
IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS, SERIES 2007

THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

ISU Financial Services
921 South 8th Avenue
Stop 8219
Pocatello, Idaho 83209-8219
(208) 282-3000
www.isu.edu/finserve/

THE STATE BOARD OF EDUCATION

Milford Terrell ..... President
Paul C. Agidius ..... Vice President
Sue Thilo ..... Secretary
Blake G. Hall ..... Board Member
Roderic W. Lewis ..... Board Member
Tom Luna ..... Board Member
Laird Stone ..... Board Member
Richard Westerberg ..... Board Member

UNIVERSITY OFFICIALS

Arthur C. Vailas ..... President
Robert A. Wharton ..... Vice President for Academic Affairs
James A. Fletcher ..... Vice President for Finance and Administration and Bursar
Lee Krehbiel. ..... Interim Vice President of Student Affairs
Bradley H. Hall, Esq. ..... University Counsel

BOND COUNSEL

Ballard Spahr Andrews & Ingersoll, LLP
201 South Main Street, Suite 600
Salt Lake City, Utah 84111
(801)531-3000
(801) 531-3001 (Fax)

IDAHO STATE UNIVERSITY

Vice President for Finance and Administration
921 South 8th Avenue, Stop 8219
Pocatello, Idaho 83209-8219
(208) 282-2404
(208) 282-4725 (Fax)

TRUSTEE, PAYING AGENT AND REGISTRAR

U.S. Bank National Association
170 South Main Street, Suite 200
Salt Lake City, Utah 84101
(801) 534-6083
(801) 534-6013 (Fax)

---

* Preliminary; subject to change

Table of Contents

Page

INTRODUCTION 1
Idaho State University 1
Authorization and Purpose of the Official Statement 1
Purpose of the Series 2007 Bonds 2
Outstanding Parity Bonds 2
Payment and Security for the Series 2007 Bonds 2
Redemption 2
Bondowners' Risks 2
Registration, Manner of Payment 2
Conditions of Delivery, Anticipated Date, Manner and Place of Delivery 3
Continuing Disclosure 3
Contact Persons 3
Other Matters 3
THE SERIES 2007 BONDS 4
Description of the Series 2007 Bonds 4
Redemption 4
Notice of Redemption 5
Book-Entry-Only System 5
Funds and Accounts Created under the Resolution 5
Additional Bonds 6
Payment Agreements 6
SECURITY FOR THE SERIES 2007 BONDS 7
Student Fees 7
Student Fee and Tuition Schedule 8
Pledged Fees 8
Revenues of the Housing System 9
CAES Project and CAES Lease Payments 9
Use of Pledged Revenues and Other Revenues Not Otherwise Obligated 9
THE RECREATION PROJECT 10
THE MERIDIAN PROJECT 10
ESTIMATED SOURCES AND USES OF FUNDS* 10
DEBT SERVICE SCHEDULE 11
HISTORICAL PLEDGED REVENUES AND DEBT SERVICE 12
THE UNIVERSITY 12
Student Body 14
Five-year Historical Enrollment Summary 15
Student Housing 16
Employees 16
Employee Retirement Plan 17
Insurance 17
Budget Process 17
SOURCES OF FUNDING FOR THE UNIVERSITY 17
State Appropriations 18
Schedule of State General Account and State Endowment Appropriations 18
Fees and Tuition 18
Grants and Contracts 19
Auxiliary Enterprises 19
Sales and Services 19
Idaho State University Foundation, Inc. 19
Future Plans 19
University Debt 19
Other Obligations 20
UNIVERSITY GOVERNANCE AND ADMINISTRATION 20
The Board of Trustees of Idaho State University and The State Board of Education 21
University Officers 21
BONDOWNERS' RISKS 22
TAX MATTERS 22
UNDERWRITING 23
RATINGS 23
TRUSTEE 23
CONTINUING DISCLOSURE 24
LITIGATION 24
LEGAL MATTERS 24
INDEPENDENT AUDITORS 25
NO DEFAULTED BONDS 25
MISCELLANEOUS 25
APPENDIX A GLOSSARY OF CERTAIN TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT A-1
APPENDIX B SUMMARY OF THE RESOLUTION B-1
APPENDIX C FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2006 AND 2005 AND INDEPENDENT AUDITOR'S REPORT C-1
APPENDIX D FORM OF OPINION OF BOND COUNSEL D-1
APPENDIX E PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM E-1
APPENDIX F FORM OF INFORMATION REPORTING AGREEMENT F-1

OFFICIAL STATEMENT

RELATING TO

$15,860,000*
IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS, SERIES 2007

INTRODUCTION

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. See "APPENDIX A" for definitions of certain words and terms used herein. See "APPENDIX B" for a summary of certain provisions of the Resolution (as defined below).

The attached Appendices are integral parts of this Official Statement and should be read in their entirety: "APPENDIX A—GLOSSARY OF CERTAIN TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT"; "APPENDIX B—SUMMARY OF THE RESOLUTION"; "APPENDIX C—FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2006 AND 2005 AND INDEPENDENT AUDITOR'S REPORT"; "APPENDIX D—FORM OF OPINION OF BOND COUNSEL"; "APPENDIX E—PROVISIONS REGARDING BOOK-ENTRY ONLY SYSTEM"; and "APPENDIX F—FORM OF INFORMATION REPORTING AGREEMENT."

Idaho State University

Idaho State University (the "University") is a publicly supported multi disciplinary institution of higher education located in Pocatello, Idaho. The University is a separate and independent legal entity and governmental instrumentality created under the laws of the state of Idaho (the "State"). It has served the citizens of Idaho since 1901, when it was first established as the Academy of Idaho. It was renamed the Idaho Technical Institute in 1915 and reorganized as the Southern Branch of the University of Idaho in 1927. It became Idaho State College in 1947, and was established as Idaho State University in 1963. The University is governed by the State Board of Education, whose members serve as the Board of Trustees for the University (the "Board"). In addition to University Place Idaho Falls, the University operates outreach centers in Boise, Twin Falls, Coeur d'Alene, American Falls, Blackfoot, Preston and Soda Springs.

Authorization and Purpose of the Official Statement

This Official Statement, including the cover page and the financial and other information contained in the Appendices hereto, is furnished in connection with the offering of the University's General Revenue Bonds, Series 2007 (the "Series 2007 Bonds"). The University is authorized by the Educational Institutions Act of 1935, constituting Section 33 3801, et seq. of the Idaho Code, as amended (the "Act"), to issue bonds for "Projects" (as defined in the Act). The Series 2007 Bonds are being issued pursuant to such statutory authorization and pursuant to the supplemental resolution (the "Supplemental Resolution") to be adopted by the Board on August 9, 2007. The Series 2007 Bonds are being issued as "Additional Bonds" under a bond resolution adopted September 17, 1992 (the "Original Resolution"). The Original Resolution, together with the Supplemental Resolution and the previous supplemental resolutions authorizing the issuance of Additional Bonds, are referred to collectively herein as the "Resolution."

---

* Preliminary; subject to change

Purpose of the Series 2007 Bonds

The Series 2007 Bonds are being issued by the University to (i) finance the costs to renovate and construct additions to an existing recreation facility (the "Recreation Project"), (ii) finance the purchase and renovation of a portion of a building in Meridian, Idaho to be used for instructional purposes, including capitalized interest on the related Series 2007 Bonds (the "Meridian Project"), and (iii) paying the costs of issuance of the Series 2007 Bonds.

Outstanding Parity Bonds

Pursuant to the Original Resolution, to provide funds to finance and refinance certain projects, the University has previously issued various bonding series a portion of which are currently outstanding (collectively, the "Outstanding Parity Bonds"). The Series 2007 Bonds will be issued on a parity with the Outstanding Parity Bonds and any additional bonds, notes or other obligations that may be issued from time to time under the Original Resolution (the "Additional Bonds"), such that the Series 2007 Bonds, Outstanding Parity Bonds and Additional Bonds will be payable from and secured by an equal lien pledge of the Pledged Revenues (defined herein). See "SECURITY FOR THE SERIES 2007 BONDS" herein. The Series 2007 Bonds, the Outstanding Parity Bonds and any Additional Bonds are collectively referred to herein as the "Bonds."

Payment and Security for the Series 2007 Bonds

The Series 2007 Bonds are secured on a parity with the Outstanding Parity Bonds by a pledge of the Pledged Revenues, as designated by the Board, including the University's Tuition Fee, formerly referred to as the Matriculation Fee (the "Tuition Fee"), the Student Facilities Fee/Facilities (the "Student Facilities Fee/Facilities"), Revenues of the Housing System and CAES Base Rent, (as defined in the Resolution), all investment income derived from the Revenue Fund and the Bond Fund, and certain other revenues. Hereinafter, the Tuition Fee and the Student Facilities Fee/Facilities are referred to collectively as the "Pledged Fees." See "SECURITY FOR THE SERIES 2007 BONDS" herein.

Redemption

The Series 2007 Bonds are subject to optional and mandatory redemption as described under the caption "THE SERIES 2007 BONDS—Optional Redemption" and "—Mandatory Redemption" herein.

Bondowners' Risks

The purchase of the Series 2007 Bonds involves investment risks, certain of which are described in this Official Statement. See "BONDOWNERS' RISKS" herein.

Registration, Manner of Payment

The Series 2007 Bonds are issuable only as fully registered bonds without coupons and, when issued, will be registered in the name of Cede & Co., as nominee for The Depository Trust Company, New York, New York ("DTC"), which will act as initial securities depository of the Series 2007 Bonds. Purchases of Series 2007 Bonds will be made in book-entry form only, through brokers and dealers who are, or who act through, DTC Participants. Beneficial Owners of the Series 2007 Bonds will not be entitled to receive physical delivery of bond certificates so long as DTC or a successor securities depository acts as the securities depository with respect to the Series 2007 Bonds.

Principal and purchase price (as applicable) of, premium, if any, and interest on the Series 2007 Bonds are payable through U.S. Bank National Association, as Paying Agent and Registrar, to DTC, which will in turn be responsible to remit such principal and interest to its Participants, for subsequent disbursements to the Beneficial Owners of the Series 2007 Bonds, as described under the caption "APPENDIX E—PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM" hereto.

Conditions of Delivery, Anticipated Date, Manner and Place of Delivery

The Series 2007 Bonds are offered, subject to prior sale, when, as and if issued and received by the Underwriter subject to the approval of legality by Ballard Spahr Andrews & Ingersoll, LLP, as Bond Counsel to the University, and certain other conditions. Certain legal matters will be passed upon for the University by University Counsel, Bradley H. Hall, Esq., Pocatello, Idaho. It is expected that the Series 2007 Bonds, in book-entry form, will be available for delivery to DTC or its agent on or about August 30, 2007.

Continuing Disclosure

The University, for the benefit of the owners and Beneficial Owners of the Series 2007 Bonds, has covenanted to provide certain annual information and notice of the occurrence of certain events in order to enable the Underwriters to make the determinations required by Rule 15c2-12 of the Securities and Exchange Commission (the "Rule"). The University is in compliance with each and every undertaking entered into by it pursuant to the Rule. See "CONTINUING DISCLOSURE" herein and "APPENDIX F—FORM OF INFORMATION REPORTING AGREEMENT" attached hereto.

Contact Persons

The chief contact person for the University concerning the Series 2007 Bonds is:

Mr. James A. Fletcher
Vice President for Finance and Administration and Bursar
Idaho State University
921 South 8th Avenue, Stop 8219
Pocatello, Idaho 83209-8219
Telephone: (208) 282-2404
Fax: (208) 282-4725
E-mail: fletjame@isu.edu

The chief contact person for the Underwriter concerning the Series 2007 Bonds is:

Mr. Richard B. King
Senior Vice President
Lehman Brothers Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104
Telephone: (206) 344-5838
Fax: (212) 520-0837
E-mail: rking@lehman.com

Other Matters

The descriptions and summaries of the Resolution, the Series 2007 Bonds and various other documents herein set forth do not purport to be comprehensive or definitive, and reference is made to each document for the complete details of its terms and conditions. All statements herein are qualified in their entirety by reference to such documents. Capitalized terms used, but not otherwise defined, herein have the same meaning as ascribed to them in the Resolution. Descriptions of the Resolution and the Series 2007 Bonds are qualified by reference to bankruptcy laws affecting the remedies for the enforcement of the rights and security provided therein and the effect of the exercise of the police power by any entity having jurisdiction. See "APPENDIX B—SUMMARY OF THE RESOLUTION" herein.

THE SERIES 2007 BONDS

Description of the Series 2007 Bonds

The Series 2007 Bonds will be dated the date of their delivery and are issuable in fully registered form, book-entry-only, in the aggregate principal amount of $15,860,000*. The Series 2007 Bonds bear interest from the date of issuance, payable semiannually on April 1 and October 1 of each year, commencing April 1, 2008. Payment will be made to Beneficial Owners through the Book-Entry-Only System described below. For a further description of certain terms of the Resolution authorizing the issuance of the Series 2007 Bonds, please refer to "APPENDIX B—SUMMARY OF THE RESOLUTION."

Redemption

Optional Redemption. The Series 2007 Bonds maturing on or prior to April 1, 2017 are not subject to redemption prior to maturity. The Series 2007 Bonds maturing on or after April 1, 2018 are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after April 1, 2017 and if in part, in such order of maturity as may be directed by the University at a redemption price equal to 100% of the principal amount of the Series 2007 Bonds to be redeemed plus accrued interest to the date of redemption.

Mandatory Sinking Fund Redemption. The Series 2007 Bonds maturing on April 1, 2027* are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date (April 1)*	Principal Amount
2022	$
2023	
2024	
2025	
2026	
2027†	

† Final maturity

The Series 2007 Bonds maturing on April 1, 2032* are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date (April 1)*	Principal Amount
2028	$
2029	
2030	
2031	
2032†	

* Preliminary; subject to change

† Final maturity

Upon redemption of any Series 2007 Bonds maturing on April 1, 2027* or April 1, 2032* other than by application of such mandatory sinking fund redemption, an amount equal to the principal amount so redeemed will be credited toward a part or all of any one or more of such mandatory sinking fund redemption amounts for the Series 2007 Bonds maturing on April 1, 2027* or April 1, 2032,* respectively, in such order of mandatory sinking fund date as shall be directed by the University.

Notice of Redemption

When the Series 2007 Bonds are called for redemption notice must be sent by the Trustee, postage prepaid, by first class mail not less than thirty-five (35) nor more than sixty (60) days prior to the redemption date to the registered owners of the Series 2007 Bonds to be redeemed at the address shown on the Bond Register. As provided in the Resolution, the Trustee may give further notice of redemption at least thirty-five (35) days before the redemption date by registered or certified mail or overnight delivery service to certain registered national securities depositories and national information services; provided, however that no defect in such further notice or failure to give all or any portion of such further notice will in any manner defeat the effectiveness of a call for redemption.

Each notice of redemption may further state, in the case of optional redemption, that such redemption shall be conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of moneys sufficient to pay the principal of and interest on such Series 2007 Bonds to be redeemed and that if such moneys shall not have been so received said notice shall be of no force and effect and such Series 2007 Bonds shall not be required to be redeemed. In the event that such notice of redemption contains such a condition and such moneys are not so received, the redemption shall not be made and the Trustee shall within a reasonable time thereafter give notice, one time, in the same manner in which the notice of redemption was given, that such moneys were not so received.

Book-Entry-Only System

The Series 2007 Bonds will be available only in book-entry-only form in the principal amounts shown on the inside cover page of this Official Statement. The Depository Trust Company ("DTC") will act as Securities Depository for the Series 2007 Bonds. The ownership of one fully registered Series 2007 Bond for each maturity as set forth on the inside cover page of this Official Statement, in the aggregate principal amount of each maturity of the Series 2007 Bonds, will be registered in the name of Cede & Co., as nominee for DTC. See "APPENDIX E—PROVISION REGARDING BOOK-ENTRY-ONLY SYSTEM."

Funds and Accounts Created under the Resolution

The Revenue Fund. The Resolution creates the Revenue Fund to be held by the University into which Pledged Revenues shall be deposited. Monies in the Revenue Fund shall be disbursed in the following order of priority:

1. To transfer to the Trustee for deposit in the Debt Service Account of the Bond Fund for payment of any interest, principal, or redemption premium, if any, coming due on the Bonds;

2. Amounts remaining in the Revenue Fund in excess of the amounts necessary to make payments required by subsection (1) above may be applied by the University, free and clear of the lien of the Resolution, for any other lawful purpose of the University.

The Bond Fund. The Resolution creates a Bond Fund consisting of a Debt Service Account held by the Trustee to be used for paying the principal of, premium, if any, and interest on the Bonds.

The Construction Fund. The Resolution provides for a Construction Fund to be held, disbursed and invested by the University, into which proceeds from any series of Bonds issued to fund Projects being built or

---

* Preliminary; subject to change

acquired with a series of Bonds issued under the Resolution are deposited. Upon completion of a Project, any unexpended monies held in the Construction Fund will be transferred to the Debt Service Account of the Bond Fund.

The Series 2007 Bonds Cost of Issuance Fund. The Supplemental Resolution creates the Series 2007 Bonds Cost of Issuance Fund in the Construction Fund to be held by the University for costs of issuance of the Series 2007 Bonds to be paid from.

The Rebate Fund. The Resolution creates a Rebate Fund to be held and administered by the University, separate and apart from other funds and accounts of the University. The University shall make deposits into the Rebate Fund of all amounts necessary to make payments to the United States required under the Code. The Resolution permits the University to consolidate all Rebate Funds for bonds issued by the Board for filing a single, consolidated report to the U.S. Treasury under the Code.

Additional Bonds

The Resolution currently provides that Additional Bonds (such as the Series 2007 Bonds) secured by Pledged Revenues may be issued by the University upon the satisfaction of various conditions specified therein. The amount of Additional Bonds that may be issued is limited neither by law nor by the Resolution.

The Resolution provides for the issuance of Additional Bonds to finance Projects or to refund the Bonds or Additional Bonds issued hereafter under the Resolution. In connection with the issuance of Additional Bonds, the University is required to file, among other things, the following documents with the Trustee:

1. a copy of the Supplemental Resolution authorizing such Additional Bonds;

2. a certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms or provisions of the Resolution or any of the Bonds;

3. a Written Certificate of the University signed by an Authorized Officer of the University, setting forth the then estimated completion date and the then estimated cost of construction of the Project(s) being financed by the Additional Bonds;

4. either (a) an Accountant's Certificate which demonstrates that, for any twelve-month period in the preceding twenty-four months, Revenues Available for Debt Service shall have equaled at least 110% of the Maximum Annual Debt Service for all Bonds then Outstanding and any Additional Bonds proposed to be issued; or

(b) a Written Certificate of the University showing that Estimated Revenues Available for Debt Service (assuming completion of the proposed Project on its then estimated Completion Date) will equal at least 110% of the Maximum Annual Debt Service on all Bonds then Outstanding and the Additional Bonds proposed to be issued for (i) each of the Fiscal Years of the University during which any of the Bonds will be Outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized; or (ii) the University's current Fiscal Year and any succeeding Fiscal Year during which any of the Bonds will be Outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized.

Payment Agreements

As described in APPENDIX B hereto, under the caption "Payment Agreements," the University is permitted under the Resolution to enter into swaps and other derivatives (as described in the definition of Payment Agreements contained therein) under requirements substantially similar to those for the issuance of Additional Bonds and taking into account the payments and receipts expected with respect to the Payment Agreement. The University currently has no Payment Agreements outstanding and currently has no intent of entering into a Payment Agreement within the foreseeable future.

SECURITY FOR THE SERIES 2007 BONDS

The Series 2007 Bonds are secured by Pledged Revenues pursuant to the Resolution on a parity with all Bonds issued under the Resolution. Pledged Revenues include: (i) Pledged Fees; (ii) Revenues of the Housing System and CAES Base Rent; (iii) other revenues of other University enterprises or sources of funds as shall be designated by the Board; (iv) any investment income derived from the Revenue Fund and the Bond Fund; and (v) proceeds from the sale of a series of Bonds and money and investment earnings thereon. In addition, the University has covenanted that Revenues Available for Debt Service will equal 110% of Annual Debt Service on a year by year basis. See also "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE" herein.

Student Fees

The Board is exclusively empowered to establish and collect tuition charges for students attending the University and to establish and collect student fees from both resident and non-resident students. Student fees and tuition charges are not subject to a referendum by students or approval by any other governmental entity. The Board has established a policy that the University may not request more than a 10% annual increase in the total full time student fees unless otherwise authorized by the Board. Although Board policy provides that fee changes will be considered when appropriate or necessary, the Board has traditionally adjusted fees annually, with fee adjustments effective for the subsequent fall term each year. The 2007-2008 fee schedule, which was approved by the Board at the April 2007 Board meeting, follows. See "SOURCES OF FUNDING FOR THE UNIVERSITY—Fees and Tuition" for a comparison of full-time fees over the Fiscal Years 2003 through 2007.

The 2006-2007 fee schedule reflected an approximately 4.8% overall increase to student fees from the 2005-2006 academic year, including an approximately 4.0% increase to Tuition. The 2007-2008 fee schedule reflects an approximately 5.0% overall increase to student fees from the 2006-2007 academic year, including an approximately 7.2% increase to Tuition. The University bases the Estimated Annual Revenue to be collected from each of the fees on budgeting assumptions of the student fees approved for the current academic year (2007-2008 with the exception of fees from the summer session which are based on the 2006-2007 fee schedule), and the number of full time and part time students for the previous academic year (2006-2007). The number of students obtained by dividing the Estimated Annual Revenue line items for full-time students on the fee schedules is less than the full time equivalents and fall semester full time enrollees for Fall 2006 shown under the heading "THE UNIVERSITY—Five Year Historical Enrollment Summary." This is consistent with historic budgeting assumptions, including consideration of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. The University's estimates include certain assumptions concerning refunds, late fees and other variabilities in individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. As more fully discussed under the heading "THE UNIVERSITY—Five-year Historical Enrollment Summary," the University's enrollment has declined each year for the past several years. While the University is empowered to set fees and tuition, it cannot control the number of students enrolled in any year and a continued decline in enrollment could impact the ability of the University to collect sufficient Pledged Revenues to pay principal and interest on the Bonds. Pledged Fees are shown in **bold** on the following table.

(The remainder of this page intentionally left blank.)

Student Fee and Tuition Schedule

ACADEMIC YEAR 2007 – 2008

	Full-Time		Part-Time/Per Credit-Hour		
	Amount Per Semester	Estimated Annual Revenue	Amount Per Semester	Estimated Annual Revenue	Total Estimated Annual Revenue
FACILITY FEES					
Student Facilities Fee/Facilities	**$217.00**	**$3,689,000**	–	–	**$3,689,000**
Campus Technology	75.00	1,275,000	$9.00	$286,200	1,561,200
Subtotal Facility Fees	292.00	4,964,000	9.00	286,200	5,250,200
GENERAL EDUCATION					
Tuition	**1,440.81**	**24,510,600**	**168.57**	**5,276,887**	**29,787,487**
DEDICATED ACTIVITY FEES					
Intercollegiate Athletics	103.40	1,757,800	3.00	59,400	1,817,200
Student Health Center	60.00	1,020,000	2.00	81,600	1,101,600
Student Union Operations	131.50	2,235,500	9.50	302,100	2,537,600
Associated Student Body/Student Programming (Summer Only)	63.15	1,073,550	7.00	222,600	
Student ID Card	2.35	39,950	1.25	39,750	79,700
Childcare Services	12.55	213,350	2.00	63,600	276,950
Gender Resource Center	5.70	96,900	1.20	38,160	135,060
Leadership and Counselor Training	3.30	56,100	1.00	31,800	87,900
Marching Band	6.75	114,750	1.65	32,670	147,420
Debate Team	4.35	73,950	–	–	73,950
Rodeo Team	4.89	83,130	–	–	83,130
Bengal Dance Team	4.13	70,210	–	–	70,210
Recreation Facility Operation	21.00	357,000	3.75	119,250	476,250
Intramurals	4.70	79,900	1.00	19,800	99,700
Student Band/Choir	5.00	85,000	–	–	85,000
Student Support Service	5.00	85,000	1.00	31,800	116,800
Alumni	2.50	42,500	–	–	42,500
Scholarships	19.50	331,500	–	–	331,500
Stadium Operations	–	–	6.00	190,800	190,800
Outreach Program	–	–	2.00	45,600	45,600
Wellness Program	4.22	71,740	1.08	34,344	106,084
CW HOG (Handicap Outdoor Group)	3.20	54,400	–	–	54,400
Subtotal Dedicated Activity Fees	467.19	7,942,230	43.43	1,313,274	9,326,888
Subtotal Student Fees	2,200.00	37,416,830	221.00	6,590,447	44,009,698
OTHER FEES / TUITION					
Graduate/Professional	380.00	611,040	38.00	242,983	854,023
Non-Resident Tuition	4,342.00	933,100	120.00	292,210	1,225,310
Inservice	–	–	86.00	568,680	568,680
Subtotal Other Fees/Tuition		1,544,140		1,103,873	2,648,013
Grand Total, Full and Part Time					$46,941,204
	Total Estimated Pledged Revenues from Pledged Fees		**$33,476,487**		

Pledged Fees

Pursuant to the Resolution, the University's two largest fees, Tuition and the Student Facilities Fee/Facilities, are pledged to the Bonds. Below is a description of each fee and the estimated revenue generated.

Student Facilities Fee/Facilities. The Student Facilities Fee/Facilities is an existing student fee charged to full time students established by the Board and is currently pledged under the Resolution. The Student Facilities Fee/Facilities constitutes a portion of Pledged Revenues under the Resolution, is $217.00 per student, per semester for full time students, and produced $3,876,981 for the Fiscal Year ending June 30, 2006 and is expected to produce $3,620,000 for the Fiscal Year ending June 30, 2007.

Tuition. Tuition is an existing fee charged to full-time and part-time students attending the University and is pledged under the Resolution. The Tuition Fee was previously referred to (including in the Resolution) as the Matriculation Fee. This fee is used to provide general operating revenues for the University. The Tuition fee for the 2006-2007 academic year is established at $1,344.56 per semester for each full-time student and $161.60 per semester-hour for part-time and summer-session students. The University received approximately $28,290,000 from Revenues from Tuition in the Fiscal Year ended June 30, 2006 and expects to receive approximately $27,900,000 in revenues from the Tuition fee during the Fiscal Year ended June 30, 2007.

Revenues of the Housing System

The University owns and operates all student housing facilities on the Pocatello campus. See "THE UNIVERSITY—Student Housing" herein. Housing fees for residence hall residents for the 2006-2007 academic year range from $2,350 to $2,825 per semester per student and include the cost of meal plans, in which housing residents are required to participate. Housing fees for suite-style residence hall rooms for the 2006-2007 academic year range from $350 to $400 per month, which does not include the cost of meal plans. Housing fees for residents of University apartments for the 2006-2007 academic year will range from $450 to $580 per month, which does not include the costs of meal plans. Revenues of the Housing System for the Fiscal Years ending June 30, 2005 and June 30, 2006 were $3,370,820 and $3,635,382 respectively, and are expected to be approximately $3,670,300 for the Fiscal Year ending June 30, 2007. As the Resolution provides for a pledge of the Revenues of the Housing System for payment of debt service prior to the payment of operation and maintenance costs of the Housing System, these numbers reflect gross revenues of the Housing System. As shown below under "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE," the Housing System has lost money on a net revenue basis for each of the past three Fiscal Years ended June 30, 2006 and, before then, had only slight net revenues for each of the two prior Fiscal Years.

CAES Project and CAES Lease Payments

In 2006, the University issued its General Revenue Bonds (Federally Taxable), Series 2006 (the "Series 2006 Bonds") to finance the construction of a facility to house the Center for Advanced Energy Studies at the Idaho Falls Center for Higher Education Campus (the "CAES Project"), which is to be jointly occupied by a consortium of the three Idaho research universities and Battelle Energy Alliance, LLC ("BEA"). Pursuant to a Lease Agreement dated as of October 23, 2006 between the University and BEA (the "CAES Lease"), the University has leased to BEA approximately 70% of the CAES Project and BEA has agreed to pay lease payments (the "CAES Lease Payments") which are intended to equal the payments of principal and interest on the Series 2006 Bonds. Under certain circumstances, payment of the CAES Lease Payments under the CAES Lease are guaranteed by Battelle Memorial Institute and the Washington Group International.

Bid packages for the construction of the CAES Project have been received and the Division of Public Works is expected to issue a notice to proceed in July, 2007, with site work beginning shortly thereafter. The road and utilities to the construction site are nearly completed and the secondary entrance to the project site has been approved and will be under construction soon. The CAES Project is on schedule with an expected completion date of July 1, 2008.

Use of Pledged Revenues and Other Revenues Not Otherwise Obligated

After the University has made the payments and deposits required under the Resolution, amounts remaining in the Revenue Fund in excess of the amounts necessary to make the required payments thereunder may be used for any legal purpose of the University, including the redemption or purchase of the Bonds, subject to policies adopted by the Board.

THE RECREATION PROJECT

Bond proceeds of $6,610,000 are expected to be used to design and construct an addition to a student recreation center located in the Reed Gymnasium complex. The new facility will be a two-story structure, providing an open atmosphere, with an open end to the current tennis center. The design will allow for future expansion. Once completed, the project will provide campus recreation a separate identity from the rest of the Reed Gymnasium complex, provide better access control, and increase capacity.

THE MERIDIAN PROJECT

Bond proceeds of $9,250,000 are expected to be used for the purchase and renovation of approximately one-third of an existing building in Meridian, ID to provide educational services in the greater Boise area. The building is being purchased from the Meridian School District and includes over 100,000 square feet of inside space with outside parking. Once renovation is completed, the University will vacate its current leases in the Treasure Valley (approximately 50,000 square feet) and obtain significant space for further growth. Classes being taught in the current leased space are primarily in health sciences, where considerable growth is anticipated. The facility is located in the center of the valley with close proximity to a freeway with public transportation.

ESTIMATED SOURCES AND USES OF FUNDS*

The estimated sources and uses of funds for the Series 2007 Bonds are as follows:

Sources

Par Amount of Series 2007 Bonds	$15,860,000
Plus Original Issue Premium (less original issue discount)	(48,343)
Total	$15,811,657

Uses

Deposit to the Series 2007 Project Account in the Construction Fund	$15,078,518
Capitalized interest on Meridian Project	405,538
Costs of Issuance[1]	327,601
Total	$15,811,657

* Preliminary; subject to change

(1) Including underwriters' discount, legal fees, trustee fees, rating agency fees, printing fees and other miscellaneous costs of issuance.

In addition to the proceeds of the Series 2007 Bonds, funding for the remaining costs of purchasing and renovating the Meridian Project is expected to include a $5,000,000 grant from the ALSAM Foundation. The ALSAM Foundation has made its initial payment of $1,750,000 in grant monies to the University. The University expects to receive the remaining $3,250,000 over the next two years in installments of $1,750,000 in 2008 and $1,500,000 in 2009.

DEBT SERVICE SCHEDULE

The following table sets forth the Annual Debt Service Requirements for the University's currently Outstanding Bonds and the Series 2007 Bonds:

	Series 2007 Bonds			
Fiscal Year	Principal	Interest	Outstanding Bonds[1]	Total Debt Service
2008			$4,638,112	$4,638,112
2009			4,644,732	4,644,732
2010			4,642,651	4,642,651
2011			4,644,825	4,644,825
2012			4,644,138	4,644,138
2013			4,646,883	4,646,883
2014			4,641,857	4,641,857
2015			4,545,501	4,545,501
2016			4,545,759	4,545,759
2017			4,543,894	4,543,894
2018			4,544,655	4,544,655
2019			4,547,153	4,547,153
2020			4,016,307	4,016,307
2021			4,027,911	4,027,911
2022			4,023,801	4,023,801
2023			4,023,456	4,023,456
2024			361,588	361,588
2025			361,413	361,413
2026			360,775	360,775
2027			359,675	359,675
2028			358,425	358,425
2029			356,725	356,725
2030			359,575	359,575
2031			361,038	361,038
2032			361,788	361,788
2033			356,825	356,825
2034			361,388	361,388
	$	$	$75,280,847	$75,280,847

[1] See "THE UNIVERSITY—University Debt."

HISTORICAL PLEDGED REVENUES AND DEBT SERVICE

The following table shows the amounts of revenues pledged under the Resolution on a historical basis. In 2003 the University expanded the definition of Pledged Revenues to include the Tuition Fee and the Revenues of the Housing System. The table also presents Debt Service on all Bonds secured with such revenues for the Fiscal Years ended June 30, 2002-2007. The information presented is derived from the University's internal records used to prepare its financial statements, and may differ slightly from the audited financial statements.

	Actual					
Revenues[1]	2002	2003	2004	2005	2006	Estimated 2007
Revenues of the Housing System	$3,371,914	$3,605,430	$3,524,086	$3,370,821	$3,635,383	Not Available
Expenses of the Housing System	3,352,684	3,543,729	3,820,351	3,993,345	3,984,913	Not Available
Net Revenues of the Housing System[2]	$19,230	$61,701	$(296,265)	$(622,524)	$(349,530)	Not Available
Pledged Fees						
Tuition	$17,717,958	$21,849,100	$25,566,700	$26,925,319	$28,289,953	$27,924,000
Student Facilities Fee/Facilities	3,284,488	3,382,505	3,455,263	3,850,589	3,876,981	3,620,000
Investment Income	42,187	-0-	30,154	407	2,367	1,500
Total Revenues Available for Debt Service	$21,063,863	$25,293,306	$28,755,852	$30,153,791	$31,819,771	$31,545,500
Total Debt Service Requirements	$2,191,947	$2,194,537	$3,726,538	$3,768,028	$4,648,321	$4,801,273

(1) Amounts rounded to the nearest dollar.

(2) As shown above, the Housing System has operated at a net loss for the three Fiscal Years ended June 30, 2006. See "THE UNIVERSITY—Student Housing" herein for a further discussion of the Housing System.

THE UNIVERSITY

The University is located in the city of Pocatello, Idaho, which serves as an economic center for the southeastern part of the State. The University campus in Pocatello, Idaho includes approximately 980 acres, has approximately 100 buildings, and currently serves approximately 10,151 full and part time students. In addition to University Place Idaho Falls, the University operates outreach centers in Boise, Twin Falls, Coeur d'Alene, American Falls, Blackfoot, Preston and Soda Springs.

The following map shows all locations where the University has either a campus or an outreach center.

ISU's Video Classroom Network

ISU provides course work statewide via a two way video/audio network serving the communities of Idaho with higher education opportunities.

The University serves a diverse population that includes traditional students entering the University directly from high school, non-traditional students who have delayed their university education, working professionals and senior citizens.

The University provides both general education and specialized programs in the arts, humanities, sciences, the professions and technologies. Bachelor and master degrees are awarded in a variety of fields by the Colleges of Arts and Sciences, Business, Education, Engineering, Health Professions, Pharmacy, Technology and the Graduate School. Terminal degrees offered include: Master of Business Administration; Master of Fine Arts; Doctor of Pharmacy; Doctor of Philosophy; Doctor of Arts and Doctor of Education. Through its programs in pharmacy, health professionals and the Family Practice Medical Residency, the University is a center for education in the health professions. The University also has responsibility for Idaho's dental education program.

Student Body

The University admits all Idaho residents who graduate from accredited high schools in the state with an overall grade point average of at least 2.0 or who have an enhanced ACT composite score of at least 18 and who have successfully met the statewide admission standards established by the Board. Approximately 91% of the University's Fall 2006 student body were residents of Idaho. The table on the following page sets out certain statistics concerning the University's enrollment for the Fall terms of the years indicated. The vast majority of the University's students are located at its main Pocatello campus; 64% of Fall 2006 enrollment, measured by head count, were located on the Pocatello campus, while nearly 19% were located on the Idaho Falls campus.

(The remainder of this page intentionally left blank.)

Five-year Historical Enrollment Summary

	2002	2003	2004	2005	2006
Students	**Fall Semester, 10th Day of Class**				
Full Time Equivalents (FTE)	10,074	10,287	10,180	10,052	9,500
Head Count	13,352	13,623	13,802	13,977	12,676
Undergraduate Students	**Academic Head Count 10th Day of Class, Fall Semester**				
Full-time:					
Residents	7,453	7,672	7,386	7,220	6,620
Non-residents	593	626	633	616	607
Subtotal	8,046	8,298	8,019	7,836	7,227
Part-time:					
Residents	3,329	3,202	3,691	3,860	3,282
Non-residents	69	65	93	75	128
Subtotal	3,398	3,267	3,784	3,935	3,410
Graduate Students					
Full-time:					
Residents	579	625	636	666	790
Non-residents	221	241	252	282	285
Subtotal	800	866	888	948	1,075
Part-time:					
Residents	1,010	1,085	1,000	1,131	839
Non-residents	98	107	111	127	125
Subtotal	1,108	1,192	1,111	1,258	964
Total Undergraduate	11,444	11,565	11,803	11,771	10,637
Total Graduate Students	1,908	2,058	1,999	2,206	2,039
Grand Total	13,352	13,623	13,802	13,977	12,676
No. of Freshmen	**Freshman Class Statistics, Fall Semester**				
Applying	3,769	3,573	3,750	3,566	3,396
Accepted	2,967	2,638	2,677	2,731	2,602
Enrolled	2,212	2,107	2,526	2,490	2,147
Resident	1,716	1,692	2,134	2,127	1,724
Average ACT Score	21	21	21	21	21
Average High School GPA	3.08	3.31	3.20	3.30	3.15
Percentage graduating in the top 25% of their high school class:	35%	35%	33%	32%	35%

Source: Idaho State University

As the preceding information illustrates, full-time undergraduate enrollment at the University has decreased over the past three years. This is attributed to several factors. Changing demographics in the region has resulted in fewer high school students accessing higher education, as Idaho's economy is thriving and students who may have been in school are choosing to work. Increased competition from BYU-Idaho, now a 4-year institution and out-of-state universities such as Utah State has also led to a drop in overall full-time undergraduate student enrollment. Although ISU has had steady enrollment growth since l990, the landscape for recruiting students to ISU has changed over the last three years. Further, many of ISU's high demand health science programs such as nursing and dental hygiene have a limited number of seats available (the limitations are necessary to maintain accreditation standards). Thus, some students not gaining admission to these programs have chosen not to continue their education at ISU. At the graduate level, an attractive array of new health science programs on campus and at outreach sites across the State has helped offset part of this decline. Full-time graduate student enrollment has increased by 15% over the past three years from 751 students to 866. Currently, ISU is identifying new potential student markets and working to invest in bringing those students to ISU in order to maintain modest enrollment growth.

The University formed a Recruitment, Retention and Branding Task Force (the "Task Force") to address the declining enrollment issues. The Task Force has recommended that action be taken to increase the non-resident and out-of-area student population, develop a retention plan designed to build and enhance a scholarly community that is socially and academically focused on student success, and establish a University promotion committee charged with building a consistent and favorable University brand image and ensure the quality and consistency of promotional materials.

Student Housing

The University operates a dormitory system accommodating up to 540 students in five traditional residence halls, most of whom are undergraduates. The University's dormitory room charges are adjusted annually to an amount deemed necessary by University officials to pay operation, maintenance, and debt amortization, expenses. During the last three Fiscal Years, however, the Housing System has operated at a net loss. The University is working to correct this and believes that certain actions underway could help the Housing System return to profitability, although the University is subject to market forces beyond its control that may make it difficult to bring the Housing System into a profitable cash flow position.

The housing portion of the Rendezvous Center is scheduled to be occupied in Fall 2007 and will add approximately 79 suite style rooms, which will house up to 302 students.

Purchasing a meal plan is mandatory for residence hall students, and recommended for suite residents. Resident meal service at the University is provided through a central dining hall located in Turner Hall. Meals may be taken at residence hall dining facilities and the food courts at the Pond Student Union Building and the Rendezvous Center. The food service operations are provided through a management contract with the Compass Group North America, Inc.

The University currently has 425 apartments, consisting of a mix of efficiency, one and two bedroom rental units. Rental charges are collected monthly and continuing students are allowed to remain in the apartments during the summer term even if the student does not attend summer sessions. Rental rates are reviewed and adjusted at the end of each fiscal year.

For the past five years, the average occupancy rate for the Housing System is 90%. The occupancy rate for the Housing System for the 2006-2007 academic year is approximately 87%.

All of the dormitory and apartment facilities of the University are professionally maintained and kept in a sound state of repair. The University has no current plans to construct additional housing facilities.

Employees

During the 2006-2007 academic term, the University had approximately 1,070 professional and 660 classified full time employees. The University is not a party to any collective bargaining agreement, although there

are employee associations that bring any issues and concerns to the attention of the University. The University considers its relations with its employees to be good.

Employee Retirement Plan

All benefit eligible employees of the University are eligible for one of two retirement plans: the State of Idaho's "Public Employees Retirement System of Idaho" ("PERSI"), and the "Optional Retirement Plan" ("ORP") which has been offered to non classified staff since 1990.

The University's classified employees and its faculty hired prior to July 1, 1990, are covered under the PERSI. PERSI covers eligible personnel who work 20 hours or more per week. The membership of PERSI includes employees of the State of Idaho, teachers, firemen, police and employees of political subdivisions, local school districts, colleges and universities.

Faculty and exempt staff hired on or after July 1, 1990, have been enrolled in the University's ORP and faculty and staff hired before that date were offered a one-time opportunity in 1990 to withdraw from PERSI and join ORP. This is a portable, defined contribution retirement plan with options offered by Teachers' Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF) and Variable Annuity Life Insurance Company (VALIC). The total contribution rate will be essentially the same for all employees, with a portion of the employer's contribution for ORP members being credited to the employee's account and a portion to the PERSI unfunded liability until 2025.

See "APPENDIX C—FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2005 AND 2006 AND INDEPENDENT AUDITOR'S REPORT—Footnote 9. Retirement Plans and Termination Payments" for a further discussion of the University's retirement plans and certain other employment obligations.

Insurance

Through the State of Idaho Risk Management Program, the University maintains liability, property, and employee fidelity insurance in amounts deemed adequate by State and University officials. The University has a risk management staff that coordinates insurance coverage and claims with the State of Idaho Risk Management Program officials, and reviews the adequacy of such coverage and verifies the University's compliance with applicable agreements. As of July 1, 2007, the total insured replacement value of the University's buildings, contents and improvements was approximately $663,000,000.

Budget Process

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the office of the President and Vice President for Finance and Administration, in collaboration with the departmental faculty and administrative officers. The internal budget process begins with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University's operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards for the other institutions of higher education, approves the annual budgets for those institutions, as well.

SOURCES OF FUNDING FOR THE UNIVERSITY

The University relies on a number of sources of funding for the achievement of its educational and research missions. The principal sources of revenues are: direct appropriation of State revenues by the Idaho Legislature, the fees and nonresident tuition it charges its students, federal government appropriations, grants and contracts, gifts to the University, revenues derived from investments and property holdings of the University, and the revenues derived

from the sale of certain products and services managed or owned by the University. These revenue sources are more fully discussed below.

State Appropriations

Legislatively approved State general account and State endowment appropriations represent slightly more than thirty percent of the total University budget. The table below sets forth the legislative appropriation from the State General Fund for all higher education institutions and for the University net of one-time funding, reversions and holdbacks. The appropriations for higher education have increased Fiscal Years 2004 through 2008.

If in the course of a fiscal year prior to the commencement of the legislative session, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor by executive order may reduce ("holdback") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State. The most recent holdback occurred during Fiscal Year 2003.

Schedule of State General Account and State Endowment Appropriations

Fiscal Year	2004	2005	2006	2007	2008
All Higher Education	$226,874,700	$230,296,700	$235,363,700	$248,236,200	$264,033,100
Idaho State University	60,654,600	61,818,600	63,496,400	67,051,200	72,078,500
University's percentage increase over prior year	N/A	1.9%	2.7%	5.6%	7.5%

Fees and Tuition

The major component of this funding source is student fees, which, for the academic year 2007-2008 are $2,200 per semester for full-time undergraduate students. Non-resident students pay per-semester tuition of $4,342 in addition to student fees. Additional dedicated fees are charged to students enrolled in graduate programs, pharmacy, physical/occupational therapy, graduate level nursing, graduate level counseling and the Idaho Dental Education program.

The University expects fees for all students and additional tuition for non-resident students to increase in the future in response to generally higher costs of operating the University.

The following table shows per semester full-time fees from Fiscal Year 2004 through Fiscal Year 2008. Pledged Fees are shown in bold.

Full-Time Fees	2004	2005	2006	2007	2008
Student Facilities Fee/Facilities	**$180.00**	**$207.00**	**$217.00**	**$217.00**	**$217.00**
Campus Technology Fee	36.00	41.00	50.00	75.00	75.00
Subtotal Facility Fees	216.00	248.00	267.00	292.00	292.00
Tuition	**1,099.60**	**1,184.30**	**1,292.85**	**1,344.56**	**1,440.81**
Dedicated Activity Fees	408.40	417.70	440.15	458.44	467.19
Subtotal Student Fees	1,724.00	1,850.00	2,000.00	2,095.00	2,200.00
Graduate/Professional	330.00	340.00	370.00	370.00	380.00
Non-Resident Tuition	3,300.00	3,540.00	3,850.00	4,135.00	4,342.00

Financial aid, primarily in the form of student loans, scholarships, grants, student employment, awards, tuition waivers, fee reductions and waivers, and deferred payments is available to students. The University believes that the amount of available financial aid, which totaled approximately $90,000,000 in Fiscal Year ended June 30, 2007 is adequate. During the 2006-2007 academic year, the direct financial aid to students in the form of scholarships and grants was approximately $20,500,000.

Grants and Contracts

The United States government and various other public and private sponsoring agencies, through various grant and contract programs, provide a substantial percentage of the University's current fund revenues. The use of such funds is usually restricted to specific projects and is not included in the budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these various grants and contracts.

Auxiliary Enterprises

This amount represents income earned by the University on its income–producing operations such as the University's bookstore, housing, student health center, food service, athletic facility, student union and certain other operations.

Sales and Services

Various University departments provide services and products to the student body and, in some instances, to the community for which payment is received.

Idaho State University Foundation, Inc.

The ISU Foundation is a nonprofit corporation organized under Idaho law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. A 25-member board of directors manages the ISU Foundation. Joseph C. Jensen, President-Retired, Pfizer, Inc., Animal Health Group, serves as President of the ISU Foundation.

Financial information concerning the ISU Foundation is contained in Note 12 to the University's financial statements included in "APPENDIX A" hereto. Permanent Endowments of the ISU Foundation at June 30, 2006 were $28,306,055.

The ISU Foundation issued its Multi-Mode Variable Rate Revenue Bonds on May 30, 2001 in the amount of $22,170,000 for the construction, furnishing, equipping and improving of certain real and personal property comprising the L.E. and Thelma Stephens Performing Arts Center. The Bonds have a final maturity date of May 1, 2021 and are secured by donations, pledges and other funds held under the Bond Indenture. The total interest expense on the Bonds during 2007 was $629,237. The outstanding balance on these bonds as of June 30, 2007 was $11,010,000.

Future Plans

The University has no plans to incur additional indebtedness in the near future.

University Debt

Prior to the issuance of the Series 2007 Bonds, the University had $63,180,000 of Bonds outstanding secured by Pledged Revenues. Set forth below is the University's schedule of outstanding indebtedness as of the end of its most recently completed Fiscal Year.

Outstanding Indebtedness Prior to the Issuance of the Series 2007 Bonds	Date Incurred	Final Maturity Date	Amount of Original Indebtedness	Amount of Debt Outstanding as of June 30, 2007
Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998	1998	2022	$12,400,000	$8,865,000
General Refunding and Improvement Revenue Bonds, Series 2003	2003	2023	35,895,000	32,220,000
General Revenue Bonds, Series 2004A	2004	2023	4,980,000	4,560,000
General Revenue Bonds, Series 2004B	2004	2034	3,305,000	3,305,000
General Revenue Bonds (Taxable), Series 2004C	2004	2034	2,305,000	2,115,000
General System Revenue Bonds (Federally Taxable), Series 2006	2006	2028	$10,000,000	$10,000,000
Subtotal:			$68,885,000	$61,065,000
General Revenue Bonds, Series 2007	2007	2032	$15,860,000*	$15,860,000*
Total Bonded Indebtedness Upon Issuance of Series 2007 Bonds			$84,745,000*	$76,925,000*

* Preliminary; subject to change

Source: Idaho State University

Other Obligations

The University is in the process of implementing an enterprise resource planning ("ERP") system in order to provide increased integration and functionality for the University. Koch Financial Corporation has been selected as the financing institution based on their expertise in financing information system installations and comparisons with other vendors. The University will enter into a Master Lease Purchase Agreement with Koch Financial Corporation (upon State Board of Education approval) under which payments for the financed ERP system will be an obligation of the University, payable from legally available funds. The total amount requested to finance the ERP system is $9,328,157, which will be financed over a term of 10 years. The University anticipates imposing an additional student fee of $40.50 per student in Fiscal Year 2009 to support the lease payments.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Board of Trustees of Idaho State University who also serve as the Idaho State Board of Education and simultaneously, among other duties, as the Regents of the University of Idaho, the Trustees for Boise State University and Lewis-Clark State College in Lewiston and as the State Board for Professional-Technical Education. The combined boards are appointed by the Governor for five-year terms. The membership, terms, residences and occupations are listed below.

The Board of Trustees of Idaho State University and The State Board of Education

Name	Residence	Occupation	Term Expires
Milford Terrell (President)	Boise	Owner/President of DeBest Plumbing	March 1, 2012
Paul C. Agidius (Vice President)	Moscow	Attorney	March 1, 2011
Sue Thilo (Secretary)	Coeur d'Alene	Community Leader	March 1, 2009
Blake G. Hall	Idaho Falls	Attorney	March 1, 2010
Roderic W. Lewis	Boise	General Counsel, Micron Technology, Inc.	March 1, 2010
Tom Luna*	Boise	State Superintendent of Public Instruction	January 1, 2011
Laird Stone	Twin Falls	Attorney	March 1, 2008
Richard Westerberg	Preston	Franklin County Commission Chairman	March 1, 2009

* Mr. Luna serves ex-officio to the State Board of Education in his capacity as State Superintendent of Public Instruction, which is a statewide elective office. His current term on the Board expires on January 1, 2011.

The State Board of Education has a full time professional staff headed by Karen McGee, Interim Executive Director. She was appointed Interim Executive Director in May, 2007.

University Officers

The affairs of the University are managed by the President of the University and the staff. The President is appointed by, reports to, and serves at the pleasure of the Board. Following is a brief biographical resume of President Vailas and his cabinet:

Arthur C. Vailas, President. Dr. Vailas assumed the position of President of Idaho State University on July 1, 2006. Dr. Vailas previously was vice chancellor of all five University of Houston (UH) System campuses, and vice president for research and intellectual property management at the UH main campus. He joined the University of Houston in 1995 as vice provost for graduate studies, and professor and distinguished chair in biology and biochemistry. From 1988 to 1994, he held numerous positions at the University of Wisconsin – Madison. They included associate dean for research and development in the School of Education; professor of surgery, division of orthopedic surgery, College of Medicine; professor of kinesiology, School of Education; professor, department of poultry science, College of Agriculture; and professor and director of the Biodynamics Laboratory. His Ph.D. degree is from the University of Iowa with an area of emphasis in connective tissue physiology.

Robert A. Wharton, Vice President for Academic Affairs. Dr. Wharton oversees all academic aspects of the University. He works with University leadership and the State Board of Education to advance campus initiatives-leading to excellence in pursuing the University's mission. Prior to joining the University, Dr. Wharton was a member of the federal government's Senior Executive Service and served as executive officer for the National Science Foundation's Office of Polar Programs.

James A. Fletcher, Vice President for Finance and Administration and Bursar. Mr. Fletcher was appointed to the position of Vice President for Finance and Administration and Bursar in July, 2007. Mr. Fletcher most recently served as the Vice Chancellor of Administration at the Texas A&M System in College Station, Texas. He has also previously served at Howard University, University of Colorado, and Morehouse College. Prior to that, he worked in senior financial administration positions at the IBM and Unisys Corporations.

Lee Krehbiel, Interim Vice President of Student Affairs. Dr. Krehbiel was appointed to the position of Interim Vice President for Student Affairs in September 2006. Originally coming to the University in 1996 to serve as Assistant Dean of Students, he was promoted to Associate Dean of Students in 2005. Prior to joining the University, Dr. Krehbiel was a Research Associate at the Indiana Education Policy Center, Indiana University-

Bloomington. He previously served as Director of Alumni Building (Union) and Campus Activities at Berea College. He received his Ph.D. in Educational Leadership and Policy Studies from Indiana University.

BONDOWNERS' RISKS

The purchase of the Series 2007 Bonds involves certain risks that are discussed throughout this Official Statement. Each prospective purchaser of the Series 2007 Bonds should make an independent evaluation of all of the information in this Official Statement in order to make an informed investment decision.

Limited Obligation. The Series 2007 Bonds are limited obligations of the Board and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the University and then only to the extent herein described. The Board is not authorized to levy or collect any taxes or assessments other than the revenues and fees described herein to pay the Series 2007 Bonds. The Board has no taxing power.

Enrollment Decline. The University is empowered to set fees and tuition, but the University cannot control the number of students enrolled in any year and a continued decline in enrollment could impact the ability of the University to collect sufficient Pledged Revenues to pay principal and interest on the Bonds.

TAX MATTERS

In the opinion of Ballard Spahr Andrews & Ingersoll, LLP, Bond Counsel to the University, based on an analysis of currently existing laws, regulations, decisions and interpretations, and assuming, among other matters, continuing compliance with certain covenants, interest on the Series 2007 Bonds is excludable from gross income for federal income tax purposes and is not a specific item of tax preference for purposes of the federal alternative minimum taxes imposed on individuals and corporations, but such interest is included in earnings and profits in computing the federal alternative minimum tax imposed on certain corporations. Bond Counsel is also of the opinion that, under currently existing law, interest on the Series 2007 Bonds is exempt from State of Idaho income taxes.

The Internal Revenue Code of 1986, as amended (the "Code"), contains a number of requirements and restrictions which apply to the Series 2007 Bonds. The University has covenanted to comply with all such requirements and restrictions. Failure to comply with certain of such requirements and restrictions may cause interest on the Series 2007 Bonds to become includible in gross income for federal income tax purposes retroactive to the date of the issuance of the Series 2007 Bonds. Bond Counsel has assumed, without undertaking to determine or confirm, continuing compliance by the University with such requirements and restrictions in rendering its opinion regarding the tax-exempt status of interest on the Series 2007 Bonds.

Although Bond Counsel will render an opinion that interest on the Series 2007 Bonds is excludable from gross income for federal income tax purposes, the ownership or disposition of, or the accrual or receipt of interest on, the Series 2007 Bonds may otherwise affect a Bondowner's tax liability. The nature and extent of these other tax consequences will depend upon the Bondowner's particular tax status and the Bondowner's other items of income or deduction. Bond Counsel expresses no opinion regarding any other tax consequences relating to the ownership or disposition of, or the accrual or receipt of interest on, the Series 2007 Bonds.

Original Issue Premium. Certain of the Series 2007 Bonds may be offered at a premium ("original issue premium") over principal amount. Original issue premium is amortizable periodically over the term of a Series 2007 Bond through reductions in the holder's tax basis for the Series 2007 Bond for determining taxable gain or loss from sale or from redemption prior to maturity. Amortizable premium is accounted for as reducing the tax-exempt interest on the Series 2007 Bond rather than creating a deductible expense or loss. Series 2007 Bondholders should consult their tax advisers for an explanation of the amortization rules.

Original Issue Discount. Certain of the Series 2007 Bonds may be offered at a discount ("original issue discount") equal generally to the difference between public offering price and principal amount. Original issue discount on a Series 2007 Bond accrues as tax-exempt interest periodically over the term of the Series 2007 Bond.

The accrual of original issue discount increases the holder's tax basis in the Series 2007 Bond for determining taxable gain or loss from sale or from redemption prior to maturity. Series 2007 Bondholders should consult their tax advisers for an explanation of the accrual rules.

Recent Supreme Court Review. On May 21, 2007, the U.S. Supreme Court agreed to review a Kentucky state court decision on the issue of whether the U.S. Constitution precludes states from giving more favorable tax treatment to state and local government bonds issued within that state than the tax treatment given bonds issued outside that state. The outcome of this or any similar case cannot be predicted, but the ultimate result could be a change in the treatment for state tax purposes of obligations such as the Series 2007 Bonds, including whether interest on the Series 2007 Bonds is exempt from State of Idaho income tax.

Information Reporting and Backup Withholding. Payments of interest on tax-exempt obligations, including the Series 2007 Bonds, are generally subject to IRS information reporting by the payor and "backup withholding" if the recipient has not furnished the payor with a completed Form W-9, certifying the recipient's tax identification number or basis for exemption. "Backup withholding" means that the payor will withhold tax from the interest payments at the backup withholding rate, currently 28%.

If an owner purchasing a Series 2007 Bond through a brokerage account has executed a Form W-9 in connection with the account, as generally can be expected, there should be no backup withholding of interest on such Series 2007 Bond. In any event, backup withholding does not affect the excludability of the interest on the Series 2007 Bonds from gross income for Federal income tax purposes. Any amounts withheld pursuant to backup withholding would be allowed as a refund or a credit against the owner's Federal income tax once the required information is furnished to the Internal Revenue Service.

UNDERWRITING

Lehman Brothers Inc. (the "Underwriter"), has agreed, subject to certain conditions, to purchase all of the Series 2007 Bonds from the University at a purchase price of $_____. Upon the issuance of the Series 2007 Bonds, the University will pay the Underwriters an underwriting fee of $_____. The Underwriter has advised the University that the Series 2007 Bonds may be offered and sold to certain dealers (including dealers depositing the Series 2007 Bonds into investment trusts) at prices lower than the initial public offering prices reflected on the cover page of this Official Statement and that such public offering prices may be changed from time to time.

RATINGS

As of the date of this Official Statement, _____ and _____ have assigned underlying ratings of "____" and "____," respectively, to the Series 2007 Bonds.

Any explanation of the significance of such ratings may only be obtained from the rating agency furnishing the same. The above ratings are not recommendations to buy, sell or hold the Series 2007 Bonds.

There is no assurance such ratings will continue for any given period of time or that such ratings will not be revised downward or withdrawn entirely by the rating agencies, if in the judgment of such rating agencies, circumstances so warrant. Any such downward revision or withdrawal of such ratings may have an adverse effect on the market price of the Series 2007 Bonds.

TRUSTEE

By appointment of the University, U.S. Bank National Association, Salt Lake City, Utah, shall act as the trustee, bond registrar, authenticating agent, paying agent and transfer agent with respect to the Series 2007 Bonds.

The Trustee is to carry out those duties assignable to it under the Resolution. Except for the contents of this section, the Trustee has not reviewed or participated in the preparation of this Official Statement and assumes no responsibility for the nature, content, accuracy or completeness of the information set forth in this Official Statement

or for the recitals contained in the Resolution or the Series 2007 Bonds, or for the validity, sufficiency, or legal effect of any of such documents.

Furthermore, the Trustee has no oversight responsibility, and is not accountable, for the use or application by the Authority of any of the Series 2007 Bonds authenticated or delivered pursuant to the Resolution or for the use or application of the proceeds of such Series 2007 Bonds by the University. The Trustee has not evaluated the risks, benefits, or propriety of any investment in the Series 2007 Bonds and makes no representation, and has reached no conclusions, regarding the value or condition of any assets or revenues pledged or assigned as security for the Series 2007 Bonds or the investment quality of the Series 2007 Bonds, about all of which the Trustee expresses no opinion and expressly disclaims the expertise to evaluate.

CONTINUING DISCLOSURE

The University and the Trustee have entered into a "Disclosure Agreement" pursuant to which the University will provide to the Trustee within 180 days following the end of its fiscal year a copy of its annual audited financial statements and such other financial, statistical and operating data for such fiscal year in form and scope similar to the financial, statistical and operating data included in this Official Statement. The University also has agreed to deliver to the Trustee notice of the events described in paragraph (b)(5)(i)(C) of Rule 15c2-12 as promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended (the "Rule"). The Trustee has agreed to deliver the information and the notices described in the preceding two sentences upon receipt thereof from the University to each nationally recognized municipal securities information repository and to the State of Idaho information depository, and to deliver any notice of an event described in paragraph (b)(5)(i)(C) of Rule 15c2-12 to the Municipal Securities Rulemaking Board. The Trustee also agrees that if it has knowledge that the University has not delivered its annual audited financial statements or has not provided the financial, statistical and operating data as described above or if it has knowledge of the occurrence of an event described in clauses (1), (3) or (4) of paragraph (b)(5)(i)(C) of Rule 15c2-12, it will directly notify such nationally recognized municipal securities information repository and the Municipal Securities Rulemaking Board of the University's failure to deliver such information or the occurrence of such event.

The University has not failed to perform any obligation with respect to any existing undertaking to provide continuous disclosure under the Rule. A failure by the University to comply with the Disclosure Agreement will constitute an event of default under the Disclosure Agreement and will entitle any Bondholder (including any Beneficial Owner) to bring an action for specific performance and to take such other remedies as are provided in the Disclosure Agreement.

A failure by the University to comply with the Disclosure Agreement must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the Series 2007 Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the Series 2007 Bonds and their market price.

LITIGATION

The University has reported as of the date hereof that there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance, sale, execution or delivery of the Series 2007 Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the Series 2007 Bonds, the pledge and application of Pledged Revenues or the existence or powers of the University.

LEGAL MATTERS

All legal matters incident to the authorization and issuance of the Series 2007 Bonds are subject to the approval of Ballard Spahr Andrews & Ingersoll, LLP, as Bond Counsel to the University whose approving opinions will be delivered with the Series 2007 Bonds. Certain legal matters will be passed upon for the University by its University Counsel, Bradley H. Hall, Esq., Pocatello, Idaho. Certain legal matters will be passed on for the Board

and the University by the office of the Attorney General of the State. A copy of the opinion of Bond Counsel in substantially the form set forth in APPENDIX D of this Official Statement will be available from the University upon request.

Other than the form of such opinion, Bond Counsel has not assumed responsibility for any of the remaining material in the Official Statement and has not undertaken to review or independently verify the information set out therein. In addition, Bond Counsel has not assumed responsibility for any agreement, representation, offering circulars or other material of any kind not mentioned in this paragraph, relating to the offering of the Series 2007 Bonds for sale.

INDEPENDENT AUDITORS

The financial statements of the University for the years ended June 30, 2006 and 2005 and Independent Auditor's Report, included in this Official Statements as "APPENDIX C" have been audited by Moss Adams LLP ("Moss Adams"), independent auditors, as stated in their report appearing herein. Moss Adams has not been engaged to perform and has not performed, since the date of the report included herein, any procedures on the financial statements addressed in that report. Moss Adams also has not performed any procedures relating to this Official Statement.

NO DEFAULTED BONDS

The University has never failed to pay principal and interest when due on their respective outstanding bonded indebtedness or other obligations.

MISCELLANEOUS

The Appendices are integral parts of this Official Statement and must be read together with all other parts of this Official Statement. The references herein to the Resolution, the Series 2007 Bonds and the Act, are brief outlines of certain provisions thereof. Such outlines do not purport to be complete and reference is made to such documents and Act for full and complete statements of their provisions. Copies of these documents and Act are available for inspection at the principal corporate trust office of the Trustee in Salt Lake City, Utah and during the offering period for the Series 2007 Bonds from the Underwriter.

Any statements in this Official Statement involving matters of opinion or of estimates, whether or not so expressly stated, are set forth as such and not as representations of fact, and no representation is made that any estimates will be realized.

This Preliminary Official Statement is in a form "deemed final" by the University for purposes of Rule 15c2-12 of the Securities and Exchange Commission.

This Official Statement and its distribution and use by the Underwriter has been duly authorized by the Board and the University.

IDAHO STATE UNIVERSITY

By:_____
Vice President for Finance and Administration and Bursar

APPENDIX A

GLOSSARY OF CERTAIN TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT

The following terms are used as defined terms in the Resolution and the Official Statement. The defined terms should be read in conjunction with APPENDIX B—SUMMARY OF THE RESOLUTION.

"Accountant's Certificate" shall mean a certificate signed by an independent certified public accountant of recognized standing or a firm of independent public accountants of recognized standing, selected by the University and acceptable to the Trustee (which acceptance shall not be unreasonably withheld), who may be the accountant or firm of accountants who regularly audit the books of the University, provided that, if the Trustee shall fail to so accept, it shall deliver to the University a statement of its reasons for such nonacceptance.

"Act" shall mean the Educational Institutions Act of 1935, codified in Title 33, Chapter 38, Idaho Code, as the same shall be amended from time to time.

"Additional Bonds" shall mean Bonds issued pursuant to Article VII of the Resolution secured by Pledged Revenues.

"Authorized Officer of the University" shall mean the Bursar or a representative designated by the Bursar.

"Board" shall mean the Board of Trustees of the Idaho State University.

"Bond Fund" shall mean the fund referred to in the Bond Resolution, consisting of the Debt Service Account.

"Bond Register" shall mean the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Bonds.

"Bond Resolution" or "Resolution" shall mean the Bond Resolution, adopted by the Board on September 17, 1992, providing for the issuance of General Revenue Bonds, as restated on August 12, 2004 and as from time to time supplemented by Supplemental Resolutions.

"Bond Year" means the one-year period (or, in the case of the first Bond Year, the shorter period from the date of issue of the Bonds) selected by the University. If no date is selected by the University within five years of the date of delivery of a series of Bonds, each Bond Year shall end at the close of business on the date preceding the anniversary of the date of delivery of a series of Bonds.

"Bonds" shall mean the initial bonds issued under the Resolution and any Additional Bonds.

"Bursar" means the officer so designated by the University as chief financial officer of the University, currently the Vice President for Finance and Administration of the University, including any acting Bursar designated by the University.

"Business Day" shall mean a day, other than Saturday or Sunday, on which banks located in the states of Idaho, Minnesota, Utah and Washington, or in the city where the principal corporate trust office of the Trustee is located, are open for the purpose of conducting commercial banking business.

"CAES Base Rent" shall mean the base rent payable by Battelle Energy Alliance, LLC a Delaware limited liability company under its Lease Agreement No. 00049377 with the University.

"Code" shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

"Construction Fund" shall mean the special account created by the Bond Resolution, from which the Cost of Acquisition and Construction of a Project shall be paid.

"Cost of Acquisition and Construction," with respect to a Project, shall include together with any other proper item of cost not specifically mentioned therein, the cost of demolition, the cost of acquisition and construction of the Project and the financing thereof, the cost, whether incurred by the University or another, of field surveys and advance planning undertaken in connection with the Project, and the cost of acquisition of any land or interest therein required as the sites thereof or for use in connection therewith, the cost of preparation of the sites thereof and of any land to be used in connection therewith, the cost of any indemnity and surety bonds and insurance premiums, allocable administrative and general expenses of the University, allocable portions of inspection expenses, financing charges, legal fees, and fees and expenses of financial advisors and consultants in connection therewith, cost of audits, the cost of all machinery, apparatus and equipment, cost of engineering, the cost of utilities, architectural services, design, plans, specifications and surveys, estimates of cost, the payment of any notes of the University (including any interest and redemption premiums) issued to temporarily finance the payment of any item or items of cost of the Project and payable from the proceeds of the Bonds, and all other expenses necessary or incident to determining the feasibility or practicability of the Project, and such other expenses not specified herein as may be necessary or incident to the construction and acquisition of the Project, the financing thereof and the placing of the same in use and operation.

"Cost(s) of Issuance" shall mean printing, rating agency fees, legal fees, underwriting fees, fees and expenses of the Trustee, bond insurance premiums, if any, and all other fees, charges, and expenses with respect to or incurred in connection with the issuance, sale, and delivery of a series of Bonds.

"Cross-over Date" means with respect to Cross-over Refunding Bonds the date on which the principal portion of the related Cross-over Refunded Bonds is to be paid or redeemed from the proceeds of such Cross-over Refunding Bonds.

"Cross-over Refunded Bonds" means Bonds refunded by Cross-over Refunding Bonds.

"Cross-over Refunding Bonds" means Bonds issued for the purpose of refunding Bonds if the proceeds of such Cross-over Refunding Bonds are irrevocably deposited in escrow in satisfaction of the requirements of Section 57-504, Idaho Code, to secure the payment on an applicable redemption date or maturity date of the Cross-over Refunded Bonds (subject to possible use to pay principal of the Cross-over Refunding Bonds under certain circumstances) and the earnings on such escrow deposit are required to be applied to pay interest on the Cross-over Refunding Bonds until the Cross-over Date.

"Debt Service" for any period shall mean, as of any date of calculation, an amount equal to the Principal Installment and interest accruing during such period on the Bonds, plus any Payment due under a Parity Payment Agreement as defined in the Resolution. Such Debt Service on the Bonds shall be calculated on the assumption that no portion of the Bonds Outstanding at the date of calculation will cease to be Outstanding except by reason of the payment of the Principal Installment on the Bonds on the due date thereof. For any series of Variable Rate Bonds bearing interest at a variable rate which cannot be ascertained for any particular Fiscal Year, it shall be assumed that such series of Variable Rate Bonds will bear interest at a fixed rate equal to the higher of (i) the average of the variable rates applicable to such series of Variable Rate Bonds during any twenty-four month period ending within thirty (30) days prior to the date of computation, or (ii) 110% of the Bond Buyer 25 Revenue Bond Index most recently published prior to the computation date but bearing interest at a fixed rate. There shall be excluded from "Debt Service" (i) interest on Bonds (whether Cross-over Refunding Bonds or Cross-over Refunded Bonds) to the extent that Escrowed Interest is available to pay such interest, and (ii) principal on Cross-over Refunded Bonds to the extent that the proceeds of Cross-over Refunding Bonds are on deposit in an irrevocable escrow in satisfaction of the requirements of Section 57-504, Idaho Code, and such proceeds or the earnings thereon are required to be applied to pay such principal (subject to the possible use to pay the principal of the Cross-over Refunding Bonds under certain circumstances) and such amounts so required to be applied are sufficient to pay such principal.

"Debt Service Account" shall mean the account of that name created within the Bond Fund by the Bond Resolution.

"Defeasance Securities" shall mean and include any of the following securities:

1. Cash.

2. U.S. Treasury Certificates, Notes and Bonds (including State and Local Government Series - (SLGs)).

3. Direct obligations of the U.S. Treasury which have been stripped by the U.S. Treasury itself.

4. Resolution Funding Corp. ("REFCORP"). Only the interest component of REFCORP strips which have been stripped by request to the Federal Reserve Bank of New York in book entry form are acceptable.

5. Pre-refunded municipal bonds rated "Aaa" by Moody's and "AAA" by S&P. If, however, the issue is only rated by S&P (i.e., there is no Moody's rating) then the pre-refunded bonds must have been prerefunded with cash, direct U.S. or U.S. guaranteed obligations, or AAA rated pre-refunded municipals to satisfy this condition.

6. Obligations issued by the following agencies which are backed by the full faith and credit of the U.S.:

   a. *U.S. Export-Import Bank* (Eximbank)

      Direct obligations or fully guaranteed certificates of beneficial ownership

   b. *Farmers Home Administratio*n (FmHA)

   c. *Federal Financing Ban*k

   d. *General Services Administratio*n
      Participation Certificates

   e. *U.S. Maritime Administration*
      Guaranteed Title XI financing

   f. U.S. Department of Housing and Urban Development (HUD)

      Project Notes
      Local Authority Bonds
      New Communities Debentures – U.S. government guaranteed debentures

   g. *U.S. Public Housing Notes and Bonds – U.S. government guaranteed public housing notes and bonds*

"Escrowed Interest" means (i) amounts irrevocably deposited in escrow in accordance with the requirements of Section 57-504, Idaho Code, in connection with the issuance of Bonds or Cross-over Refunding Bonds or earnings on such amounts which are required to be applied to pay interest on such Cross-over Refunding Bonds or the related Cross-over Refunded Bonds, and (ii) amounts required by the Resolution to be deposited to pay interest on Bonds for a Project.

"Estimated Pledged Revenues" means, for any year, the Estimated Pledged Revenues for such year, based upon estimates prepared by the Bursar and approved in accordance with procedures established by the Board. In computing Estimated Pledged Revenues, Pledged Revenues may be adjusted as necessary to reflect any changed schedule of fees or other charges adopted and to become effective not later than the next succeeding Fiscal Year of the University and any estimated gain in enrollments of students subject to payment of fees in the academic year

next succeeding the delivery of a series of bonds in connection with which an estimate is made. The estimated Operation and Maintenance Expenses shall not be considered in computing Estimated Pledged Revenues unless Operation and Maintenance Expenses are expected to be paid from Pledged Revenues.

"Estimated Revenues Available for Debt Service" shall mean, for any year, the Revenues Available for Debt Service for such year, based upon estimates prepared by the Bursar and approved in accordance with procedures established by the Board. In computing Estimated Revenues Available for Debt Service, Pledged Revenues may be adjusted as necessary to reflect any changed schedule of fees or other charges adopted and to become effective not later than the next succeeding Fiscal Year of the University and any estimated gain in enrollments of students subject to payment of fees in the academic year next succeeding the delivery of a series of bonds in connection with which an estimate is made.

"Event of Default" shall mean one or more of the events enumerated in the Bond Resolution.

"Facilities" means (i) the Holt Arena stadium facility, (ii) the Reed Gymnasium, (iii) the Student Union Buildings, (iv) the CAES Project, (v) the Meridian Project, (vi) the Recreation Project and (vii) any Project financed with the proceeds of the Bonds, together with all appurtenances, equipment and related facilities useful or necessary to the operation of such Facilities.

"Fiscal Year" shall mean the annual accounting period of the University, beginning July 1 in a year and ending June 30 of the following year.

"Generally Accepted Accounting Principles" shall mean those accounting principles applicable in the preparation of financial statements of business corporations as promulgated by the Financial Accounting Standards Board or such other body recognized as authoritative by the American Institute of Certified Public Accountants.

"Housing System" shall mean the University's system of (i) student housing facilities and related facilities, including family student housing and apartments; (ii) the University's on-campus residence hall housing facilities, food service and dining facilities and related and subordinate facilities; and (iii) additions and improvements thereto.

"Investment Securities" shall mean and include any securities authorized to be acquired by the Treasurer of the State of Idaho pursuant to Section 67-1210 and 67-1210A, Idaho Code, or any successor Code section specifying legal investments.

"Mandatory Redemption Amount(s)" shall mean the mandatory deposits so designated in a Supplemental Resolution. The portion of any Mandatory Redemption Amount remaining after the deduction of any amounts credited pursuant to the Resolution (or the original amount of any such Mandatory Redemption Amount if no such amounts shall have been credited toward the same) shall constitute the unsatisfied balance of such Mandatory Redemption Amount for the purpose of calculation of Mandatory Redemption Amounts due on a future date.

"Matriculation Fee(s)" shall mean the student matriculation fee established by the Board for maintenance and operation of physical plant, student services, and institutional support for full-time students enrolled in academic credit courses and vocational pre-employment, preparatory programs at the University, as said fee now exists and may hereafter be revised by the Board. The Matriculation Fee shall include general education fees for part-time and summer students which are currently designated by the Board as the "Part-time Educational Fee" and "Summer School Fee." The Matriculation Fee is also referred to as the "Tuition Fee."

"Maximum Annual Debt Service" shall mean an amount equal to the greatest annual Debt Service with respect to the Bonds for the current or any future Bond Year.

"Meridian Project" means the acquisition and renovation of a portion of a building in Meridian, Idaho to be used for instructional purposes.

"Moody's" shall mean Moody's Investors Service, a corporation organized and existing under the laws of the State of Delaware, its successors and assigns.

"Net Proceeds," when used with reference to any series of Bonds, shall mean the aggregate principal amount of the series of Bonds, less the Costs of Issuance.

"Net Revenues of the Housing System" shall mean the Revenues of the Housing System, less Operation and Maintenance Expenses.

"Operation and Maintenance Expenses" with respect to the Housing System shall mean all actual operation and maintenance expenses incurred by the University in any particular Fiscal Year or period to which said term is applicable or charges made therefor during such Fiscal Year or period, but only if such charges are made in conformity with Generally Accepted Accounting Principles.

Operation and Maintenance Expenses include, but are not limited to, costs for ordinary repairs, renewals and replacements of the Housing System, for salaries and wages, employees' health, hospitalization, pension and retirement expenses, fees for services, materials and supplies, rents, administrative and general expenses, insurance expenses, legal, engineering, accounting and financial advisory fees and expenses and costs of other consulting and technical services, fees and charges of financial, banking or other institutions for letters of credit, standby credit facilities, reimbursement agreements and remarketing, indexing and tender agent agreements to secure any series of Bonds, training of personnel, taxes and other governmental charges imposed by other than the University, fuel costs, and any other current expenses or obligations required to be paid by the University under the provisions of the Resolution or by law, all to the extent properly allocable to the Housing System.

Notwithstanding the first sentence of this definition, Operation and Maintenance Expenses do not include depreciation or obsolescence charges or reserves therefor; amortization of intangibles or other bookkeeping entries of a similar nature; interest charges and charges for the payment or amortization of principal of bonded or other indebtedness of the University; costs or charges which under Generally Accepted Accounting Principles are properly chargeable to the capital account or the reserve for depreciation and do not include losses from the sale, abandonment, reclassification, revaluation or other disposition of any part of the Housing System or such property items which are capitalized pursuant to the then existing accounting practice of the University.

"Outstanding," when used with reference to the Bonds, as of any particular date, shall mean the Bonds which have been issued, sold and delivered under the Bond Resolution, except (i) the Bonds (or portion thereof) cancelled because of payment or redemption prior to their stated date of maturity, and (ii) the Bonds (or portion thereof) for the payment or redemption of which there has been separately set aside and held money for the payment thereof.

"Payment Date" shall mean the date upon which a payment of Debt Service on the Bonds shall be due and payable.

"Pledged Revenues" shall include (i) the Student Facilities Fee/Facilities, (ii) the Matriculation Fee (also referred to as the Tuition Fee) and other fees as shall be designated by the Board as Pledged Revenues; (iii) Revenues of the Housing System and CAES Base Rent, (iv) other revenues of other University enterprises or sources of funds as shall be designated by the Board as Pledged Revenues, (v) any investment income deposited from the Revenue Fund and the Debt Service Fund; and (vi) proceeds from the sale of a series of Bonds and moneys and investment earnings thereon, except as otherwise provided in the Bond Resolution or a Supplemental Resolution. Upon approval of the annual budget by the Board, the amounts of fees and other revenues so approved by the Board shall become Pledged Revenues and, when deposited into the Revenue Fund, shall become available for payment into the Bond Fund for payment of Debt Service in accordance with the Bond Resolution.

"Principal Installment" shall mean, as of any date of calculation and with respect to any series of Bonds then Outstanding, (A) the principal amount of Bonds of such series due on a certain future date for which no Mandatory Redemption Amounts have been established, or (B) the unsatisfied balance (determined as provided in the definition of Mandatory Redemption Amount in this section) of any Mandatory Redemption Amount due on a certain future date for Bonds of such series, plus the amount of the mandatory redemption premiums, if any, which would be applicable upon redemption of such Bonds on such future date in a principal amount equal to such unsatisfied balance of such Mandatory Redemption Amount, or (C) if such future dates coincide as to different

Bonds of such series, the sum of such principal amount of Bonds and of such unsatisfied balance of such Mandatory Redemption Amount due on such future date plus such applicable redemption premiums.

"Project" shall mean any "project" as defined in the Act that is financed with the proceeds of Bonds issued under the Resolution.

"Project Account" shall mean an account established by the University within the Construction Fund for a Project.

"Rebate Fund" means the fund by that name established by the Resolution.

"Record Date" shall mean the 15th day of the calendar month next preceding any interest payment date, as provided in the Resolution.

"Recreation Project" means the construction and equipping of additions to an existing recreation facility.

"Registered Owner" or "Owner(s)" shall mean the person or persons in whose name or names the Bonds shall be registered in the Bond Register maintained by the Trustee in accordance with the terms of the Bond Resolution.

"Revenue Fund" shall mean the Revenue Fund established by the Bond Resolution.

"Revenues Available for Debt Service" shall mean revenues in clauses (i), (ii), (v) and (vi) of the definition of Pledged Revenues, plus Net Revenues of the Housing System, plus revenues described in clause (iv) of the definition of Pledged Revenues less Operation and Maintenance Expenses of any University enterprises the revenues of which have been included in Pledged Revenues by virtue of such clause (iv).

"Revenues of the Housing System" shall mean all rentals, revenues, fees, tolls, charges, income, receipts and profits derived by the University from or attributable to the Housing System including, without limitation, all revenues derived from or attributable to any lease or other contractual arrangement with respect to the use or occupancy of the Housing System or the services, output or capacity thereof, or from the sale of any property of the Housing System permitted under the Resolution, and the proceeds of any insurance covering business interruption loss relating to the Housing System, all as determined in accordance with Generally Accepted Accounting Principles.

"S&P" shall mean Standard & Poor's Corporation, a corporation organized and existing under the laws of the State of New York, its successors and assigns.

"Series 1998 Bonds" means the $12,400,000 principal amount of Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998, of the University authorized by the Series 1998 Supplemental Resolution.

"Series 1998 Supplemental Resolution" means the Supplemental Resolution of the University adopted on February 19, 1998, authorizing the Series 1998 Bonds.

"Series 2003 Bonds" means the $35,895,000 General Refunding and Improvement Revenue Bonds, Series 2003, of the University authorized by the Series 2003 Supplemental Resolution.

"Series 2003 Supplemental Resolution" means the Supplemental Resolution of the University adopted on June 26, 2003, authorizing the Series 2003 Bonds.

"Series 2004A Bonds" means the $4,980,000 General Revenue Bonds, Series 2004A, of the University authorized by the Series 2004A Supplemental Resolution.

"Series 2004A Supplemental Resolution" means the Supplemental Resolution of the University adopted on August 12, 2004, authorizing the Series 2004A Bonds.

"Series 2004B Bonds" means the $3,305,000 General Revenue Bonds, Series 2004B, of the University authorized by the Series 2004B-C Supplemental Resolution.

"Series 2004B-C Bonds" means collectively, the Series 2004B Bonds and the Series 2004C Bonds.

"Series 2004C Bonds" means the $2,305,000 General Revenue Bonds (Taxable), Series 2004C, of the University authorized by the Series 2004B-C Supplemental Resolution.

"Series 2004B-C Supplemental Resolution" means the Supplemental Resolution of the University adopted on October 21, 2004, authorizing the Series 2004B-C Bonds.

"Series 2006 Bonds" means the $10,000,000 principal amount of General Revenue Bonds (Taxable), Series 2006 of the University authorized by the Series 2006 Supplemental Resolution.

"Series 2006 Supplemental Resolution" means the Supplemental Resolution of the University adopted on November 30, 2006, authorizing the Series 2006 Bonds.

"Series 2007 Bonds" means the $_____ principal amount of General Revenue Bonds, Series 2007 of the University authorized by the Series 2007 Supplemental Resolution.

"Series 2007 Cost of Issuance Fund" means the special account created by the Series 2007 Supplemental Resolution, from which the Costs of Issuance of the Series 2007 Bonds shall be paid.

"Series 2007 Project Account" means the special account created by the Series 2007 Supplemental Resolution, from which a portion of the Cost of Acquisition and Construction of the Series 2007 Projects shall be paid.

"Series 2007 Projects" means the Recreation Project and the Meridian Project.

"Series 2007 Supplemental Resolution" means the Supplemental Resolution of the University adopted on August 9, 2007, authorizing the Series 2007 Bonds.

"Student Facilities Fee/Facilities" shall mean the student facilities fee/facilities established by the Board and pledged as Pledged Revenues for payment of Additional Bonds, as said fee now exists and as may hereafter be revised by the Board.

"Supplemental Resolution" means any resolution amending or supplementing the terms of the Resolution in full force and effect which has been duly adopted and approved by the University under the Act; but only if and to the extent that such Supplemental Resolution is adopted in accordance with the provisions of the Resolution.

"Trustee" shall mean U.S. Bank National Association, which shall also act as bond registrar, authenticating agent, paying agent and transfer agent with respect to the Bonds, or its successors in functions, as now or hereafter designated.

"2004B/2004C Insurer" means Financial Security Assurance Inc., as insurer of the Series 2004B-C Bonds.

"2004B/2004C Policy" means the municipal bond insurance policy issued by the 2004B/2004C Insurer guaranteeing the scheduled payment of principal and interest on the Series 2004B-C Bonds when due.

"University" means Idaho State University, at Pocatello, Idaho, a body politic and corporate pursuant to the provisions of Section 33-3001, Idaho Code.

"Variable Rate Bonds" means as of any date of calculation, Bonds, the terms of which on such date of calculation are such that interest thereon for any future period of time is expressed to be calculated at a rate which is not susceptible of precise determination.

"Written Certificate of the University" means an instrument in writing signed on behalf of the University by a duly authorized officer thereof. Every Written Certificate of the University, and every certificate or opinion of counsel, consultants, accountants or engineers provided for herein shall include: (A) a statement that the person making such certificate, request, statement or opinion has read the pertinent provisions of the Bond Resolution to which such certificate, request, statement or opinion relates; (B) a brief statement as to the nature and scope of the examination or investigation upon which the certificate, request, statement or opinion is based; (C) a statement that, in the opinion of such person, he has made such examination or investigation as is necessary to enable him to express an informed opinion with respect to the subject matter referred to in the instrument to which his signature is affixed; and (D) with respect to any statement relating to compliance with any provision hereof, a statement whether or not, in the opinion of such person, such provision has been complied with.

APPENDIX B

SUMMARY OF THE RESOLUTION

Capitalized terms used herein and not otherwise defined are used as defined in "APPENDIX A—GLOSSARY OF CERTAIN TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT."

The following is a summary of certain provisions of the Resolution and is not to be considered a full statement thereof. The Resolution and all supplements thereto, are on file at the University, c/o Vice President for Finance and Administration and Bursar, ISU Financial Services, 921 South 8th Avenue, Stop 8219, Building #10, 2nd Floor, Pocatello, Idaho 83209; or at the office of the Trustee, U.S. Bank National Association, 170 South Main Street, Suite 200, Salt Lake City, Utah 84101.

GENERAL PROVISIONS RELATING TO THE BONDS

Authorization of Bonds

Bonds designated as "General Revenue Bonds" are authorized to be issued by the University under the Resolution. The maximum principal amount of the Bonds which may be issued hereunder is not limited; provided, however, that the University reserves the right to limit or restrict the aggregate principal amount of the Bonds which may at any time be issued or Outstanding under the Resolution. Bonds may be issued in such series as from time to time shall be established and authorized by the University subject to the provisions of the Resolution. The Bonds may be issued in one or more series pursuant to one or more Supplemental Resolutions. The designation of the Bonds shall include, in addition to the name "General Revenue Bonds," such further appropriate particular designation added to or incorporated in such title for the Bonds of any particular series as the University may determine. Each Bond shall bear upon its face the designation so determined for the series to which it belongs. Each Bond shall recite in substance that it is payable from and secured by the Pledged Revenues of the University pledged for the payment thereof.

Terms of Bonds

The principal of and interest on, and the redemption price of the Bonds shall be payable in lawful money of the United States of America at the principal corporate trust office of the Trustee or of any Paying Agent at the option of a Registered Owner. Payment of interest on any fully registered Bond shall be (i) made to the Registered Owner thereof and shall be paid by check or draft mailed to the Registered Owner thereof as of the close of business on the Record Date at his address as it appears on the registration books of the Trustee or at such other address as is furnished to the Trustee in writing by such Registered Owner, or (ii) with respect to units of $500,000 or more of Bonds, made by wire transfer to the Registered Owner as of the close of business on the Record Date next preceding the interest payment date if such Registered Owner shall provide written notice to the Trustee not less than 15 days prior to such interest payment date at such wire transfer address as such Registered Owner shall specify, except, in each case, that, if and to the extent that there shall be a default in the payment of the interest due on any interest payment date, such defaulted interest shall be paid to the Registered Owners in whose name any such Bond is registered at the close of business on the fifth Business Day next preceding the date of payment of such defaulted interest.

The Bonds of any series may be issued only in fully registered form without coupons in authorized denominations.

Transfer or Exchange of Bonds

Any Bond shall be transferable by the Registered Owner thereof in person, or by his attorney duly authorized in writing, upon presentation and surrender of such Bond at the principal corporate trust office of the Trustee for cancellation and issuance of a new Bond registered in the name of the transferee, in exchange therefor. Provided, however, that the Trustee shall not be required to transfer the Bonds within 15 calendar days of a principal or interest payment.

Lost, Stolen, Mutilated or Destroyed Bonds

In case any Bond shall be lost, stolen, mutilated or destroyed, the Trustee may authenticate and deliver a new Bond or Bonds of like date, denomination, interest rate, maturity, number, tenor and effect to the Registered Owner thereof upon the Registered Owner's paying the expenses and charges of the University and the Trustee in connection therewith and upon his filing with the University and the Trustee evidence satisfactory to the University and the Trustee of his ownership thereof, and upon furnishing the University and the Trustee with indemnity satisfactory to the University and the Trustee.

Notice of Redemption

A. Notice of Redemption. Notice of any redemption of Bonds shall be sent by the Trustee by first-class mail, postage prepaid, not less than thirty-five (35) nor more than sixty (60) days prior to the date fixed for redemption, to the Registered Owner of each Bond to be redeemed at the address shown on the Bond Register. This requirement shall be deemed to be complied with when notice is mailed as herein provided, regardless of whether or not it is actually received by the Registered Owner of any Bond to be redeemed.

B. Effect of Redemption. When so called for redemption, such Bonds shall cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such Bonds shall not be deemed to be Outstanding as of such redemption date.

C. Open Market Purchase. The University reserves the right to purchase the Bonds on the open market at a price equal to or less than par. In the event the University shall purchase Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the Bonds so purchased shall be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University shall purchase term Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term Bonds so purchased shall be credited against the Mandatory Redemption Amounts next becoming due. All Bonds so purchased shall be cancelled.

Additional Bonds

The University reserves the right to issue Additional Bonds, including the Series 2007 Bonds, secured equally and ratably with outstanding Bonds under the Resolution by a pledge of (i) Pledged Revenues and (ii) the funds established by the Resolution, upon the conditions set forth in Article VII of the Resolution and as described in the Official Statement.

Payment Agreements

For purposes of this Payment Agreements Section, the following words have the following definitions:

(1) "Payment" means any payment required to be made by or on behalf of the University under a Payment Agreement and which is determined according to a formula set forth in the Payment Agreement.

(2) "Parity Payment Agreement" means a Payment Agreement under which the University's payment obligations are expressly stated to be secured by a pledge of and lien on Pledged Revenues on an equal and ratable basis with the Pledged Revenues required to be paid into the Bond Fund to pay and secure the payment of the principal of and interest on Outstanding Bonds.

(3) "Payment Agreement" means a written agreement, for the purpose of managing or reducing the University's exposure to fluctuations or levels of interest rates, currencies or commodities or for other interest rate, investment, asset or liability management purposes, entered into on either a current or forward basis by the University and a Qualified Counterparty, all as authorized by any applicable laws of the State, such agreement may or may not be characterized by a structure of reciprocity of payment.

(4) "Payment Agreement Payment Date" means any date specified in the Payment Agreement on which a Payment or Receipt is due and payable under the Payment Agreement.

(5) "Receipt" means any payment (designated as such by a resolution) to be made to, or for the benefit of, the University under a Payment Agreement by the Payor.

(6) "Payor" means a Qualified Counterparty to a Payment Agreement that is obligated to make one or more payments thereunder.

(7) "Qualified Counterparty" means a party (other than the University or a party related to the University) who is the other party to a Payment Agreement that has or whose obligations are unconditionally guaranteed by a party that has at least an investment grade rating from Moody's and S&P and who is otherwise qualified to act as the other party to a Payment Agreement under any applicable laws of the State.

A Payment Agreement Payment made under a Payment Agreement may be on a parity of lien with the payment of the Bonds if the Payment Agreement satisfies the requirements for Additional Bonds as described in the Resolution, taking into consideration regularly scheduled Payment Agreement Payments and Receipts (if any) under the Payment Agreement.

The Payment Agreement may oblige the University to pay, on one or more scheduled and specified Payment Agreement Payment Dates, the Payments in exchange for the Payor's obligation to pay or to cause to be paid to the University, on scheduled and specified Payment Agreement Payment Dates, the Receipts. The University may also enter into Payment Agreements that are not reciprocated by the other party to the agreement.

If the University enters into a Parity Payment Agreement, Payments shall be made from the Debt Service Account and annual Debt Service shall include any regularly scheduled University Payments adjusted by any regularly scheduled Receipts during a Fiscal Year. Receipts shall be paid directly into the Debt Service Account. Obligations to make unscheduled payments, such a termination payments, may not be entered into on a parity with the Bonds. To the extent that a Parity Payment Agreement has been designated as a hedge of the interest rate features of either fixed rate bonds or Bonds bearing variable rates of interest, annual Debt Service during the term of such Parity Payment Agreement shall be modified to reflect such Parity Payment Agreement.

The University is not precluded from entering into Payment Agreements with a claim on Pledged Revenues junior to that of the Bonds or from entering into obligations on a parity with the Bonds in connection with the use of Payment Agreements or similar instruments if the University obtains an opinion of Bond Counsel that the obligations of the University thereunder are consistent with the Resolution.

PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS; INVESTMENT OF FUNDS

Pledge of Pledged Revenues

In the Resolution, the University pledges for the payment of the Bonds, equally and ratably, the Pledged Revenues and all money in the Bond Fund. The Pledged Revenues and other money in the Revenue Fund and the Bond Fund, if any, shall not, except as provided in the Resolution, be used for any other purpose while any of the Bonds remain Outstanding. This pledge shall constitute a first and exclusive lien on the Pledged Revenues and such other moneys in the Revenue Fund and the Bond Fund, if any, for the payment of the Bonds in accordance with the terms of the Resolution.

Confirmation and Establishment of Funds

The following Funds are established under the Resolution:

A. Revenue Fund to be held by the University;

B. Construction Fund to be held by the University;

C. Bond Fund, consisting of a Debt Service Account to be held by the Trustee;

D. Cost of Issuance Fund to be held by the University; and

E. Rebate Fund to be held by the University.

The Trustee may establish one or more separate and segregated sub-accounts within the Accounts and Funds from time to time as shall be necessary. The Series 2007 Supplemental Resolution creates a "Series 2007 Cost of Issuance Fund" to be held by the University from which the expenses of issuing the Series 2007 Bonds shall be paid.

Revenue Fund; Bond Fund; Flow of Funds

A. Required Deposits. The University shall deposit as received all Pledged Revenues into the Revenue Fund. The University shall deposit into the Debt Service Account in the Bond Fund the accrued interest, if any, received from the sale of a series of Bonds to the initial purchasers thereof. The University shall also deposit into the Debt Service Account the portion, if any, of the Net Proceeds designated as capitalized interest on a series of Bonds.

B. Permitted Deposits. At any time the University may deposit into the Revenue Fund or the Bond Fund such other funds and revenues that do not constitute Pledged Revenues, as the University may in its discretion determine.

C. Required Transfers. Moneys in the Revenue Fund shall first be transferred to the Trustee for deposit in the Debt Service Account in the Bond Fund not later than five (5) days before any Payment Date, an amount equal to Debt Service coming due on such Payment Date. There may be credited against the foregoing transfer, however, any moneys deposited in the Debt Service Account which are available to pay Debt Service on the Bonds and which have not previously been taken as a credit against the required transfers.

The Trustee shall pay out of the Debt Service Account to the Registered Owners of the Bonds entitled to such payment on or before each Payment Date the amount of Debt Service payable on such date.

Amounts remaining in the Revenue Fund at any time in excess of the amounts necessary to make the payments required above may be applied by the University, free and clear of the lien of the Resolution, to the extent permitted by law, (i) to the redemption of Bonds, or (ii) for any other lawful purpose of the University.

Construction Fund

There shall be paid into the Construction Fund the amounts required to be so paid by the provisions of the Resolution or any Supplemental Resolution.

The University may establish within the Construction Fund separate Project Accounts and may establish one or more subaccounts in each Project Account. The Series 2007 Supplemental Resolution designates a "Series 2007 Project Account" in the Construction Fund. Income received from the investment of moneys in the Project Account in the Construction Fund shall be credited to the Project Account. Upon completion of the Project, the Project Account shall be closed, and all remaining amounts in the Project Account shall be transferred to the Debt Service Account in the Bond Fund.

Before any payment is made from the Project Account in the Construction Fund, the University shall execute a Written Certificate showing with respect to each payment to be made the name of the person to whom payment is due and the amount to be paid and certifying that the obligation to be paid was incurred and is a proper charge against the Project Account in the Construction Fund and in a reasonable amount against the Project Account in the Construction Fund and has not been theretofore included in a prior Written Certificate, and that insofar as any

such obligation was incurred for work, materials, equipment or supplies, such work was actually performed, or such materials, equipment or supplies were actually installed in furtherance of the acquisition of the Project or delivered at the site of the Project for that purpose or delivered for storage or fabrication or as a progress payment due on equipment being fabricated to order.

Investment of Funds

Moneys held in any fund or account shall be invested and reinvested by the University or the Trustee to the fullest extent practicable in Investment Securities which mature not later than such times as shall be necessary to provide moneys when needed for payments to be made from such fund or account.

The Trustee shall make investments only in accordance with instructions received from an Authorized Officer of the University. Except as provided to the contrary in the Resolution, income received from the investment of moneys in any fund or account shall be credited to such fund or account.

COVENANTS OF THE UNIVERSITY

So long as any are Outstanding, the University covenants as follows:

Punctual Payment of Bonds

The University will punctually pay or cause to be paid the principal or redemption price and the interest to become due in respect of all the Bonds, in strict conformity with the terms of the Bonds and of the Resolution.

Covenant Regarding Pledged Revenues

The University shall establish and maintain the Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of the Debt Service on the Bonds Outstanding for each such Fiscal Year.

Existence of University

The University will maintain its corporate identity and shall make no attempt to cause its corporate existence to be abolished.

Accounts and Reports

A. The University will at all times keep, or cause to be kept, proper books of record and accounts in accordance with generally accepted accounting principles in which complete and accurate entries shall be made of all transactions relating to the Operation and Maintenance Expenses of the Facilities, the allocation and application of the Pledged Revenues. Such books of record and accounts shall at all times during business hours be subject to the inspection of the Trustee or the Registered Owners of not less than five percent of the Bonds then Outstanding, or their representatives authorized in writing.

B. The University will place on file with the Trustee promptly upon the receipt thereof by the University and in any event annually within six (6) months after the close of each Fiscal Year, a copy of its annual audit report covering the operations of the University and certified by a Certified Public Accountant. Such report shall provide such information as is necessary to evidence compliance with applicable agreements and covenants made by the University in the Resolution.

C. The reports, statements, and other documents required to be furnished to the Trustee pursuant to any provisions of the Resolution shall be available for the inspection of Registered Owners at the principal trust office of the Trustee and shall be mailed to each Registered Owner, investment banker, security dealer, or other person interested in the Bonds who shall file a written request therefor with the University.

D. The University shall file with the Trustee (i) forthwith upon becoming aware of any Event of Default under the Resolution, a Written Certificate of the University specifying such Event of Default; and (ii) no later than five months following the end of each Fiscal Year a Written Certificate of the University stating that, to the best of the knowledge and belief of the authorized officer of the University executing such Written Certificate, except for any Event of Default then existing which shall have been specified in the Written Certificate of the University referred to in (i) above, the University has kept, observed, performed, and fulfilled each and every one of its covenants and obligations contained in the Resolution, and there does not exist at the date of such Written Certificate any Event of Default by the University under the Resolution or other event which, with the lapse of time specified in the Resolution, would become an Event of Default under Article XI of the Resolution, or, if any such Event of Default under Article XI of the Resolution or other event shall so exist, specifying the same and the nature and status thereof.

Compliance With the Resolution

The University will not issue, or permit to be issued, any Bonds in any manner other than in accordance with the provisions of the Resolution and will not suffer or permit any default to the Resolution, but will faithfully observe and perform all the covenants, conditions, and requirements thereof. The University will make, execute, and deliver any and all such further resolutions, instruments, and assurances as may be reasonably necessary or proper to carry out the intention or facilitate the performance of the Resolution, and for better assuring and confirming unto the registered Owners of the Bonds of the rights, benefits, and security provided in the Resolution. The University for itself, its successors and assigns, represents, covenants, and agrees with the Registered Owners of the Bonds, as a material inducement to the purchase of the Bonds, that so long as any of the Bonds shall remain Outstanding and the principal or redemption price thereof or interest thereon shall be unpaid or unprovided for, it will faithfully perform all of the covenants and agreements contained in the Resolution and the Bonds.

Power to Issue Bonds and to Pledge Pledged Revenues and Other Funds

The University is duly authorized under all applicable laws to issue the Bonds and to adopt the Resolution and to pledge the Pledged Revenues and other moneys, securities, and funds purported to be pledged by the Resolution in the manner and to the extent provided in the Resolution. The Bonds and the provisions of the Resolution are and will be the valid and legally enforceable obligations of the University in accordance with their terms and the terms of the Resolution. The University shall at all times, to the extent permitted by law, defend, preserve, and protect the pledge of the Pledged Revenues and other moneys, securities, and funds pledged under the Resolution and all the rights of the Registered Owners under the Resolution against all claims and demands of all persons whomsoever.

Power to Own and Operate the Facilities and Collect Fees

The University has, and will have so long as any Bonds are Outstanding, good right and lawful power to own and operate the Housing System and to fix and collect the Pledged Revenues.

MODIFICATION OR AMENDMENT OF RESOLUTION

The Resolution or any Supplemental Resolution and the rights and obligations of the University and of the Registered Owners of the Bonds may be modified or amended at any time by a Supplemental Resolution and pursuant to the affirmative vote at a meeting of Registered Owners, or with the written consent without a meeting, (1) of the Registered Owners of at least sixty percent (60%) in aggregate principal amount of the Bonds then Outstanding, (2) in case less than all of the several series of Bonds then Outstanding are affected by the modification or amendment, of the Registered Owners of at least sixty percent (60%) in principal amount of the Bonds of each series so affected and then Outstanding, and (3) in case the modification or amendment changes the terms of any Mandatory Redemption Amounts, of the Registered Owners of at least sixty percent (60%) in principal amount of the Bonds of the particular series and maturity entitled to such Mandatory Redemption Amounts and then Outstanding; provided, however, that if such modification or amendment will, by its terms, not take effect so long as any Bonds of any specified series remain Outstanding, the consent of the Registered Owners of Bonds of such series shall not be required and Bonds of such series shall not be deemed to be Outstanding for the purpose of any calculation of Outstanding Bonds under this section. No such modification of amendment shall (x) extend the fixed

maturity of any Bond, or reduce the principal amount or redemption price thereof, or reduce the rate or extend the time of payment of interest thereon, without the consent of the Registered Owner of each Bond so affected, or (y) reduce the aforesaid percentage of Bonds required for the affirmative vote or written consent to an amendment or modification of the Resolution, without the consent of the Registered Owners of all of the Bonds then Outstanding, or (z) without its written consent thereto, modify any of the rights or obligations of the Trustee.

The Resolution or any Supplemental Resolution and the rights and obligations of the University and of the Registered Owners of the Bonds may also be modified or amended at any time by a Supplemental Resolution, without the consent of any Registered Owners, but only to the extent permitted by law and only for any one or more of the following purposes:

(1) to add to the covenants and agreements of the University in the Resolution contained, other covenants and agreements thereafter to be observed, or to surrender any right or power reserved to or conferred upon the University;

(2) to make such provisions for the purpose of curing any ambiguity, or of curing or correcting any defective provision contained in the Resolution, or in regard to questions arising under the Resolution, as the University may deem necessary or desirable, and which shall not adversely affect the interests of the Trustee or the Registered Owners of the Bonds;

(3) to provide for the issuance of a series of Bonds, and to provide the terms and conditions under which such series of Bonds may be issued, subject to and in accordance with the provisions of Article VII of the Resolution;

(4) to provide for the issuance of the Bonds pursuant to a book-entry system or as uncertificated public obligations pursuant to the provisions of the Registered Public Obligations Act, chapter 9 of Title 57, Idaho Code; and

(5) during the term of any credit enhancement agreements (including, without limitation, standby bond purchase agreements and letters of credit) permitted in Section 57-231, Idaho Code, to amend any provisions of the Resolution which is intended solely to be for the benefit of the issuer of the credit enhancement agreement.

Such Supplemental Resolution shall become effective as of the date of its adoption or such later date as shall be specified in such Supplemental Resolution.

EVENTS OF DEFAULT AND REMEDIES OF REGISTERED OWNERS

Events of Default

If any one or more of the following Events of Default shall occur, it is an "event of default" under the Resolution:

(1) failure to make the due and punctual payment of any Principal Installment of a Bond when and as the same shall become due and payable, whether at maturity, by call for redemption, or declaration or otherwise;

(2) failure to make the due and punctual payment of any installment of interest on any Bond or any Mandatory Redemption Amount, when and as such interest installment or any Mandatory Redemption Amount shall become due and payable;

(3) failure by the University to perform or observe any other of the covenants, agreements, or conditions on its part in the Resolution or in the Bonds contained, and such default shall continue for a period of thirty (30) days after written notice thereof to the University by the Trustee specifying such failure and requiring the same to be remedied;

(4) a judgment for the payment of money shall be rendered against the University, and any such judgment shall not be discharged within one hundred twenty (120) days of the entry thereof, or an appeal shall not be taken therefrom or from the order, decree of process upon which or pursuant to which such judgment shall have been granted or entered, in such manner as to set aside or stay the execution of or levy under such judgment, or order, decree or process or the enforcement thereof;

(5) dissolution or liquidation of the University or the filing by the University of a voluntary petition in bankruptcy, or the commission by the University of any act of bankruptcy, or adjudication of the University as a bankrupt, or assignment by the University for the benefit of its creditors, or the entry by the University into an agreement of composition with its creditors, or the approval by a court of competent jurisdiction of a petition applicable to the University in any proceeding for its reorganization instituted under the provisions of the federal bankruptcy act, as amended, or under any similar act in any jurisdiction which may now be in effect or which may hereafter be enacted;

(6) if an order or decree shall be entered, with the consent or acquiescence of the University, appointing a receiver or receivers of a Project, or any part thereof, or if such order or decree, having been entered without the consent and acquiescence of the University, shall not be vacated or discharged or stayed within ninety (90) days after the entry thereof;

(7) any event of default specified in a Supplemental Resolution,

the Trustee (by thirty (30) days' written notice to the University), or the Registered Owners of not less than twenty-five percent (25%) of the Bonds then Outstanding (by notice in writing to the University and the Trustee) may (subject to limitations imposed by bond insurers) declare the Bonds then Outstanding, and the interest accrued thereon, to be due and payable immediately, and upon any such declaration the same shall become and be immediately due and payable, anything in the Resolution or in the Bonds contained to the contrary notwithstanding.

Application of Funds and Moneys in Event of Default

A. If an Event of Default shall happen and shall not have been remedied, the University, upon demand of the Trustee, shall pay over or cause to be paid over to the Trustee (i) forthwith, all moneys, securities, and funds then held by the University in any Fund under the Bond Resolution, and (ii) all Pledged Revenues as promptly as practicable after receipt thereof.

B. During the continuance of an Event of Default, the Trustee shall apply all moneys, securities, funds and Pledged Revenues received by the Trustee pursuant to any right given or action taken under the provisions of this Section as follows and in the following order:

(1) To the payment of the reasonable and proper compensation, charges, expenses and liabilities of the Trustee;

(2) To the payment of the amounts required for reasonable and necessary Operation and Maintenance Expenses as necessary, in the judgment of the Trustee, to prevent deterioration of the Project or loss of Pledged Revenues therefrom. For this purpose the books or record and accounts of the University relating to the Project shall at all times be subject to the inspection of the Trustee and its representatives and agents during the continuance of such Event of Default;

(3) To the payment of the interest and principal or redemption price then due on the Bonds as indicated in the Resolution.

C. If and whenever all overdue installments of interest on the Bonds, together with the reasonable and proper charge, expenses and liabilities of the Trustee, and all other sums payable by the University under this Bond Resolution, including the principal and redemption price of and accrued unpaid interest on the Bonds which shall then be payable by declaration or otherwise, shall either be paid by the Trustee for the account of the University, or provision satisfactory to the Trustee shall be made for such

payment, and all Events of Default under this Bond Resolution shall be made good or secured to the satisfaction of the Trustee or provision deemed by the Trustee to be adequate shall be made therefor, the University and the Trustee shall be restored, respectively, to their former positions and rights under this Bond Resolution. No such restoration of the University and the Trustee in their former positions and rights shall extend to or affect any subsequent Events of Default under this Bond Resolution or impair any right consequent thereon.

Rights and Remedies of Registered Owners

A. No Registered Owner of any Bond shall have any right to institute any proceeding, judicial or otherwise, with respect to the Resolution, or for the appointment of a receiver or trustee, or for any other remedy thereunder, unless

(1) such Registered Owner has previously given written notice to the Trustee of a continuing Event of Default;

(2) the Registered Owners of not less than twenty-five percent (25%) in principal amount of the Bonds shall have made written request to the Trustee

(3) to institute proceedings in respect of such Event of Default in its own name as Trustee;

(4) such Registered Owners have offered to the Trustee reasonable indemnity against the costs, expenses, and liabilities to be incurred in compliance with such request;

(5) the Trustee for sixty (60) days after its receipt of such notice, request, and offer of indemnity has failed to institute any such proceedings; and

(6) no direction inconsistent with such written request has been given to the Trustee during such sixty-day period by the Registered Owners of a majority in principal amount of the Bonds; it being understood and intended that no one or more Registered Owner of Bond shall have any right in any manner whatever by virtue of, or by availing of, any provision of the Resolution to affect, disturb, or prejudice the rights of any other Registered Owner of Bonds, or to obtain or to seek to obtain priority or preference over any other Registered Owner, or to enforce any right under the Resolution, except in the manner therein provided and for the equal and ratable benefit of all the Registered Owners of Bonds.

B. The Registered Owners of a majority in principal amount of the Outstanding Bonds shall have the right to direct the time, method, and place of conducting any proceeding for any remedy available to the Trustee or exercising any trust or power conferred on the Trustee, provided that:

(1) such direction shall not be in conflict with any rule of law or the Resolution,

(2) the Trustee shall not determine that the action so directed would be unjustly prejudicial to the Registered Owners not taking part in such direction, and

(3) the Trustee may take any other action deemed proper by the Trustee which is not inconsistent with such direction.

DEFEASANCE

Discharge of Indebtedness

A. If the University shall pay or cause to be paid, or there shall otherwise be paid, to the Registered Owners of all Bonds the principal of or redemption price, if applicable, and interest due or to become due thereon, if applicable, at the times and in the manner stipulated therein and in the Resolution, or such Bonds shall have been deemed to have been paid as provided in the Supplemental Resolution authorizing a series of Bonds, then the pledge

of any Pledged Revenues, and other moneys, securities and funds pledged under the Resolution and all covenants, agreements and other obligations of the University to the Registered Owners, shall thereupon cease, terminate and become void and be discharged and satisfied. In such event, the Trustee shall cause an accounting for such period or periods as shall be requested by the University to be prepared and filed with the University and, upon the request of the University, shall execute and deliver to the University all such instruments as may be desirable to evidence such discharge and satisfaction, and the Trustee shall pay over or deliver to the University all moneys or securities held by it pursuant to the Resolution which are not required for the payment of principal or redemption price, if applicable, on Bonds.

B. Bonds or interest installments the payment or redemption of which moneys shall have been set aside and shall be held in trust by the Trustee (through deposit by the University of funds for such payment or redemption or otherwise) at the maturity or redemption date thereof shall be deemed to have been paid within the meaning and with the effect expressed in subsection (A) of this section. All Outstanding Bonds of any series shall prior to the maturity or redemption date thereof be deemed to have been paid within the meaning and with the effect expressed in subsection (A) of this section if (1) in case any of said Bonds are to be redeemed on any date prior to their maturity, the University shall have given to the Trustee, in form satisfactory to it, irrevocable instructions to mail to the Registered Owners of such Bonds, notice of redemption of such Bonds on said date, (2) there shall have been deposited with the Trustee either moneys in an amount which shall be sufficient, or Defeasance Securities the principal of and the interest on which when due will provide moneys which, together with the moneys, if any, deposited with the Trustee at the same time, shall be sufficient, to pay when due the principal or redemption price, as applicable, and interest due and to become due, if applicable, on said Bonds on and prior to the redemption date or maturity date thereof, as the case may be, without adversely affecting the tax-exempt status of the interest (if any) on said Bonds taxable under the Code, and (3) in the event said Bonds are not by their terms subject to redemption within the next succeeding sixty (60) days, the University shall have given the Trustee in form satisfactory to it irrevocable instructions to mail, first class postage prepaid, a notice to the Registered Owners of such Bonds that the deposit required by (2) above has been made with the Trustee and that said Bonds are deemed to have been paid in accordance with this section and stating such maturity or redemption date upon which moneys are to be available for the payment of the principal, or redemption price, as applicable and interest due and to become due if applicable on said Bonds.

APPENDIX C

FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2006 AND 2005 AND INDEPENDENT AUDITOR'S REPORT

APPENDIX D

FORM OF OPINION OF BOND COUNSEL

Upon the issuance of the Series 2007 Bonds, Ballard Spahr Andrews & Ingersoll, LLP, Bond Counsel to the University, proposes to issue its opinion in substantially the following form:

We have acted as bond counsel to Idaho State University (the "University") in connection with the issuance by the University of its General Revenue Bonds, Series 2007 in the aggregate principal amount of $_____ (the "Series 2007 Bonds"). The Series 2007 Bonds are being issued pursuant to (i) Title 33, Chapter 38, Idaho Code, as amended; and (ii) a Resolution, adopted by the Board of Trustees of the University (the "Board") on September 17, 1992 and restated by the Board on August 12, 2004, as heretofore supplemented and amended and as further supplemented and amended by a supplemental resolution of the Board adopted on August 9, 2007 (collectively, the "Resolution"). The Series 2007 Bonds are being issued for the purpose of paying all or part of the cost of (i) the renovation and construction of additions to an existing recreation facility, (ii) the purchase and renovation of a portion of a building for instructional purposes, and (iii) paying costs of issuance of the Series 2007 Bonds. Capitalized terms not otherwise defined herein shall have the meanings set forth in the Resolution.

Our services as bond counsel have been limited to the preparation of the legal proceedings and supporting certificates authorizing the issuance of the Series 2007 Bonds under the applicable laws of the State of Idaho and to a review of the transcript of such proceedings and certificates. As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation. Our examination has been limited to the foregoing as they exist or are in effect as of the date hereof. Our opinion is limited to the matters expressly set forth herein, and we express no opinion concerning any other matters.

The Internal Revenue Code of 1986, as amended (the "Code), contains a number of requirements and restrictions which apply to the Series 2007 Bonds. The University has covenanted to comply with all such requirements and restrictions. Failure to comply with certain of such requirements and restrictions may cause interest on the Series 2007 Bonds to become includible in gross income for federal income tax purposes retroactive to the date of issuance of the Series 2007 Bonds. We have assumed, without undertaking to determine or confirm, continuing compliance by the University with such requirements and restrictions in rendering our opinion regarding the tax-exempt status of interest on the Series 2007 Bonds.

Based on our examination and the foregoing, we are of the opinion as of the date hereof and under existing laws as follows:

1. The Resolution has been duly adopted by the University and constitutes a valid and binding obligation of the University enforceable upon the University.

2. The Resolution creates a valid lien on the amounts pledged thereunder for the security of the Series 2007 Bonds.

3. The Series 2007 Bonds are valid and binding limited obligations of the University, payable solely from the Pledged Revenues and other amounts pledged therefor under the Resolution.

4. Based on an analysis of currently existing laws, regulations, decisions and interpretations, interest on the Series 2007 Bonds is excludable from gross income for federal income tax purposes and is not a specific item of tax preference for purposes of the federal alternative minimum taxes imposed on individuals and corporations, but such interest is included in earnings and profits in computing the federal alternative minimum tax imposed on certain corporations.

5. Interest on the Series 2007 Bonds is exempt from State of Idaho income taxes.

In rendering our opinion, we wish to advise you that:

(a) The rights of the Owners of the Series 2007 Bonds and the enforceability thereof and of the Resolution may be subject to bankruptcy, insolvency, reorganization, arrangement, fraudulent conveyance, moratorium and other laws relating to or affecting creditors' rights heretofore or hereafter enacted to the extent constitutionally applicable, and their enforcement may also be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases;

(b) We express no opinion herein as to the accuracy, adequacy, or completeness of the Official Statement or any other offering material relating to the Series 2007 Bonds; and

(c) Although we have rendered an opinion that interest on the Series 2007 Bonds is excludable from gross income for federal income tax purposes, the ownership or disposition of, or the accrual or receipt of interest on, the Series 2007 Bonds may otherwise affect a Bondholder's tax liability. The nature and extent of these other tax consequences will depend upon the Bondholder's particular tax status and the Bondholder's other items of income or deduction. We express no opinion regarding any other tax consequences relating to the ownership or disposition of, or the accrual or receipt of interest on, the Series 2007 Bonds.

Respectfully Submitted,

APPENDIX E

PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM

DTC will act as securities depository for the Series 2007 Bonds. The Series 2007 Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Bond certificate will be issued for each maturity of the Series 2007 Bonds, each in the aggregate principal amount of such maturity, and will be deposited with DTC or its agent.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 2.2 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments from over 100 countries that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC, in turn, is owned by a number of Direct Participants of DTC and Members of the National Securities Clearing Corporation, Fixed Income Clearing Corporation and Emerging Markets Clearing Corporation (NSCC, FICC, and EMCC, also subsidiaries of DTCC), as well as by the New York Stock Exchange, Inc., the American Stock Exchange LLC, and the National Association of Securities Dealers, Inc. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has Standard & Poor's highest rating: AAA. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission.

Purchases of Series 2007 Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Series 2007 Bonds on DTC's records. The ownership interest of each actual purchaser of each Bond ("Beneficial Owner")is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Series 2007 Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Series 2007 Bonds, except in the event that use of the book-entry system for the Series 2007 Bonds is discontinued.

To facilitate subsequent transfers, all Series 2007 Bonds deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Series 2007 Bonds with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Series 2007 Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such Series 2007 Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Series 2007 Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Series 2007 Bonds, such as redemptions, tenders, defaults, and

proposed amendments to the Bond documents. For example, Beneficial Owners of Series 2007 Bonds may wish to ascertain that the nominee holding the Series 2007 Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners.

Redemption notices shall be sent to DTC. If less than all of the Series 2007 Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Series 2007 Bonds unless authorized by a Direct Participant in accordance with DTC's Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Series 2007 Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds, distributions, and dividend payments on the Series 2007 Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the Issuer or the Paying Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and interest payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the Issuer or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Series 2007 Bonds at any time by giving reasonable notice to the Issuer or the Paying Agent. Under such circumstances, in the event that a successor depository is not obtained, Bond certificates are required to be printed and delivered.

The University may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the University believes to be reliable, but the University takes no responsibility for the accuracy thereof.

APPENDIX F

FORM OF INFORMATION REPORTING AGREEMENT

Re: $_____ principal amount of General Revenue Bonds, Series 2007 (the "Series 2007 Bonds" or the "Bonds"), dated as of the date of delivery, of Idaho State University (the "Issuer") and issued pursuant to a Resolution of the Board of Trustees of the University (the "Board") adopted September 17, 1992 as supplemented, amended and restated and a Supplemental Resolution, adopted August 9, 2007 (collectively the "Resolution") which names U.S. Bank National Association, as Trustee

THIS INFORMATION REPORTING AGREEMENT (the "Agreement") is executed and delivered by the Issuer and U.S. Bank National Association (the "Agent"), as of the date set forth below, in order for the Issuer to authorize and direct the Agent, as the agent of the Issuer, to make certain information available to the public, as herein provided.

W I T N E S S E T H:

1. Background. The Issuer has resolved to issue the Bonds pursuant to the Resolution. The CUSIP number assigned to the final maturity of the Bonds is _____.

2. Appointment of Agent. The Issuer hereby appoints the Agent and any successor Trustee acting as such under the Resolution to be the Issuer's agent under this Agreement to disseminate the information furnished by the Issuer hereunder in the manner and at the times provided herein and to discharge the other duties assigned.

3. Information to be Furnished by the Issuer. The Issuer hereby covenants for the benefit of the registered and beneficial owners of the Bonds that, as long as the Bonds are outstanding under the Resolution, the Issuer will deliver the following information to the Agent:

(a) Within 180 days after the end of the Issuer's fiscal year, the audited financial statements of the Issuer, together with the report thereon of the Issuer's independent auditors, beginning with Fiscal Year ended June 30, 2007.

(b) The other financial, statistical and operating data for said fiscal year of the Issuer in the form and scope similar to the financial, statistical and operating data contained in "SECURITY FOR THE SERIES 2007 BONDS," "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE" and, in the event the Bonds are called, the financial data contained in "DEBT SERVICE REQUIREMENTS" of the Issuer's Official Statement.

(c) In a timely manner, notice of any of the following events with respect to the Bonds, if material:

1. Principal and interest payment delinquencies on the Bonds;

2. Nonpayment related defaults;

3. Unscheduled draws on debt service reserves reflecting financial difficulties;

4. Unscheduled draws on credit enhancements reflecting financial difficulties;

5. Substitution of credit or liquidity providers, or their failure to perform;

6. Adverse tax opinions or events affecting the tax-exempt status of the Bonds;

7. Modifications to rights of Bondholders;

8. Bond calls;

9. Defeasances;

10. Release, substitution or sale of property securing repayment of the Bonds;

11. Rating changes; and

12. Notice of a failure of the Issuer to provide the annual financial information specified in Section 3(a) and 3(b) hereof.

4. Manner and Time by Which Information is to be made Public by the Information Agent.

(a) The information required to be delivered to the Agent pursuant to Sections 3(a) and 3(b) shall be referred to as the Continuous Disclosure Information (the "Continuous Disclosure Information") and the notices required to be delivered to the Agent pursuant to Section 3(c) shall be referred to as the Event Information (the "Event Information").

(b) Not later than five business days after the receipt of any Continuous Disclosure Information or any Event Information, the Agent will deliver the information as provided in the following subsection (c).

(c) It shall be the Agent's duty to:

1. deliver the Continuous Disclosure Information to the Repositories once it is received from the Issuer;

2. deliver the Event Information to the Repositories and the MSRB once it is received from the Issuer; and

3. determine the identity of all Repositories to which Continuous Disclosure Information and Event Information must be sent under the rules and regulations promulgated by the MSRB or by the SEC and to determine the existence of any SID by calling the SEC's Public Reference Room at (202) 942-8090.

(d) The Agent shall have no duty or obligation to disclose any information other than (i) Continuous Disclosure Information that the Agent actually has received from the Issuer and (ii) Event Information about which the Agent has received notice from the Issuer. Any such disclosures shall be required to be made only as and when specified in this Agreement and only to those entities specified in this Section 4. The Agent's duties and obligations are only those specifically set forth in this Agreement and the Resolution, and the Agent shall have no implied duties or obligations.

(e) On or before the 31st day of January of each year, the Agent shall provide to the Issuer written notice of the names of the Repositories to which the Agent has sent Continuous Disclosure Information during the preceding calendar year and the names of the Repositories to which the Agent proposes to send Continuous Disclosure Information during the current calendar year.

5. Indemnification.

(a) The Agent shall have no obligation to examine or review the Continuous Disclosure Information and shall have no liability or responsibility for the accurateness or completeness of the Continuous Disclosure Information disseminated by the Agent hereunder. The Continuous Disclosure Information shall contain a legend to such effect.

(b) The Issuer hereby agrees to hold harmless and to indemnify the Agent, its employees, officers, directors, agents and attorneys from and against any and all claims, damages, losses, liabilities, reasonable costs and expenses whatsoever (including attorneys' fees and expenses, whether incurred before trial, at trial, or on appeal, or in any bankruptcy or arbitration proceedings), which may be incurred by the Agent by reason of or in connection with the disclosure of information in accordance with this Agreement, except to the extent such claims, damages, losses, liabilities, costs or expenses result directly from the willful misconduct or gross negligence of the Agent in the performance of its duties under this Agreement.

6. Compensation. The Issuer hereby agrees to compensate the Agent for the services provided and the expenses incurred pursuant to this Agreement in an amount to be agreed upon from time to time hereunder. Such compensation shall be in addition to any fees previously agreed upon with respect to the fiduciary services of the Agent in its capacity as the Agent.

7. Enforcement. The obligations under this Agreement of the Issuer shall be for the benefit of the registered and beneficial holders of the Bonds. Any holder of the Bonds then outstanding, including any Beneficial Owner of the Bonds (as defined in the Resolution), may enforce specific performance of such obligations by any judicial proceeding available, provided however, that a default under this Agreement will not be a default under the Resolution.

8. Definitions. As used herein, the following terms shall have the following meanings:

"MSRB" shall mean the Municipal Securities Rulemaking Board.

"Official Statement" shall mean the final official statement relating to the Bonds dated _____, 2007.

"Repository" shall mean (i) each nationally recognized municipal securities information repository recognized by the SEC from time to time pursuant to the Rule and (ii) any SID.

"Rule 15c2-12" shall mean Rule 15c2-12, as amended, promulgated by the SEC under the Securities Exchange Act of 1934, as amended.

"SEC" shall mean the Securities and Exchange Commission.

"SID" means any State Information Depository of the State of Idaho.

9. Amendments and Termination. This Agreement may be amended with the mutual agreement of the Issuer and the Agent and without the consent of any registered or beneficial holders of the Bonds under the following conditions:

(a) the amendment is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of the obligated person or type of business conducted;

(b) this Agreement, as amended, would have complied with the requirements of Rule 15c2-12 at the time of the primary offering, after taking into account any amendments or interpretations of Rule 15c2-12, as well as any change in circumstances; and

(c) the amendment does not materially impair the interests of holders of the Bonds, as determined by parties unaffiliated with the Issuer (such as the Agent or nationally recognized bond counsel).

Any party to this Agreement may terminate this Agreement by giving written notice of its intent to terminate to the other parties at least thirty (30) days prior to such termination, provided that no such termination

shall relieve the obligation of the Issuer to comply with Rule 15c2-12(b)(5) either through a successor agent or otherwise.

The Issuer's next annual report must explain, in narrative form, the reasons for any such amendment or termination and the impact of the change in the type of operating data or financial information being provided or, in the case of accounting principles, the presentation of such operating data or financial information.

The undertaking contained in this Agreement shall be in effect from and after the issuance and delivery of the Bonds and shall extend to the earlier of (i) the date all principal and interest on the Bonds shall have been paid pursuant to the terms of the Resolution; (ii) the date that the Issuer shall no longer constitute an "obligated person" within the meaning of Rule 15c2-12; or (iii) the date on which those portions of Rule 15c2-12 that require this written undertaking (a) are held to be invalid by a court of competent jurisdiction in a nonappealable action, (b) have been repealed retroactively, or (c) in the opinion of counsel who is an expert in federal securities laws, acceptable to the Issuer or the Agent, otherwise, do not apply to the Bonds. The Issuer shall notify the Repositories if this Agreement is terminated pursuant to (iii), above.

10. Successor Agent. Upon the transfer of the duties created under the Resolution from the current Agent to a successor Agent, such successor Agent shall succeed to the duties under this Agreement without any further action on the part of any party, and the then current Agent shall have no further duties or obligations upon the transfer to a successor Agent. Such Successor Agent may terminate this Agreement or cause it to be amended as provided in paragraph 9.

11. Notices. Notices and the required information under this Agreement shall be given to the parties at their addresses set forth below under their signatures or at such places as the parties to this Agreement may designate from time to time.

12. Counterparts. This Agreement may be executed in one or more counterparts, and each such instrument shall constitute an original counterpart of this Agreement.

13. Governing Law. This Agreement shall be governed by the laws of the State of Idaho.

14. Alternate Filings. Any filing to a National Repository or the MSRB and a State Repository under this certificate may be made solely by transmitting such filing to the Texas Municipal Advisory Council (the "MAC") as provided at http://www.disclosureusa.org unless the United States Securities and Exchange Commission has withdrawn the interpretive advice in its letter to the MAC dated September 7, 2004.

IN WITNESS WHEREOF, the Issuer and the Agent have caused this Agreement to be executed and delivered by a duly authorized officer of each of them, all as of this _____ day of _____, 2007.

IDAHO STATE UNIVERSITY

By:_____
James A. Fletcher
Vice President for Finance and Administration

U.S. BANK NATIONAL ASSOCIATION,
as Agent

By:_____
Kim R. Galbraith
Vice President

THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

Supplemental Resolution
Authorizing the Issuance and Sale of
$_____
General Revenue Bonds
Series 2007
of
The Board of Trustees of Idaho State University

Adopted August 9, 2007

Table of Contents

Page

ARTICLE I DEFINITIONS 3

Section 1.1 Definitions.....3
Section 1.2 Authority for Supplemental Resolution 5

ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2007 BONDS 6

Section 2.1 Authorization of Series 2007 Bonds, Principal Amount, Designation and Series.....6
Section 2.2 Addition to Facilities and Confirmation of Pledged Revenues 6
Section 2.3 Finding and Purpose 6
Section 2.4 Issue Date.....7
Section 2.5 Series 2007 Bonds.....7
Section 2.6 Sale of Series 2007 Bonds 7
Section 2.7 Delivery of Series 2007 Bonds 8
Section 2.8 Redemption of Series 2007 Bonds Prior to Maturity.....8
Section 2.9 Form of Series 2007 Bond 10
Section 2.10 Submittal to Attorney General 10
Section 2.11 Book-Entry Only System. 10
Section 2.12 Successor Securities Depository 12
Section 2.13 Tax Exemption of Bonds 12

ARTICLE III PROVISIONS RELATING TO BOND INSURANCE POLICY AND BOND INSURER 14

ARTICLE IV CREATION OF ACCOUNTS, APPLICATION OF SERIES 2007 BOND PROCEEDS, ACQUISITION OF SERIES 2007 PROJECTS 15

Section 4.1 Creation of Accounts 15
Section 4.2 Application of Proceeds of Series 2007 Bonds.....15
Section 4.3 Series 2007 Cost of Issuance Fund 15

ARTICLE V MISCELLANEOUS 16

Section 5.1 Governing Law 16
Section 5.2 Partial Invalidity.....16
Section 5.3 Savings Clause 16
Section 5.4 Conflicting Resolutions; Effective Date 16
Section 5.5 Perfection of Security Interest 16

EXHIBIT A DESCRIPTION OF SERIES 2007 PROJECTS A-1

EXHIBIT B FORM OF SERIES 2007 BOND.....B-1

SUPPLEMENTAL RESOLUTION

A SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of $_____ General Revenue Bonds, Series 2007 of the Board of Trustees of Idaho State University; making certain findings under Title 33, Chapter 38 of the Idaho Code, and by the Resolution for the issuance of additional bonds; setting forth the issue date, interest payment dates, interest rates, maturity dates, maturity amounts and redemption amounts of the Series 2007 Bonds; authorizing the execution and delivery of a bond purchase agreement; and providing for other matters relating to the Series 2007 Bonds.

WHEREAS, Idaho State University (the "University") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Board of Trustees of the University (the "Board") is authorized, pursuant to the Educational Institutions Act of 1935, the same being Title 33, Chapter 38, Idaho Code, and the Constitution of the State of Idaho, to issue bonds for "projects" as defined in said Act; and

WHEREAS, on September 17, 1992, the Board adopted a Resolution (the "1992 Resolution") relating to the issuance and sale of $10,000,000 Student Facilities Fee Revenue Bonds, Series 1992 (the "Series 1992 Bonds"), and providing among other things for the issuance of additional Student Facilities Fee Revenue Bonds for future projects ("Additional Bonds"); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds upon compliance with the requirements of Section 7.2 of the Resolution; and

WHEREAS, pursuant to Supplemental Resolutions which have amended and supplemented the 1992 Resolution, the Board has authorized the issuance of the University's (i) Student Facilities Fee Revenue Bonds, Series 1993, (ii) Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998, (iii) General Refunding and Improvement Revenue Bonds, Series 2003, (iv) General Revenue Bonds, Series 2004A (v) General Revenue Bonds, Series 2004B (vi) General Revenue Bonds (Taxable), Series 2004C, and (vii) General Revenue Bonds (Federally Taxable), Series 2006; and

WHEREAS, the Board has determined that it is both necessary for the proper operation of the University and economically feasible for the University (i) to renovate and construct additions to an existing recreation facility (the "Recreation Project"); (ii) to purchase and renovate a portion of a building in Meridian, Idaho to be used for instructional purposes, including capitalized interest on the related bonds (the "Meridian Project" and collectively with the Recreation Project, the "Series 2007 Projects") and (iii) to provide funds to finance the Series 2007 Projects by the issuance of its Series 2007

Bonds (hereinafter defined) pursuant to the Resolution in the manner provided by Title 33, Chapter 38, Idaho Code; and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY AS FOLLOWS:

ARTICLE I

DEFINITIONS

Section 1.1 Definitions.

(a) Except as provided in subparagraph (b) of this Section 1.1, all defined terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

["Acquisition Proceeds" means the portion of the proceeds of the Series 2007 Bonds deposited into the Series 2007 Project Account in the Construction Fund pursuant to Section 4.2(b) of this Supplemental Resolution for purposes of acquiring and constructing the Series 2007 Projects.]

["Bond Insurance Policy" means, with respect to the Series 2007 Bonds, the Financial Guaranty Insurance Policy of the Bond Insurer.]

"Bond Purchase Agreement" means the Bond Purchase Agreement dated _____, 2007, between the Board and the Underwriter pursuant to which the Series 2007 Bonds are to be sold.

"Bond Register" means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Series 2007 Bonds.

"Book-Entry System" means the book-entry system of registration of the Series 2007 Bonds described in Section 2.11 of this Supplemental Resolution.

"Cede & Co." means Cede & Co., as nominee of The Depository Trust Company, New York, New York.

"Code" means the Internal Revenue Code of 1986, as amended.

"DTC Participants" means those financial institutions for whom the Securities Depository effects book-entry transfers and pledges of securities deposited with the Securities Depository, as such listing of Participants exists at the time of such reference.

["Financial Guaranty Insurance Policy" means the financial guaranty insurance policy issued by _____ insuring the payment when due of the principal of and interest on the Series 2007 Bonds as provided therein.]

"Information Reporting Agreement" means the agreement with respect to the Series 2007 Bonds, between the University and the Trustee and authorized by Section 2.6 of this Supplemental Resolution.

"Meridian Project" means the acquisition and renovation of a portion of a building in Meridian, Idaho to be used for instructional purposes, including capitalized interest on the related Series 2007 Bonds.

"Recreation Project" means the renovation and construction of additions to an existing recreation facility.

"Representation Letter" means the Blanket Representation Letter dated June 26, 2003, from the University to DTC.

"Resolution" means the 1992 Resolution, as amended and supplemented by Supplemental Resolutions thereto, including the Restatement.

"Restatement" means the restatement of the 1992 Resolution, as amended and supplemented by Supplemental Resolutions, which restatement was adopted by the Board on August 12, 2004.

"Securities Depository" means The Depository Trust Company, New York, New York, or any successor Securities Depository appointed pursuant to Section 2.10.

"Series 2007 Bondholder" means the Holder of any Series 2007 Bond.

"Series 2007 Bonds" means the $_____ principal amount of General Revenue Bonds, Series 2007 authorized to be issued pursuant to this Supplemental Resolution.

"Series 2007 Cost of Issuance Fund" means the special account created by Section 4.1 of this Supplemental Resolution, from which the Costs of Issuance of the Series 2007 Bonds shall be paid.

"Series 2007 Project Account" means the special account created by Section 4.1 of this Supplemental Resolution, from which a portion of the Cost of Acquisition and Construction of the Series 2007 Projects shall be paid.

"Series 2007 Projects" means the Recreation Project and the Meridian Project, as more particularly described in Exhibit A attached to this Supplemental Resolution and incorporated herein by reference.

"Supplemental Resolution" means this Supplemental Resolution of the University adopted on August 9, 2007, authorizing the Series 2007 Bonds.

"Trustee and Paying Agent" means U.S. Bank National Association, and its successors and permitted assigns under the Resolution.

"Underwriter" means Lehman Brothers Inc.

The terms "hereby," "hereof," "hereto," "herein," "hereunder," and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 1.2 Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

ARTICLE II

AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2007 BONDS

Section 2.1 Authorization of Series 2007 Bonds, Principal Amount, Designation and Series. In order to provide sufficient funds to finance a portion of the costs of the Series 2007 Projects, and in accordance with and subject to the terms, conditions and limitations established in the Resolution, as previously amended, a series of Additional Bonds is hereby authorized to be issued in the aggregate principal amount of $_____, shall be designated "Idaho State University General Revenue Bonds, Series 2007." The Series 2007 Bonds shall be issued only in fully registered form, without coupons.

Section 2.2 Addition to Facilities and Confirmation of Pledged Revenues. As contemplated by the Resolution, the term "Facilities" as defined therein shall include the Series 2007 Projects. The Series 2007 Bonds are secured by the pledge of Pledged Revenues under Section 5.1 of the Resolution, as previously amended, equally and ratably with all Outstanding Bonds issued under the Resolution

Section 2.3 Finding and Purpose. The Board hereby finds, determines and declares:

(a) pursuant to Section 33-3805, Idaho Code, the Series 2007 Projects are desirable and necessary for the proper operation of the University and are economically feasible;

(b) pursuant to Section 33-3805A, Idaho Code, the Series 2007 Projects will not require state general account appropriated funds for construction, operation or maintenance;

(c) pursuant to Section 33-3806, Idaho Code, fees, rentals and other charges from those that are served by the Series 2007 Projects shall be the same as those applicable to any existing project similar in nature and purpose, provided that there may be allowed reasonable differentials based on the condition, type, location and relative convenience of such other project, but the differentials shall be uniform as to all those similarly accommodated;

(d) pursuant to Section 33-3809, Idaho Code, this Supplemental Resolution does not contract a debt on behalf of, or in any way obligate the State of Idaho, or pledge, assign or encumber in any way, or permit the pledging, assigning or encumbering in any way of, appropriations made by the Legislature, or revenue derived from the investment of the proceeds of the sale, and from the rental of such lands as have been set aside by the Idaho Admission Bill approved July 3, 1890, or other legislative enactments of the United States, for the use and benefit of the respective state educational institutions;

(e) pursuant to Section 33-3810, Idaho Code, the Series 2007 Bonds shall be exclusively obligations of the University, payable only in accordance

with the terms thereof and shall not be obligations general, special or otherwise of the State of Idaho; and

(f) the requirements of Section 7.2 of the Resolution, as amended, will have been complied with upon the delivery of the Series 2007 Bonds.

Section 2.4 Issue Date. The Series 2007 Bonds shall be dated as of the date of their initial delivery.

Section 2.5 Series 2007 Bonds.

(a) The Series 2007 Bonds shall mature on April 1 of each of the years and in the principal amounts, and shall bear interest at the rates, as set forth in the following table:

Year of Maturity	Principal Amount	Rate of Interest
2008	$	%
2009		
2010		
2011		
2012		
2013		
2014		
2015		
2016		
2017		
2018		
2019		
2020		
2021		
2027		
2032		

(b) The Series 2007 Bonds shall bear interest from the date of delivery thereof, payable on April 1, 2008 and semiannually thereafter on each April 1 and October 1.

Section 2.6 Sale of Series 2007 Bonds. The Series 2007 Bonds authorized to be issued herein are hereby sold to the Underwriter at an aggregate purchase price equal to the par amount of the Series 2007 Bonds on the terms and conditions set forth in the Bond Purchase Agreement. Under the Bond Purchase Agreement, the Underwriter is to be paid a fee of $_____ for purchasing the Series 2007 Bonds.

To evidence the acceptance of the Bond Purchase Agreement, the Bursar is hereby authorized to execute and deliver, and the Secretary to attest, the Bond Purchase Agreement in the form presented at this meeting.

The final Official Statement of the University for the sale of the Series 2007 Bonds, in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the Bursar shall sign such final Official Statement and deliver such final Official Statement to the Underwriter for distribution to prospective purchasers of the Series 2007 Bonds and other interested persons, which signature shall evidence such approval. The use of the Preliminary Official Statement dated _____, 2007, by the Underwriter and the actions of the University, including the certification by the Bursar as to the "deemed finality" of the Preliminary Official Statement pursuant to SEC Rule 15c2-12 in connection with the offering of the Series 2007 Bonds, are hereby acknowledged, approved and ratified.

In order to comply with subsection (b)(5) of SEC Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the Series 2007 Bonds that the University and the Trustee shall have executed and delivered the Information Reporting Agreement. The Information Reporting Agreement is hereby ratified and approved in all respects and the President, Vice President for Finance and Administration or the Bursar are hereby authorized to execute and deliver the Information Reporting Agreement in the form of Exhibit B to the Bond Purchase Agreement.

The Vice President for Finance and Administration of the University and the President and Secretary of the Board are, and each of them is, hereby authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

Section 2.7 Delivery of Series 2007 Bonds. The Series 2007 Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution, at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement. The Series 2007 Bonds shall be executed as provided in Section 3.2 of the Resolution.

Section 2.8 Redemption of Series 2007 Bonds Prior to Maturity.

(a) Optional Redemption. The Series 2007 Bonds maturing on or prior to April 1, 2017 are not subject to redemption prior to maturity. The Series 2007 Bonds maturing on or after April 1, 2018 are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after April 1, 2017 and if in part, in such order of maturity as may be directed by the University at a redemption price equal to 100% of the principal amount of the Series 2007 Bonds to be redeemed plus accrued interest to the date of redemption

(b) Mandatory Sinking Fund Redemption. The Series 2007 Bonds maturing on April 1, 2027 are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date (April 1)	Principal Amount
2022	$
2023	
2024	
2025	
2026	
2027*	

* Final Maturity

The Series 2007 Bonds maturing on April 1, 2032 are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date (April 1)	Principal Amount
2028	$
2029	
2030	
2031	
2032*	

* Final Maturity

(c) Upon redemption of any Series 2007 Bonds maturing on April 1, 2027 or April 1, 2032, other than by application of such mandatory sinking fund redemption, an amount equal to the principal amount so redeemed will be credited toward a part or all of any one or more of such mandatory sinking fund redemption amounts for the Series 2007 Bonds maturing on April 1, 2027 or April 1, 2032, respectively, in such order of mandatory sinking fund date as shall be directed by the University.

(d) Notice of Redemption. When the Series 2007 Bonds are called for redemption, notice must be sent by the Trustee, postage prepaid, by first class mail not less than thirty-five (35) nor more than sixty (60) days prior to the redemption date to the registered owners of the Series 2007 Bonds to be redeemed at the address shown on the Bond Register. As provided in the Resolution, the

Trustee may give further notice of redemption at least thirty-five (35) days before the redemption or distribution date by registered or certified mail or overnight delivery service to certain registered national securities depositories and national information services; provided, however that no defect in such further notice or failure to give all or any portion of such further notice will in any manner defeat the effectiveness of a call for redemption.

(e) Conditional Notice of Redemption. In addition to the items required by the Resolution, each notice of redemption may further state, in the case of optional redemption, that such redemption shall be conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of moneys sufficient to pay the principal of and interest on such Series 2007 Bonds to be redeemed and that if such moneys shall not have been so received said notice shall be of no force and effect and such Series 2007 Bonds shall not be required to be redeemed. In the event that such notice of redemption contains such a condition and such moneys are not so received, the redemption shall not be made and the Trustee shall within a reasonable time thereafter give notice, one time, in the same manner in which the notice of redemption was given, that such moneys were not so received.

Section 2.9 Form of Series 2007 Bond. The form of Series 2007 Bond is attached to this Supplemental Resolution as Exhibit B, and is incorporated herein by this reference.

Section 2.10 Submittal to Attorney General. There shall promptly be submitted to the Attorney General of the State of Idaho by the Secretary of the Board a certified copy of this Supplemental Resolution, together with the proceedings had in their adoption, in order that the Attorney General may examine into and pass upon the validity of the Series 2007 Bonds and the regularity of such proceedings, in the manner and with the effect specified in Chapter 38 of Title 33, Idaho Code, as amended.

Section 2.11 Book-Entry Only System.

(a) The Series 2007 Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the Series 2007 Bonds, except in the event the Trustee issues Replacement Bonds as provided below. It is anticipated that during the term of the Series 2007 Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the Series 2007 Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the Series 2007 Bonds are registered in the name of Cede & Co., as nominee of the DTC, all payments with respect to principal of, premium, if any, and interest on the Series 2007 Bonds and all notices with respect to the Series 2007 Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the Series 2007 Bonds and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the book-entry system of the Securities Depository, the University shall execute and the Trustee shall authenticate and deliver one or more Series 2007 Bond certificates (the "Replacement Bonds") to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners' interests in the Series 2007 Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one Series 2007 Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to Series 2007 Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the Series 2007 Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the Series 2007 Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the Series 2007 Bonds.

(d) The University has previously executed and delivered to DTC the Representation Letter in connection with the issuance of its Bonds, including the Series 2007 Bonds. Such Representation Letter is for the purpose of effectuating the initial Book-Entry System for the Series 2007 Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

Section 2.12 Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the University, may appoint a successor Securities Depository, and shall deliver notice of such appointment to the Trustee. Any such successor Securities Depository shall be a securities depository which is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the Series 2007 Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of Series 2007 Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

Section 2.13 Tax Exemption of Bonds.

(a) The University's Vice President for Finance and Administration and Bursar is hereby authorized and directed to execute such Tax Certificates as shall be necessary to establish that (i) the Series 2007 Bonds are not "arbitrage bonds" within the meaning of Section 148 of the Code and the Regulations, (ii) the Series 2007 Bonds are not and will not become "private activity bonds" within the meaning of Section 141 of the Code, (iii) all applicable requirements of Section 149 of the Code are and will be met, (iv) the covenants of the Board contained in this Section 2.13 will be complied with and (v) interest on the Series 2007 Bonds is not and will not become includible in gross income for federal income tax purposes under the Code and applicable Regulations.

(b) The Board and the University covenant and certify to and for the benefit of the Series 2007 Bondholders from time to time of the Series 2007 Bonds that:

(i) the University will at all times comply with the provisions of any Tax Certificates;

(ii) the University will at all times comply with the rebate requirements contained in Section 148(f) of the Code, including, without limitation, the entering into any necessary rebate calculation agreement to provide for the calculations of amounts required to be rebated to the United States, the keeping of records necessary to enable such calculations to be made and the timely payment to the United States, of all amounts, including any applicable penalties and interest, required to be rebated;

(iii) no use will be made of the proceeds of the issue and sale of the Series 2007 Bonds, or any funds or accounts of the University which may be deemed to be proceeds of the Series 2007 Bonds, pursuant to Section 148 of the Code and applicable Regulations, which use, if it had been reasonably expected on the date of issuance of the Series 2007

Bonds, would have caused the Series 2007 Bonds to be classified as "arbitrage bonds" within the meaning of Section 148 of the Code;

(iv) the University will not use or permit the use of any of its facilities or properties in such manner that such use would cause the Series 2007 Bonds to be "private activity bonds" described in Section 141 of the Code;

(v) no bonds or other evidences of indebtedness of the University that are reasonably expected to be paid out of substantially the same source of funds as the Series 2007 Bonds have been or will be issued, sold or delivered within a period beginning 15 days prior to the sale of the Series 2007 Bonds and ending 15 days following the delivery of the Series 2007 Bonds, other than the Series 2007 Bonds; and

(vi) the University will not take any action that would cause interest on the Series 2007 Bonds to be or to become ineligible for the exclusion from gross income of the Series 2007 Bondholders of the Series 2007 Bonds as provided in Section 103 of the Code, nor will it omit to take or cause to be taken, in timely manner, any action, which omission would cause interest on the Series 2007 Bonds to be or to become ineligible for the exclusion from gross income of the Series 2007 Bondholders of the Series 2007 Bonds as provided in Section 103 of the Code.

Pursuant to these covenants, the Board and the University obligate themselves to comply throughout the term of the issue of the Series 2007 Bonds with the requirements of Section 103 of the Code and the Regulations proposed or promulgated thereunder.

ARTICLE III

PROVISIONS RELATING TO BOND INSURANCE POLICY AND BOND INSURER

ARTICLE IV

CREATION OF ACCOUNTS, APPLICATION OF SERIES 2007 BOND PROCEEDS, ACQUISITION OF SERIES 2007 PROJECTS

Section 4.1 Creation of Accounts. In accordance with Section 5.4B of the Resolution, there is hereby established a "Series 2007 Project Account" in the Construction Fund and a "Series 2007 Cost of Issuance Fund," all to be held by the University. The University shall invest the monies on deposit in the Series 2007 Project Account in Investment Securities.

Section 4.2 Application of Proceeds of Series 2007 Bonds. The proceeds of the sale of the Series 2007 Bonds (less the bond insurance premium paid by the Underwriter on behalf of the University) shall be paid or deposited as follows:

(a) Bond proceeds in the amount of $_____ to the University for deposit into the Series 2007 Cost of Issuance Fund, for payment of the Costs of Issuance of the Series 2007 Bonds, including the Underwriting fees, such costs either paid by the University or paid by the Trustee on behalf of the University; and

(b) Acquisition Proceeds in the amount of $_____ for deposit into the Series 2007 Project Account to acquire and construct a portion of the Series 2007 Project.

(c) Pursuant to Section 5.4 of the Resolution, before any payment is made from the Series 2007 Project Account, the University shall execute a Written Certificate showing with respect to each payment to be made the name of the person to whom payment is due and the amount to be paid and certifying that the obligation to be paid was incurred and is a proper charge against the Series 2007 Project Account in the Construction Fund and in a reasonable amount against the respective account and has not been theretofore included in a prior Written Certificate.

Section 4.3 Series 2007 Cost of Issuance Fund. The Series 2007 Cost of Issuance Fund shall be held by the University. There shall be deposited so much of the Bond proceeds of the Series 2007 Bonds as shall be required to pay the Costs of Issuance and from which all Costs of Issuance shall be paid. Before any such payment shall be made, the University shall execute its Written Certificate, signed by an authorized officer of the University, stating, in respect of each payment to be made, (a) the name and address of the person, firm, or corporation to whom payment is due, (b) the amount to be paid, (c) the particular item of the Cost of Issuance to be paid, and (d) that the cost or obligation in the stated amount is a proper item of the Costs of Issuance and has not been paid. Any balance remaining in the Series 2007 Cost of Issuance Fund after payment of the Costs of Issuance, and no later than _____, shall be transferred to the Series 2007 Project Account, and the Series 2007 Cost of Issuance Fund shall be closed.

ARTICLE V

MISCELLANEOUS

Section 5.1 Governing Law. By the acceptance of the Series 2007 Bonds, the Series 2007 Bondholders shall be deemed to agree that their respective rights shall be governed by the laws of the State of Idaho.

Section 5.2 Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in this Supplemental Resolution on the part of the University (or of the Trustee or of any Paying Agent) to be performed should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of this Supplemental Resolution or of the Series 2007 Bonds; but the Series 2007 Bondholders shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 5.3 Savings Clause. Except as amended by this Supplemental Resolution, the Resolution shall remain in full force and effect.

Section 5.4 Conflicting Resolutions; Effective Date. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

Section 5.5 Perfection of Security Interest.

(a) The Resolution creates a valid and binding pledge and assignment of security interest in all of the Pledged Revenues under the Resolution as security for payment of the Series 2007 Bonds, enforceable by the Board in accordance with the terms thereof.

(b) Under the laws of the State of Idaho, such pledge and assignment and security interest is automatically perfected by Section 57-234, Idaho Code, as amended, and is and shall have priority as against all parties having claims of any kind in tort, contact, or otherwise hereafter imposed on the Pledged Revenues.

ADOPTED AND APPROVED this 9th day of August, 2007.

THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

_____
President

ATTEST:

_____
Secretary

EXHIBIT A

DESCRIPTION OF SERIES 2007 PROJECTS

THE RECREATION PROJECT

Bond proceeds of $_____ are expected to be used to design and construct an addition to a student recreation center located in the Reed Gymnasium complex. Once completed, the project will provide campus recreation a separate identity from the rest of the Reed Gymnasium complex, provide better access control, and increase capacity.

THE MERIDIAN PROJECT

Bond proceeds of $_____ are expected to be used for the purchase and renovation, including capitalized interest, of approximately one-third of an existing building in Meridian, ID to provide educational services in the greater Boise area. The building is being purchased from the Meridian School District and includes over 100,000 square feet of inside space with outside parking.

EXHIBIT B

FORM OF SERIES 2007 BOND

R-_____ $_____

UNITED STATES OF AMERICA
STATE OF IDAHO
IDAHO STATE UNIVERSITY
GENERAL REVENUE BONDS
SERIES 2007

Interest Rate	Maturity Date	Dated Date	CUSIP
	April 1, 2032		

Registered Owner: CEDE & CO.

Principal Amount: _____ DOLLARS**********

KNOW ALL MEN BY THESE PRESENTS that Idaho State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund hereinafter defined, to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on April 1, 2008, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

This Bond is an obligation of the University payable solely in accordance with the terms hereof and is not an obligation, general, special, or otherwise of the State of Idaho, does not constitute a debt, legal, moral, or otherwise, of the State of Idaho, and is not enforceable against the State, nor shall payment hereof be enforceable out of any funds of the University other than the revenues, fees, and charges pledged thereto in the Bond Resolution (defined herein). Pursuant to the Bond Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund (as defined in the Bond Resolution) to provide for the prompt payment of the principal of, interest on, and redemption price of the Bonds of which this Bond is a part. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security afforded thereby, reference is made to the provisions of the Bond Resolution.

Both principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall

appear on the registration books of the University (the "Bond Register") maintained by the Corporate Trust Department of U.S. Bank National Association (the "Trustee"), in St. Paul, Minnesota. Interest shall be paid to the registered owner whose name appears on the Bond Register on the fifteenth day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid by check or draft of the Trustee mailed to such registered owner on the due date at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of a duly authorized issue of Bonds of like date, tenor, and effect, except for variations required to state numbers, denominations, rates of interest, and dates of maturity, aggregating $_____ in principal amount. The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly Chapter 38, Title 33, Idaho Code, and proceedings duly adopted and authorized by the Board on behalf of the University, more particularly the Resolution adopted by the Board on September 17, 1992, as previously amended, supplemented and restated from time to time, including with respect to the Bonds by a Supplemental Resolution by the Board on August 9, 2007, authorizing the issuance of the Bonds (collectively, the "Bond Resolution").

This Bond is one of the General Revenue Bonds, Series 2007, of the University issued under the provisions of Chapter 38, Title 33, Idaho Code, for the purpose of providing funds with which to (i) renovate and construct additions to an existing recreation facility (the "Recreation Project"), (ii) acquire and renovate a portion of a building in Meridian, Idaho for instructional purposes, including capitalized interest (the "Meridian Project" and collectively with the Recreation Project, the "Series 2007 Projects") and (iii) pay expenses properly incident thereto and to the issuance of the Bonds. The principal of, interest on, and redemption price of the Bonds is payable from revenues and funds of the University pledged therefor and consisting generally of the University's tuition, Student Facilities Fee/Facilities, Net Revenues of the Housing System, certain revenues from leasing the CAES Project and certain other fees and revenues, as more particularly set forth in the Bond Resolution.

The Series 2007 Bonds are subject to redemption and mandatory distribution at the time, in the amounts and at the prices and with such notice all as provided in the Resolution.

The Bonds are initially issued in the form of a separate single certificated fully registered Bond for each maturity, and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").

**Unless this Bond is presented by an authorized representative of DTC to the University or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede &

Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.**

Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Series 2007 Bond or shall make an appropriate notation on this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.

The Series 2007 Bonds shall not be transferable or exchangeable except as set forth in the Resolution.

[This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.]

Reference is hereby made to the Bond Resolution for the covenants and declarations of the University and other terms and conditions under which this Bond and the bonds of this issue have been issued. The covenants contained herein and in the Bond Resolution may be discharged by making provisions at any time for the payment of the principal of and interest on this Bond in the manner provided in the Bond Resolution.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond have happened, been done, and performed, and that the issuance of this Bond and the Bonds of this issue does not violate any Constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

IN WITNESS WHEREOF, the Board of Trustees of Idaho State University (the "Board"), has caused this Bond to be executed by the manual or facsimile signature of the President of the Board and of the Bursar of the University and attested by the manual or facsimile signature of the Secretary of the Board, and a facsimile or original of the official seal of the University to be imprinted hereon, as of the dated date set forth above.

IDAHO STATE UNIVERSITY

By:_____
President of the Board of Trustees
of Idaho State University

COUNTERSIGNED:

(SEAL)

By:_____
Bursar

ATTEST:

By:_____
Secretary of the Board of Trustees
of Idaho State University

CERTIFICATE OF AUTHENTICATION

This Bond is one of the General Revenue Bonds, Series 2007, of Idaho State University, described in the within-mentioned Bond Resolution.

U.S. BANK NATIONAL ASSOCIATION,
as Trustee

By:_____
Authorized Signature

Date of Authentication: _____

VALIDATION CERTIFICATE

I hereby certify that I have examined a certified copy of the record of proceedings taken preliminary to and in the issuance of the within bond; that such proceedings and such bond conform to and show lawful authority for the issuance thereof in accordance with the provisions of Title 33, Chapter 38, Idaho Code, as amended. Such bond has been issued in accordance with the Constitution and laws of the State of Idaho and shall in any suit, action or proceeding involving its validity be conclusively deemed to be fully authorized by Title 33, Chapter 38, Idaho Code, and to have been issued, sold, executed, and delivered in conformity with the Constitution and laws of the State of Idaho and to be valid and binding and enforceable in accordance with its terms, and such bond is incontestable for any cause.

_____

Hon. Lawrence G. Wasden
Attorney General

ASSIGNMENT

FOR VALUE RECEIVED, _____, the undersigned sells, assigns and transfers unto:

_____

(Social Security or Other Identifying Number of Assignee)

_____

(Please Print or Typewrite Name and Address of Assignee)

the within Bond and hereby irrevocably constitutes and appoints _____ of _____ to transfer the said bond on the books kept for registration thereof with full power of substitution in the premises.

Dated:_____

Signature:_____

NOTICE: The signature on this assignment must correspond with the name(s) of the Registered owner as it appears upon the face of the within Bond in every particular without alteration or enlargement or any change whatsoever.

SIGNATURE GUARANTEED:

_____

NOTICE: Signature(s) must be guaranteed by a member firm of the New York Stock Exchange or a commercial bank or trust company and must correspond with the name as it appears upon the face of the within bond in every particular, without alteration or enlargement or any change whatever.

PREPAYMENT PANEL

The following installments of principal (or portions thereof) of this Bond have been prepaid in accordance with the terms of the Resolution.

Date of Prepayment	Principal Prepaid	Signature of Authorized Representative of DTC

** Include when Bonds registered with DTC.**
[Bracketed text deleted when Bonds DTC-registered.]

[STATEMENT OF INSURANCE]

(End of Form of Series 2007 Bond)

THIS PAGE INTENTIONALLY LEFT BLANK

BOND PURCHASE AGREEMENT

Idaho State University
$_____
General Revenue Bonds,
Series 2007

August 9, 2007

The Board of Trustees of
Idaho State University
Attn: James A. Fletcher, Vice President
for Finance and Administration
921 South 8th Avenue, Stop 8219
Building #10, 2nd Floor
Pocatello, Idaho 83209

Ladies and Gentlemen:

The undersigned, Lehman Brothers Inc., as underwriter (the "Underwriter"), hereby offers to enter into this Bond Purchase Agreement with Idaho State University (the "University") which, upon the acceptance by the University of this offer, shall be in full force and effect in accordance with its terms and shall be binding upon the University and the Underwriter.

This offer is made subject to your acceptance and approval on or before 5:00 p.m. Mountain Time, on August 9, 2007. Terms not otherwise defined herein shall have the same meaning as are set forth in the Official Statement referred to hereinafter.

ARTICLE I

1.1 Purchase and Sale. Upon the terms and conditions and upon the basis of the representations, warranties and covenants herein set forth, the Underwriter hereby agrees to purchase from the University, and the University hereby agrees to sell to the Underwriter, all but not less than all of the University's General Revenue Bonds, Series 2007 (the "Series 2007 Bonds" or the "Bonds") for a purchase price equal to $_____, representing the par amount of the Series 2007 Bonds, [plus/less] a net reoffering [premium/discount] of $_____. Upon the issuance of the Bonds, the University shall pay the Underwriter, by wire transfer, an underwriting fee of $_____.

1.2 The Bonds. The Bonds are being issued to (i) finance the costs to renovate and construct additions to an existing recreation facility (the "Recreation Project"), (ii) finance the purchase and renovation of a portion of a building in Meridian,

Idaho to be used for instructional purposes, including capitalized interest (the "Meridian Project"), and (iii) paying the costs of issuance of the Series 2007 Bonds.

The Bonds shall be dated as of the date of delivery, bear interest at the rates and mature in the amounts and on the dates set forth in Exhibit A hereto and be otherwise as described in the Preliminary Official Statement dated July 30, 2007. The Bonds shall be further described in and shall be issued under and pursuant to the Resolution of the Board of Trustees of the University (the "Board") adopted September 17, 1992 as supplemented, amended and restated and a Supplemental Resolution of the Board dated August 9, 2007 (collectively, the "Resolution"), substantially in the form heretofore delivered to the Underwriter, with only such changes therein as shall be mutually agreed upon among us.

1.3 Preliminary Official Statement. The University has previously delivered to the Underwriter the Preliminary Official Statement. The University represents and warrants that the Preliminary Official Statement has been deemed final by the University for purposes of Rule 15c2-12(b)(1) under the Securities Exchange Act of 1934 (the "1934 Act"), except for the omission of no more than offering prices, interest rates, Underwriter's fee, aggregate principal amount and principal amounts per maturity, delivery dates, ratings, insurance and other terms of the Bonds depending on such matters. The University hereby ratifies, approves and confirms the distribution and use of the Preliminary Official Statement by the Underwriter in connection with the public offering and sale of the Bonds prior to the availability of the final Official Statement.

1.4 Official Statement. Within seven business days after the date hereof and in sufficient time to accompany any confirmation that requests payment for the Bonds from any customer of the Underwriter, the University shall deliver to the Underwriter at the expense of the University two copies of the final Official Statement executed on behalf of the University by the President or Vice President for Finance and Administration of the University and a sufficient quantity of conformed copies thereof to enable the Underwriter to comply with paragraph b(4) of Rule 15c2-12 under the 1934 Act and the rules of the Securities and Exchange Commission (the "SEC") and the Municipal Securities Rulemaking Board and to meet the requirements of Section 1.6 hereof, containing only such changes from the Preliminary Official Statement to finalize the terms of the Series 2007 Bonds or as are previously consented to by the Underwriter (such final Official Statement, including all appendices thereto, and with such supplements and amendments as are consented to by the Underwriter, being herein called the "Official Statement"). The University hereby authorizes the distribution and use by the Underwriter of the Official Statement in connection with the public offering and sale of the Bonds.

1.5 Amendments or Supplements. If at any time from the date hereof until the Closing (defined below), and for a period of 25 days following the "end of the underwriting period," the beginning of which the University may assume is the Closing Date unless notified otherwise by the Underwriter, any event known to the University relating to or affecting the University or the Series 2007 Bonds or any agreement related to the Series 2007 Bonds shall occur which might affect the accuracy or completeness of

any statement of a material fact contained in the Official Statement or any document incorporated by reference therein, the University shall promptly notify the Underwriter in writing of the circumstances and details of such event. The University will cooperate with the Underwriter in the preparation of such amendments and supplements to the Official Statement as may be advisable, in the reasonable judgment of the Underwriter, to assure that the Official Statement as amended or supplemented will at no time include any untrue statement of a material fact or omit to state any material fact necessary in order to make the statements made in the Official Statement, in light of the circumstances under which they are made, not misleading.

1.6 Delivery to NRMSIR. The University authorizes the Underwriter, and the Underwriter agrees, to deliver three copies of the Official Statement to each nationally recognized municipal securities information repository ("NRMSIR") not later than seven days after the date of the Official Statement. The Underwriter shall fulfill all other responsibilities imposed upon underwriters by Rule 15c2-12 of the SEC.

1.7 Public Offering. It shall be a condition to the University's obligations to sell and to deliver the Bonds to the Underwriter and to the Underwriter's obligations to purchase, to accept delivery of and to pay for the Bonds that the entire principal amount of the Bonds shall be issued, sold and delivered by the University and purchased, accepted and paid for by the Underwriter at Closing. The Underwriter agrees to make a bona fide public offering of all the Bonds at a price which does not exceed the initial public offering prices or the yields as set forth on the inside cover page of the Official Statement; however, the Underwriter reserves the right to make concessions to dealers and to change such initial offering prices as the Underwriter shall deem necessary in connection with the marketing of the Bonds. The Underwriter may reoffer and sell the Bonds to certain dealers (including dealers depositing the Bonds into investment trusts) at a price lower than the offering prices set forth in the Official Statement. In connection with the offering of the Bonds, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the Bonds at a level above that which might otherwise prevail in the open market. Such stabilizing, if commenced, may be discontinued at any time by the Underwriter without prior notice.

1.8 Closing. At 8:00 a.m., Mountain Daylight Time on August 30, 2007, with respect to the Bonds, or at such other time or on such earlier or later date upon which we mutually agree (herein called the "Closing"), the University will deliver or cause to be delivered to the Underwriter the executed Bonds in book entry form and the other documents herein mentioned; and the Underwriter will accept such delivery and pay the purchase price for the Bonds in immediately available funds to the order of U.S. Bank National Association, Salt Lake City, Utah, as Trustee for the Bonds. Such delivery of Bonds shall occur take place at the offices of Ballard Spahr Andrews & Ingersoll, LLP, in Salt Lake City, Utah, or at such other place as the Underwriter may designate.

1.9 In order to assist the Underwriter in complying with paragraph (b)(5) of Rule 15c2-12, the University will undertake, pursuant to the Information Reporting Agreement in the form authorized by the University and attached hereto as Exhibit B, to send annually to each nationally recognized municipal securities information repository

("NRMSIR's") and to the repository, if any, designated by the State of Idaho, as the state information depository (the "SID") and recognized as such by the Securities and Exchange Commission (the "Commission") for purposes of Rule 15c2-12, and to provide notice of certain material events to the NRMSIR's, the SID and the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12.

ARTICLE II

REPRESENTATIONS AND WARRANTIES OF THE UNIVERSITY

To induce the Underwriter to enter into this Bond Purchase Agreement and to sell the Bonds with full realization and appreciation of the fact that the investment value of the Bonds and the ability of the University to sell and the Underwriter to resell the Bonds are in part dependent upon the credit standing of the University, and in consideration of the foregoing and execution and delivery of this Bond Purchase Agreement, the University represents and warrants to the Underwriter as follows:

2.1 The University has been duly organized and is validly existing under the Constitution and laws of the State of Idaho and has all power and authority to consummate the transactions contemplated by this Bond Purchase Agreement and the Official Statement, including the execution, delivery and/or approval of all documents and agreements referred to herein or therein.

2.2 The adoption, execution and delivery of the Resolution, the approval by the University of the Bond Purchase Agreement and the Bonds, and the application of the proceeds of the Bonds for the purposes described in the Official Statement do not and will not conflict with or result in the breach of any of the terms, conditions or provisions of, or constitute a default under, any existing law, court or administrative regulation, decree or order, or any other agreement, indenture, mortgage, lease or instrument by which the University or any of its respective property is or may be bound.

2.3 The University has duly authorized all necessary action to be taken by it for the issuance and sale of the Bonds by the University upon the terms and conditions set forth herein, in the Official Statement, in the Resolution, and in the approval of the Official Statement and the Bonds.

2.4 Except as disclosed in the Official Statement, there is no action, suit, proceeding, inquiry or investigation at law or in equity or before or by any court or administrative body pending or, to the knowledge of the University, threatened against or affecting the University, or to the knowledge of the University, any meritorious basis therefor, wherein an unfavorable decision, ruling or finding would have a material adverse effect on the financial condition of the University or the transactions contemplated by this Bond Purchase Agreement and the Official Statement, or would have an adverse effect on the validity or enforceability of the Bonds, the Resolution or any agreement or instrument by which the University is or may be bound, or would in any way adversely affect the existence or powers of the University.

2.5 The University is not in breach of or in default under any existing law, court or administrative regulation, decree or order, or any other agreement, indenture, mortgage, lease, sublease or other instrument to which the University is a party or by which it or its property is or may be bound, and no event has occurred or is continuing which, with the passage of time or the giving of notice, or both, would constitute a default or an event of default thereunder, in either case in any manner or to enough extent which could have a material adverse effect on the financial condition of the University or the transactions contemplated by this Bond Purchase Agreement and the Official Statement, or would have an adverse effect on the validity or enforceability in accordance with their respective terms of the Bonds, or the Resolution, or would in any way adversely affect the existence or powers of the University.

2.6 The information contained in the Preliminary Official Statement was, as of its date, and the information contained in the Official Statement was and will be, as of the Closing Date, true and correct in all material respects. The Preliminary Official Statement does not contain, and the Official Statement, as of its date and as of the Closing Date, will not contain any untrue statement of a material fact, and the Preliminary Official Statement does not omit and the Official Statement, as of its date and as of the Closing Date, will not omit to state a material fact required to be stated therein or necessary to make the statements made therein, in the light of the circumstances under which they were made, not misleading; provided, however, that this representation and warranty shall not be deemed to cover or apply to (x) information provided to the University in writing by the Underwriter and included on the cover page of the Preliminary Official Statement or the Official Statement regarding the principal amount, interest rates, maturities and initial public offering prices of the Series 2007 Bonds or (y) statements in the Preliminary Official Statement or the Official Statement under the captions "THE SERIES 2007 BONDS—Book-Entry-Only System", or "UNDERWRITING" and in Appendix E and Appendix F thereto.

2.7 Each representation, warranty or agreement stated in any certificate signed by any officer of the University and delivered to the Underwriter at or before the Closing shall constitute a representation, warranty or agreement by the University, as the case may be, upon which the Underwriter shall be entitled to rely.

ARTICLE III

UNDERWRITER'S CONDITIONS

3.1 The Underwriter has entered into this Bond Purchase Agreement in reliance upon the performance by the University of its obligations hereunder, both as of the date hereof and as of the date of Closing. The Underwriter's obligations under this Bond Purchase Agreement are and shall be subject to the following further conditions:

(a) At the time of Closing (i) the Official Statement, the Resolution and this Bond Purchase Agreement shall be in full force and effect and shall not have been amended, modified or supplemented, except as therein permitted or as may have been agreed to in writing by the Underwriter, and (ii) the proceeds of

sale of the Bonds shall be paid to the Trustee of the Bonds for deposit or use as described in the Official Statement.

(b) At the time of Closing and in compliance with subsection (b)(5) of SEC Rule 15c2-12, the University and the Trustee shall have executed and delivered the Information Reporting Agreement in the form authorized by the University and attached hereto as Exhibit B.

(c) The Underwriter shall have the right to cancel its obligation to purchase the Bonds if, between the date hereof and the Closing, (i) legislation shall have been enacted or introduced by the Congress of the United States or shall have been reported out of committee or be pending in committee, or a decision shall have been rendered by a court of the United States or the Tax Court of the United States, or a ruling shall have been made or a regulation shall have been proposed or made or any other release or announcement shall have been made by the Treasury Department of the United States or the Internal Revenue Service, with respect to federal taxation upon revenues or other income derived by the University or any similar body or upon interest received on obligations of the general character of the Series 2007 Bonds, that, in the reasonable judgment of the Underwriter, materially adversely affects the market for the Bonds, or (ii) laws, regulations, rulings or other actions shall have been adopted or taken place or are proposed to be adopted which in effect make interest on the Series 2007 Bonds taxable under the State of Idaho income tax laws, or (iii) there shall exist any event that, in the reasonable judgment of the Underwriter, either (A) makes untrue or incorrect in any material respect any statement or information in the Official Statement or (B) is not reflected in the Official Statement but should be reflected therein in order to make the statements and information therein not misleading in any material respect, or (iv) legislation shall be enacted, or actively considered for enactment by the Congress, with an effective date prior to the date of Closing, or a decision by a court of the United States shall be rendered, or a ruling or regulation by the Securities and Exchange Commission or other governmental agency having jurisdiction of the subject matter shall be made, the effect of which is that (A) the Bonds are not exempt from the registration, qualification or other requirements of the Securities Act of 1933, as amended and as then in effect, or the Securities Exchange Act of 1934, as amended and as then in effect, or (B) the Resolution is not exempt from the registration, qualification or other requirements of the Trust Indenture Act of 1939, as amended and as then in effect, or (v) a stop order, ruling or regulation by the Securities and Exchange Commission shall be issued or made, the effect of which is that the issuance, offering or sale of the Bonds, as contemplated herein or in the Preliminary Official Statement or the Official Statement, is in violation of any provision of the Securities Act of 1933, as amended and as then in effect, the Securities Exchange Act of 1934, as amended and as then in effect, or the Trust Indenture Act of 1939, as amended and as then in effect, or (vi) there shall have occurred any outbreak or escalation of hostilities or mobilization in anticipation thereof, any terrorist activities, or any national or international calamity or crisis, financial or otherwise, which, in the sole opinion of the Underwriter, materially and adversely

affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for sale of such Bonds, or (vii) there shall be in force a general suspension of trading on the New York Stock Exchange or minimum or maximum prices for trading substantially all listed securities thereon shall have been fixed and be in force, or maximum ranges for prices for such securities shall have been required to be in force on the New York Stock Exchange, whether by virtue of a determination by that Exchange or by order of the Securities and Exchange Commission or any other governmental authority having jurisdiction, or (viii) a general banking moratorium shall have been declared by either federal or New York authorities having jurisdiction and be in force or (ix) any order, decree or injunction of any court of competent jurisdiction or any judicial proceeding or any order, ruling, regulation or administrative proceeding by any governmental body or agency shall have been enacted, the purpose or effect of which is to prohibit the issuance, offering or sale of the Bonds as contemplated hereby or by the Official Statement, or to prohibit the performance by the University of its obligations under the Resolution or this Bond Purchase Agreement in accordance with their respective terms; and

(d) At or prior to the Closing for the Bonds, the Underwriter shall receive the following relating to the series of Bonds being delivered at such Closing:

(i) The approving opinion of Ballard Spahr Andrews & Ingersoll, LLP ("Bond Counsel"), dated the date of Closing, in substantially the form included as Appendix D to the Official Statement;

(ii) The supplemental opinion of Ballard Spahr Andrews & Ingersoll, LLP, dated the date of Closing and addressed to the Underwriter in substantially the form attached hereto as Exhibit C;

(iii) The opinion of Bradley H. Hall, counsel to the University, in substantially the form attached hereto as Exhibit D;

(iv) The University's certificate or certificates signed by its Vice President for Finance and Administration dated the date of the Closing to the effect that (A) no litigation is pending or, to its knowledge, threatened (i) to restrain or enjoin the collection of revenues pledged or to be pledged under the Resolution, (ii) in any way contesting or affecting any authority for the issuance of the Bonds, the validity of the Bonds or the Resolution, or this Bond Purchase Agreement, or (iii) in any way contesting the powers or operation of the University; (B) to the best of his knowledge, the descriptions and information contained in the Official Statement are correct in all material respects except that no view need be expressed about the information under the captions "THE SERIES 2007 BONDS—Book-Entry-Only System" or "UNDERWRITING" and in Appendix E and Appendix G thereto; (C) such descriptions and information, as of the date of the Official Statement, did not and, as of the

date of Closing, do not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading; (D) at the time of the Closing, no default or event of default has occurred and is continuing which, with the lapse of time or the giving of notice, or both, would constitute a default or an event of default under the Resolution, this Bond Purchase Agreement or any other material agreement or material instrument to which the University is a party or by which it is or may be bound or to which any of its property or other assets is or may be subject; (E) the Resolution authorizing or approving the execution of this Bond Purchase Agreement, the Information Reporting Agreement, the Official Statement, and the form of the Bonds has been duly adopted by the Board and have not been modified, amended or repealed; (F) no event affecting the University has occurred since the date of the Official Statement that either makes untrue or incorrect, as of the date of Closing, any statement or information relating to the same and contained in the Official Statement or that should be disclosed therein in order to make the statements and information therein, in light of the circumstances under which they were made, not misleading; (G) the representations of the University herein are true and correct in all material respects as of the date of Closing;

(v) Two copies of the Resolution;

(vi) Two copies of the certificate of the University relating to matters affecting the tax-exempt status of interest on the Series 2007 Bonds, including the use of proceeds of sale of the Series 2007 Bonds and matters relating to arbitrage rebate pursuant to Section 148 of the Code and the applicable regulations thereunder, in form and substance satisfactory to Bond Counsel;

(vii) Satisfactory evidence that the Bonds are rated "_____" by _____, and "_____" by _____;

(viii) Ten copies of the Official Statement related to the Bonds executed on behalf of the University;

(ix) Two specimens of the Bonds;

(x) A copy of the executed Information Return for Tax-Exempt Governmental Bond Issues, Form 8038-G (current version), and evidence of the mailing thereof on the Closing Date for the Bonds;

(xi) Evidence that a copy of the Official Statement has been filed with the Treasurer of the State of Idaho, pursuant to Idaho Code Section 67-1222;

(xii) Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter or Bond Counsel may reasonably request.

ARTICLE IV

FEES AND EXPENSES

All expenses and costs of the University incident to the performance of its obligations in connection with the authorization, issuance and sale of the Bonds to the Underwriter, including the costs of printing of the Bonds, advertising costs, the costs of posting, printing, duplicating and mailing the Preliminary Official Statement and the Official Statement, the fees of consultants and rating agencies, the initial fee of the Trustee in connection with the issuance of the Bonds, and the fees and expenses of Bond Counsel and counsel for the University shall be paid out of funds made available by the University, including proceeds of the Bonds. All out-of-pocket expenses of the Underwriter, except for expenses of the University advanced by the Underwriter for which the Underwriter will be reimbursed by the University, including travel and other expenses and the fees and expenses of any counsel employed by it, shall be paid by the Underwriter.

ARTICLE V

GENERAL PROVISIONS

Any notice or other communication to be given to the University under this Bond Purchase Agreement may be given by delivering the same in writing, at the University's address set forth above, and any such notice or other communication to be given to the Underwriter may be given by delivering the same in writing to Lehman Brothers Inc., 701 Fifth Avenue, Suite 7101, Seattle, WA 98104.

This Bond Purchase Agreement is made solely for the benefit of the University and the Underwriter (including the successors or assigns of the Underwriter), and no other person, partnership, association or corporation shall acquire or have any right hereunder or by virtue hereof. All agreements, representations and warranties of the University in this Bond Purchase Agreement shall remain operative and in full force and effect regardless of any investigation made by or on behalf of the Underwriter and shall survive the delivery of and payment for the Bonds.

The approval of the Underwriter when required hereunder or the determination of its satisfaction with respect to any document referred to herein shall be in writing signed by the Underwriter and delivered to the University. This Bond Purchase Agreement shall become legally effective upon mutual acceptance and approval.

This Bond Purchase Agreement may be executed in several counterparts, each of which shall be regarded as an original and all of which shall constitute one and the same document.

LEHMAN BROTHERS INC.

By:_____
Richard B. King
Senior Vice President

ACCEPTED:

IDAHO STATE UNIVERSITY

By:_____
James A. Fletcher
Vice President for Finance and
Administration
and Bursar

ATTEST:

By:_____
Secretary

EXHIBIT A

IDAHO STATE UNIVERSITY
$_____
GENERAL REVENUE BONDS,
SERIES 2007

Purchase Price:

Principal Amount	$
[Plus/Less] Net Reoffering [Premium/Discount]	$
Purchase Price	$

Interest on the Idaho State University General Revenue Bonds, Series 2007 (the "Series 2007 Bonds") is payable semiannually on each April 1 and October 1, commencing April 1, 2008. Principal on the Series 2007 Bonds is payable on the dates, and the Series 2007 Bonds will bear interest at the rates, set forth below:

Maturity (April 1)	Principal Amount	Interest Rate	Yield
2008	$		
2009			
2010			
2011			
2012			
2013			
2014			
2015			
2016			
2017			
2018			
2019			
2020			
2021			

$_____; _____% Term Bond Due April 1, 2027; Price _____%
$_____; _____% Term Bond Due April 1, 2032; Price _____%

Redemption Provisions:

Optional Redemption of the Series 2007 Bonds. The Series 2007 Bonds maturing on or prior to April 1, 2017 are not subject to redemption prior to maturity. The Series 2007 Bonds maturing on or after April 1, 2018 are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after April 1, 2017 and if in part, in such order of maturity as may be directed by the University at a redemption price equal to 100% of the principal amount of the Series 2007 Bonds to be redeemed plus accrued interest to the date of redemption.

Mandatory Sinking Fund Redemption of the Series 2007 Bonds. The Series 2007 Bonds maturing on April 1, 2027 are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date (April 1)	Principal Amount
2022	$
2023	
2024	
2025	
2026	
2027†	

† Final maturity

The Series 2007 Bonds maturing on April 1, 2032 are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date (April 1)	Principal Amount
2028	$
2029	
2030	
2031	
2032†	

† Final maturity

Upon redemption of any Series 2007 Bonds maturing on April 1, 2027 or April 1, 2032 other than by application of such mandatory sinking fund redemption, an amount equal to the principal amount so redeemed will be credited toward a part or all of any one or more of such mandatory sinking fund redemption amounts for the Series 2007 Bonds maturing on April 1, 2027 or April 1, 2032, respectively, in such order of mandatory sinking fund date as shall be directed by the University.

EXHIBIT B

INFORMATION REPORTING AGREEMENT

Re: $_____ principal amount of General Revenue Bonds, Series 2007 (the "Series 2007 Bonds" or the "Bonds"), dated as of the date of delivery, of Idaho State University (the "Issuer") and issued pursuant to a Resolution of the Board of Trustees of the University (the "Board") adopted September 17, 1992 as supplemented, amended and restated and a Supplemental Resolution, adopted August 9, 2007 (collectively the "Resolution") which names U.S. Bank National Association, as Trustee (the "Trustee")

THIS INFORMATION REPORTING AGREEMENT (the "Agreement") is executed and delivered by the Issuer and the Trustee, as of the date set forth below, in order for the Issuer to authorize and direct the Trustee, as the agent of the Issuer, to make certain information available to the public, as herein provided.

W I T N E S S E T H:

1. Background. The Issuer has resolved to issue the Bonds pursuant to the Resolution. The CUSIP number assigned to the final maturity of the Bonds is _____.

2. Appointment of Trustee. The Issuer hereby appoints the Trustee and any successor Trustee acting as such under the Resolution to be the Issuer's agent under this Agreement to disseminate the information furnished by the Issuer hereunder in the manner and at the times provided herein and to discharge the other duties assigned.

3. Information to be Furnished by the Issuer. The Issuer hereby covenants for the benefit of the registered and beneficial owners of the Bonds that, as long as the Bonds are outstanding under the Resolution, the Issuer will deliver the following information to the Trustee:

(a) Within 180 days after the end of the Issuer's fiscal year, the audited financial statements of the Issuer, together with the report thereon of the Issuer's independent auditors, beginning with Fiscal Year ended June 30, 2007.

(b) The other financial, statistical and operating data for said fiscal year of the Issuer in the form and scope similar to the financial, statistical and operating data contained in "SECURITY FOR THE SERIES 2007 BONDS," "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE" and, in the event the Bonds are called, the financial data contained in "DEBT SERVICE REQUIREMENTS" of the Issuer's Official Statement.

(c) In a timely manner, notice of any of the following events with respect to the Bonds, if material:

(i) Principal and interest payment delinquencies on the Bonds;

(ii) Nonpayment related defaults;

(iii) Unscheduled draws on debt service reserves reflecting financial difficulties;

(iv) Unscheduled draws on credit enhancements reflecting financial difficulties;

(v) Substitution of credit or liquidity providers, or their failure to perform;

(vi) Adverse tax opinions or events affecting the tax-exempt status of the Bonds;

(vii) Modifications to rights of Bondholders;

(viii) Bond calls;

(ix) Defeasances;

(x) Release, substitution or sale of property securing repayment of the Bonds;

(xi) Rating changes; and

(xii) Notice of a failure of the Issuer to provide the annual financial information specified in Section 3(a) and 3(b) hereof.

4. Manner and Time by Which Information is to be made Public by the Information Agent.

(a) The information required to be delivered to the Trustee pursuant to Sections 3(a) and 3(b) shall be referred to as the Continuous Disclosure Information (the "Continuous Disclosure Information") and the notices required to be delivered to the Trustee pursuant to Section 3(c) shall be referred to as the Event Information (the "Event Information").

(b) Not later than five business days after the receipt of any Continuous Disclosure Information or any Event Information, the Trustee will deliver the information as provided in the following subsection (c).

(c) It shall be the Trustee's duty to:

(i) deliver the Continuous Disclosure Information to the Repositories once it is received from the Issuer;

(ii) deliver the Event Information to the Repositories and the MSRB once it is received from the Issuer; and

(iii) determine the identity of all Repositories to which Continuous Disclosure Information and Event Information must be sent under the rules and regulations promulgated by the MSRB or by the SEC and to determine the existence of any SID by calling the SEC's Public Reference Room at (202) 942-8090.

(d) The Trustee shall have no duty or obligation to disclose any information other than (i) Continuous Disclosure Information that the Trustee actually has received from the Issuer and (ii) Event Information about which the Trustee has received notice from the Issuer. Any such disclosures shall be required to be made only as and when specified in this Agreement and only to those entities specified in this Section 4. The Trustee's duties and obligations are only those specifically set forth in this Agreement and the Resolution, and the Trustee shall have no implied duties or obligations.

(e) On or before the 31st day of January of each year, the Trustee shall provide to the Issuer written notice of the names of the Repositories to which the Trustee has sent Continuous Disclosure Information during the preceding calendar year and the names of the Repositories to which the Trustee proposes to send Continuous Disclosure Information during the current calendar year.

5. Indemnification.

(a) The Trustee shall have no obligation to examine or review the Continuous Disclosure Information and shall have no liability or responsibility for the accurateness or completeness of the Continuous Disclosure Information disseminated by the Trustee hereunder. The Continuous Disclosure Information shall contain a legend to such effect.

(b) The Issuer hereby agrees to hold harmless and to indemnify the Trustee, its employees, officers, directors, agents and attorneys from and against any and all claims, damages, losses, liabilities, reasonable costs and expenses whatsoever (including attorneys' fees and expenses, whether incurred before trial, at trial, or on appeal, or in any bankruptcy or arbitration proceedings), which may be incurred by the Trustee by reason of or in connection with the disclosure of information in accordance with this Agreement, except to the extent such claims, damages, losses, liabilities, costs or expenses result directly from the willful misconduct or gross negligence of the Trustee in the performance of its duties under this Agreement.

6. Compensation. The Issuer hereby agrees to compensate the Trustee for the services provided and the expenses incurred pursuant to this Agreement in an amount to be agreed upon from time to time hereunder. Such compensation shall be in addition

to any fees previously agreed upon with respect to the fiduciary services of the Trustee in its capacity as the Trustee.

7. Enforcement. The obligations under this Agreement of the Issuer shall be for the benefit of the registered and beneficial holders of the Bonds. Any holder of the Bonds then outstanding, including any Beneficial Owner of the Bonds (as defined in the Resolution), may enforce specific performance of such obligations by any judicial proceeding available, provided however, that a default under this Agreement will not be a default under the Resolution.

8. Definitions. As used herein, the following terms shall have the following meanings:

"MSRB" shall mean the Municipal Securities Rulemaking Board.

"Official Statement" shall mean the final official statement relating to the Bonds dated August [9], 2007.

"Repository" shall mean (i) each nationally recognized municipal securities information repository recognized by the SEC from time to time pursuant to the Rule and (ii) any SID.

"Rule 15c2-12" shall mean Rule 15c2-12, as amended, promulgated by the SEC under the Securities Exchange Act of 1934, as amended.

"SEC" shall mean the Securities and Exchange Commission.

"SID" means any state information depository of the State of Idaho.

9. Amendments and Termination. This Agreement may be amended with the mutual agreement of the Issuer and the Trustee and without the consent of any registered or beneficial holders of the Bonds under the following conditions:

(a) the amendment is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of the obligated person or type of business conducted;

(b) this Agreement, as amended, would have complied with the requirements of Rule 15c2-12 at the time of the primary offering, after taking into account any amendments or interpretations of Rule 15c2-12, as well as any change in circumstances; and

(c) the amendment does not materially impair the interests of holders of the Bonds, as determined by parties unaffiliated with the Issuer (such as the Trustee or nationally recognized bond counsel).

Any party to this Agreement may terminate this Agreement by giving written notice of its intent to terminate to the other parties at least thirty (30) days prior to such termination, provided that no such termination shall relieve the obligation of the Issuer to comply with Rule 15c2-12(b)(5) either through a successor agent or otherwise.

The Issuer's next annual report must explain, in narrative form, the reasons for any such amendment or termination and the impact of the change in the type of operating data or financial information being provided or, in the case of accounting principles, the presentation of such operating data or financial information.

The undertaking contained in this Agreement shall be in effect from and after the issuance and delivery of the Bonds and shall extend to the earlier of (i) the date all principal and interest on the Bonds shall have been paid pursuant to the terms of the Resolution; (ii) the date that the Issuer shall no longer constitute an "obligated person" within the meaning of Rule 15c2-12; or (iii) the date on which those portions of Rule 15c2-12 that require this written undertaking (a) are held to be invalid by a court of competent jurisdiction in a nonappealable action, (b) have been repealed retroactively, or (c) in the opinion of counsel who is an expert in federal securities laws, acceptable to the Issuer or the Trustee, otherwise, do not apply to the Bonds. The Issuer shall notify the Repositories if this Agreement is terminated pursuant to (iii), above.

10. Successor Trustee. Upon the transfer of the duties created under the Resolution from the current Trustee to a successor Trustee, such successor Trustee shall succeed to the duties under this Agreement without any further action on the part of any party, and the then current Trustee shall have no further duties or obligations upon the transfer to a successor Trustee. Such Successor Trustee may terminate this Agreement or cause it to be amended as provided in paragraph 9.

11. Notices. Notices and the required information under this Agreement shall be given to the parties at their addresses set forth below under their signatures or at such places as the parties to this Agreement may designate from time to time.

12. Counterparts. This Agreement may be executed in one or more counterparts, and each such instrument shall constitute an original counterpart of this Agreement.

13. Governing Law. This Agreement shall be governed by the laws of the State of Idaho.

14. Alternate Filings. Any filing to a National Repository or the MSRB and a State Repository under this certificate may be made solely by transmitting such filing to the Texas Municipal Advisory Council (the "MAC") as provided at http://www.disclosureusa.org unless the United States Securities and Exchange Commission has withdrawn the interpretive advice in its letter to the MAC dated September 7, 2004.

IN WITNESS WHEREOF, the Issuer and the Trustee have caused this Agreement to be executed and delivered by a duly authorized officer of each of them, all as of this _____ day of _____, 2007.

IDAHO STATE UNIVERSITY

By_____
James A. Fletcher
Vice President for Finance and Administration

U.S. BANK NATIONAL ASSOCIATION, as Trustee

By_____
Kim R. Galbraith
Vice President

EXHIBIT C

SUPPLEMENTAL OPINION OF
BALLARD SPAHR ANDREWS & INGERSOLL, LLP,

_____, 2007

Lehman Brothers Inc.
Columbia Center
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104

Re: $_____ Idaho State University General Revenue Bonds, Series 2007

This letter is being delivered to you pursuant to Section 3.1(d)(2) of the Bond Purchase Agreement (the "Purchase Agreement") dated _____, 2007 between Lehman Brothers Inc., (the "Underwriter"), and Idaho State University (the "University"), which Purchase Agreement relates to the purchase by the Underwriter of $_____ aggregate principal amount of the University's General Revenue Bonds, Series 2007 (the "Series 2007 Bonds"). Capitalized terms which are used herein but which are not otherwise defined shall have the meanings assigned to them in the Purchase Agreement.

We have acted as bond counsel to the University in connection with the issuance of the Series 2007 Bonds and, in that capacity, have examined executed counterparts of the Purchase Agreement, the Resolution, and the Official Statement of the University with respect to the Series 2007 Bonds dated _____, 2007 (the "Official Statement"). We have also examined the originals or copies, certified or otherwise identified to our satisfaction, of such other documents, records and other instruments as we have deemed necessary or advisable for purposes of this letter.

On the basis of such examination, we are of the opinion as of the date hereof and under currently existing law as follows:

1. The Purchase Agreement has been duly authorized, executed and delivered by the University.

2. The Series 2007 Bonds are not subject to the registration requirements of the Securities Act of 1933, as amended, and the Resolution is exempt from qualification pursuant to the Trust Indenture Act of 1939, as amended.

3. The statements contained in the Official Statement under the captions "THE SERIES 2007 BONDS," "SECURITY FOR THE SERIES 2007 BONDS," and "TAX MATTERS," and in APPENDIX A and APPENDIX B to the Official Statement insofar as the statements contained under such captions purport to summarize and/or extract certain provisions of the Series 2007 Bonds and the Resolution, present an accurate summary and/or extract of such provisions in all material respects.

Because the primary purpose of our professional engagement was not to establish factual matters and because of the wholly or partially nonlegal character of many determinations involved in the preparation of the Official Statement, except with regards to the matters contained in Paragraph 3 above, we are not passing upon and do not assume any responsibility for the accuracy, completeness or fairness of any of the statements contained in the Official Statement and make no representation that we have independently verified the accuracy, completeness or fairness of any such statements. However, in our capacity as bond counsel, during the course of preparation of the Official Statement, we met in conferences with representatives of the University, your representatives, and others, during which conferences the contents of the Official Statement and related matters were discussed. Based on our participation in the above-mentioned conferences, and in reliance thereon and on the certificates and other documents herein mentioned, we advise you that no information came to the attention of the attorneys in our firm rendering legal services in such connection which caused them to believe that Official Statement as of its date and as of the date of this letter contained or contains any untrue statement of a material fact or omitted or omits to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading (except that no opinion or belief is expressed herein as to financial statements, financial, economic demographic or statistical data, forecasts, charts, estimates, projections, assumptions, expressions of opinion, any information about book-entry and The Depository Trust Company and information contained in Appendix C, Appendix E and Appendix F to the Official Statement).

We have on this day rendered our approving opinion as Bond Counsel to the University with respect to the Series 2007 Bonds. You are entitled to rely on such opinion as if it were addressed to you.

This letter is furnished by us as bond counsel to the University. No attorney-client relationship has existed or exists between our firm and you in connection with the Series 2007 Bonds or by virtue of this letter. We disclaim any obligation to update this letter. This letter is delivered to you solely for your benefit and may not be relied upon by any other persons. This letter is not to be used, circulated, quoted or otherwise referred to or relied upon for any other purpose or by any other person. This letter is not intended to, and may not, be relied upon by the owners of the Series 2007 Bonds or by any party to whom it is not addressed.

Respectfully submitted,

EXHIBIT D

OPINION OF COUNSEL TO IDAHO STATE UNIVERSITY

[Idaho State University letterhead]

_____, 2007

The Board of Trustees of
Idaho State University
921 South 8th Avenue, Stop 8219
Pocatello, Idaho 83209

Ballard Spahr Andrews & Ingersoll, LLP
201 South Main Street, Suite 600
Salt Lake City, Utah 84111

Lehman Brothers Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104

Re: General Revenue Bonds, Series 2007 in the Principal Amount of $_____

Ladies and Gentlemen:

As General Counsel to Idaho State University (the "University"), I have reviewed certain documents in connection with the issuance and sale by the University of the above-captioned bonds (the "Bonds"), including the Resolution of the Board of Trustees of the University (the "Board") adopted on September 17, 1992 as previously amended, supplemented and restated (the "Original Resolution") and as further supplemented and amended by a Supplemental Resolution dated August 9, 2007, authorizing the issuance and sale of the Bonds (the "Supplemental Resolution," and, together with the Original Resolution as previously supplemented, the "Resolution"), the Preliminary Official Statement dated _____, 2007, and the Official Statement dated _____, 2007 (the "Official Statement"), and such other documents as I deemed necessary to render this opinion. Capitalized terms used as defined terms in this opinion have the meaning assigned to such terms in the Resolution. This opinion is

rendered under the Bond Purchase Agreement dated _____, 2007, between the University and Lehman Brothers Inc. (the "Bond Purchase Agreement").

Based upon my examination, it is my opinion that:

1. The University is an institution of higher education and a body politic of the State of Idaho, duly and validly created and existing pursuant to the laws of the State of Idaho, with full legal right, power, and authority (i) to issue bonds of the University pursuant to the Resolution; (ii) to adopt the Resolution; (iii) to enter into the Bond Purchase Agreement; (iv) to pledge the Pledged Revenues (as defined in the Resolution) to secure the payment of the principal of and interest on the Bonds; and (v) to carry out and consummate the transactions contemplated by the Resolution and the Bond Purchase Agreement.

2. The provisions of the Resolution, the execution and delivery of the Bond Purchase Agreement, and the performance by the University of the transactions contemplated thereby will not conflict with or constitute a breach of, or default under, any commitment, note, agreement or other instrument to which the University is a party or by which it or any of its property is bound, or any provision of the Idaho Constitution or laws or any existing law, rule, regulation, ordinance, judgment, order or decree to which the University or its Board is subject.

3. Based upon conferences with and representations of officials of the University, the statements in the Official Statement under the subheading "Idaho State University" under the caption "INTRODUCTION" and under the captions "SECURITY FOR THE SERIES 2007 BONDS," "THE RECREATION PROJECT," "THE MERIDIAN PROJECT," "THE UNIVERSITY," "SOURCES OF FUNDING FOR THE UNIVERSITY," "UNIVERSITY GOVERNANCE AND ADMINISTRATION" and "LITIGATION" contained in the Official Statement are true and correct in all material respects and do not contain an untrue statement or omission of a material fact, it being understood that, in rendering this opinion, I am not expressing an opinion with respect to financial, statistical or operating data contained under these captions of the Official Statement. I hereby consent to the inclusion of my name as counsel to the University in the section of the Official Statement entitled "LEGAL MATTERS" and on the cover page thereof.

4. Except as described in the Official Statement, there is no action, suit, proceeding, official inquiry or investigation, at law or in equity, pending which (i) questions the existence or powers of the Board or the University or the title to office of any present official of the University; (ii) seeks to prohibit, restrain or enjoin the sale, issuance or delivery of any of the Bonds or the execution and delivery of the Bond Purchase Agreement; (iii) affects the collection of the Pledged Revenues pledged or to be pledged to pay the principal of and interest on the Bonds, or the pledge of the revenues and other funds and accounts under the Resolution; (iv) contests the completeness or accuracy of the Official Statement; or (v) contests any authority for the issuance of the Bonds, and the adoption of the Resolution, or the execution and delivery of the Bond

Purchase Agreement or the validity of any proceedings taken by the University in connection with the issuance or sale of the Bonds.

Very truly yours,

Bradley H. Hall
University Counsel

HOUSE CONCURRENT RESOLUTION NO. 30

Bill Status

HCR030.....by APPROPRIATIONS
IDAHO STATE UNIVERSITY - Stating findings of the Legislature and providing authorization for Idaho State University to purchase 102,000 square feet of unfinished space in the former Jabil Circuit Building to be used for health sciences education.

03/16 House intro - 1st rdg - to printing
03/19 Rpt prt - to 2nd rdg
03/20 2nd rdg - to 3rd rdg
Rls susp - ADOPTED - 68-0-2
AYES -- Anderson, Andrus, Barrett, Bayer, Bedke, Bell, Bilbao, Black, Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chew, Clark, Collins, Crane, Edmunson, Eskridge, Hagedorn, Hart, Harwood, Henbest, Henderson, Jaquet, Killen, King, Kren, Labrador, Lake, LeFavour, Loertscher, Luker, Marriott, Mathews, McGeachin, Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence, Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Sayler, Schaefer, Shepherd(2), Shepherd(8), Shirley, Shively, Smith(30), Smith(24), Snodgrass, Stevenson, Thayn, Trail, Vander Woude, Wills, Wood(27), Wood(35), Mr. Speaker
NAYS -- None
Absent and excused -- Chavez, Durst
Floor Sponsor - Wood(27)
Title apvd - To Senate
03/21 Senate intro - 1st rdg - to Fin
03/22 Rpt out - rec d/p - to 10th Ord
03/23 10th Ord - ADOPTED - 34-1-0
AYES -- Andreason, Bair, Bastian, Bilyeu, Broadsword, Burkett, Cameron, Coiner, Corder, Darrington, Davis, Fulcher, Gannon, Geddes, Hammond, Heinrich, Hill, Jorgenson, Kelly, Keough, Langhorst, Little, Lodge, Malepeai, McGee, McKague, McKenzie, Pearce, Richardson, Schroeder, Siddoway, Stegner, Stennett, Werk
NAYS -- Goedde
Absent and excused -- None
Floor Sponsor - Cameron
Title apvd - to House
03/26 To enrol - Rpt enrol - Sp signed - Pres signed
To Secretary of State

Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE CONCURRENT RESOLUTION NO. 30

BY APPROPRIATIONS COMMITTEE

A CONCURRENT RESOLUTION
STATING FINDINGS OF THE LEGISLATURE AND AUTHORIZING IDAHO STATE UNIVERSITY TO PURCHASE SPACE IN A FACILITY FOR HEALTH SCIENCES EDUCATIONAL OFFERINGS IN THE TREASURE VALLEY.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, Idaho State University currently leases approximately 55,600 square feet among seven different facilities throughout the Treasure Valley at an annual cost of over $920,400; and

WHEREAS, a private foundation has pledged a $5 million grant to assist Idaho State University with the purchase of space in the Treasure Valley to be used for health sciences education; and

WHEREAS, the purchase of said real estate will also enable Idaho State University to consolidate its current leaseholds and to accommodate planned enrollment growth; and

WHEREAS, a unique opportunity exists for Idaho State University to purchase 102,000 square feet of unfinished space in the former Jabil Circuit Building located in Meridian, Idaho, and now owned by Joint School District #2; and

WHEREAS, co-ownership of this facility with Joint School District #2 will also provide a unique venue for Idaho State University to offer concurrent enrollment opportunities, and to utilize school district space during evenings, weekends and summers; and

WHEREAS, academic use space is a recognized criteria to make a new higher education facility eligible to receive state moneys for the costs associated with occupancy, operation and maintenance.

NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session of the Fifty-ninth Idaho Legislature, the House of Representatives and the Senate concurring therein, that pursuant to Section 33-3805A, Idaho Code,

29 approval is hereby granted to the State Board of Education, acting as trustees
30 for Idaho State University, to purchase 102,000 square feet of unfinished
31 space in the former Jabil Circuit Building located in Meridian, Idaho, and now
32 owned by Joint School District #2, to be used as a health sciences building.

Statement of Purpose / Fiscal Impact

Statement of Purpose
RS17187

The purpose of this resolution is to provide authorization, pursuant to Idaho Code §33-3805A, to the State Board of Education to allow Idaho State University to proceed with the purchase of 102,000 square feet within the former Jabil Circuit building located in Meridian at 1303 East Central Drive, and now owned by Joint School District #2.

.

Fiscal Note

Funding for the purchase will come from private foundation funds and institutional bonds. There is no fiscal impact to the General Fund. When the purchase is complete and the state assumes ownership, Idaho State University will request additional General Funds for occupancy costs which involve custodial, utility and other costs associated with operating general education space within the facility. Based on the current formula, these costs are estimated to be approximately $656,000. In addition, approval of this resolution does not preclude Idaho State University from requesting General Funds or Permanent Building funds in the future for the expansion of this facility.

Contact: Matt Freeman 334-4740
Legislative Services Office, Budget & Policy Analysis
Statement of Purpose/Fiscal Note Bill No. HCR30

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE UNIVERSITY
DEBT CAPACITY

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
ANNUAL DEBT SERVICE												
New Projects												
Meridian Bldg		750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000
ERP System		3,402,819	525,819	602,819	975,000	1,085,000	1,090,000	1,090,000	1,025,000	1,000,000	280,945	0
Reed Gym		450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000
New Debt Financing	0	4,602,819	1,725,819	1,802,819	2,175,000	2,285,000	2,290,000	2,290,000	2,225,000	2,200,000	1,480,945	1,200,000
Current Debt Financing	4,801,273	5,164,112	5,170,732	5,488,650	5,488,993	5,490,685	5,489,757	5,485,269	5,388,399	5,392,091	5,387,345	5,388,873
Total Anticipated Financing	4,801,273	9,766,931	6,896,551	7,291,469	7,663,993	7,775,685	7,779,757	7,775,269	7,613,399	7,592,091	6,868,290	6,588,873
Operating Budget (Excluding Direct Loans)	216,458,819	225,911,774	232,689,127	239,669,801	246,859,895	254,265,692	261,893,663	269,750,473	277,842,987	286,178,277	294,763,625	303,606,534
Debt Service as a % of operating budget												
Current Debt Financing	2.22%	2.29%	2.22%	2.29%	2.22%	2.16%	2.10%	2.03%	1.94%	2.65%	2.33%	2.17%
New Debt Financing												
Meridian Bldg	0.00%	0.33%	0.32%	0.31%	0.30%	0.30%	0.29%	0.28%	0.27%	0.26%	0.25%	0.25%
ERP System	0.00%	1.51%	0.23%	0.25%	0.40%	0.43%	0.42%	0.40%	0.37%	0.35%	0.10%	0.00%
Reed Gym	0.00%	0.20%	0.19%	0.19%	0.18%	0.18%	0.17%	0.17%	0.16%	0.16%	0.15%	0.15%
Total Anticipated Financing	2.22%	4.32%	2.96%	3.04%	3.10%	3.06%	2.97%	2.88%	2.74%	2.65%	2.33%	2.17%

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Information item by the University of Idaho (UI) regarding selection of bond counsel and investment banker

REFERENCE

April 2007	Information item by University of Idaho (UI) regarding future financing plans under single bond system.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section V.F.
Section 33-3804, Idaho Code

BACKGROUND

The University of Idaho presented information at the April 2007 SBOE meeting regarding plans for future financing. This presentation included a desire to refinance certain bonds to achieve savings and to investigate new money borrowing to address infrastructure needs in support of the UI Strategic Plan. In order to pursue this course of action, it was necessary for UI to procure services from both bond counsel and investment banking professionals.

DISCUSSION

UI issued Requests for Proposal (RFP) for bond counsel and investment banking services in April and May, respectively. Successful respondents to the RFP's were selected by representatives of UI.

Bond Counsel:
Skinner Fawcett with Ballard Spahr Andrews & Ingersoll was selected to serve as bond counsel. Skinner Fawcett has over thirty years of public finance experience in Idaho. Ballard Spahr Andrews & Ingersoll is a nationally recognized leader in municipal finance. This team provides a strong combination of both local and national experience representing institutions of higher education.

Investment Banker:
George K. Baum is a national investment banking firm with nearly 80 years of experience and a strong presence in higher education finance. They are recognized as industry leaders in structuring, underwriting, and marketing of tax exempt securities.

IMPACT

It is expected that refunding current bonds will not impact the University's credit rating of A1/A+. UI believes that borrowing is necessary to address safety and

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

deferred maintenance in order to grow enrollments and research consistent with the University's Strategic Plan.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the information presented by UI, and concurs that it would be in the best interest of the University to procure professional bond counsel and investment banking services.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: F. Bonds and Other Indebtedness **August 2002**

1. General Powers

   The University of Idaho, Idaho State University, Lewis-Clark State College, and Boise State University may, by a majority vote of all the members of the Board, borrow money with or without the issuance of bonds pursuant to Chapter 38, Title 33, Idaho Code. The Board must act by formal resolution. Such indebtedness is not an obligation of the state of Idaho but is an obligation solely of the respective institutions and the respective board of trustees. Any indebtedness is to be used to acquire a project, facility, or other asset that may be required by or be convenient for the purposes of the institution. Student fees, rentals, charges for the use of the projected facility, or other revenue may be pledged or otherwise encumbered to pay the indebtedness. Refunding bonds also may be issued.

   Eastern Idaho Technical College is not authorized to borrow money under Chapter 38, Title 33, Idaho Code.

2. Attorney General's Opinion

   The Board or the institution may request the Attorney General of Idaho to review and pass upon the validity of a proposed bond issue. If found valid, the bond is an incontestable, binding obligation on the institution.

3. Private Sale

   A private sale of bonds is permitted only with the prior approval of the Board as the governing body of the institution. The chief executive officer of the institution must justify why a public sale is not desirable and explain the benefits of a private sale of bonds.

4. Responsibility of the Chief Executive Officer

   The chief executive officer of the institution is responsible for compliance with state law and these provisions when any indebtedness is incurred.

5. Expenditure of Excess Revenue

   Expenditure of project revenues over and above that pledged or otherwise encumbered to meet the indebtedness is limited to expenditures for projects

identified in the bond's Official Statement. Expenditure of excess revenue for other projects requires prior Board approval. Expenditures between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000) require prior approval from the executive director and expenditures greater than five hundred thousand dollars ($500,000) require prior Board approval.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

GENERAL LAWS
TITLE 33. EDUCATION
CHAPTER 38. STATE INSTITUTIONS OF HIGHER EDUCATION BOND ACT
Idaho Code § 33-3804 (2006)

§ 33-3804. Powers and duties of state institutions
Every institution shall have power in its proper name as aforesaid:
(a) To have a corporate seal and alter the same at pleasure;
(b) To sue and be sued;
(c) To acquire by purchase, gift or the exercise of the right of eminent domain and hold and dispose of real or personal property or rights or interests therein and water rights;
(d) To make contracts and to execute all instruments necessary or convenient;
(e) To acquire any project or projects, and to own, operate, and maintain such project;
(f) To accept grants of money or materials or property of any kind from a federal agency, upon such terms and conditions as such federal agency may impose;
(g) To borrow money, with or without the issuance of bonds and to provide for the payment of the same and for the rights of the holders of such bonds and/or of any other instrument of such indebtedness, including the power to fix the maximum rate of interest to be paid thereon and to warrant and indemnify the validity and tax exempt character;
(h) To perform all acts and do all things necessary or convenient to carry out the powers herein granted, to obtain loans or grants or both from any federal agency, and to accomplish the purposes of *sections 33-3801 -- 33-3813, Idaho Code*, and secure the benefits of the Recovery Act;
(i) To issue refunding bonds, for the purpose of paying, redeeming, or refunding any outstanding bonds theretofore issued under authority of this chapter. Refunding bonds so issued shall have such details, shall bear such rate or rates of interest and shall be otherwise issued and secured as provided by the board authorizing the issuance of such bonds and as otherwise provided in this chapter, provided, however, that such changes in the security and revenues pledged to the payment thereof may be made by such board as may be provided by it in the proceedings authorizing such bonds, but in no event shall such refunding bonds ever be secured by revenues not authorized by this chapter to be pledged to the payment of bonds issued for other than refunding purposes. Refunding bonds issued hereunder may be exchanged for a like principal amount of the bonds to be refunded, may be sold in the manner provided in this chapter for the sale of other bonds, or may be exchanged in part and sold in part. If sold, the proceeds of such bonds may be deposited in escrow for the payment of the bonds to be refunded, provided such bonds mature or are callable for redemption under their terms within six (6) months from the date of the delivery of the refunding bonds. No refunding bonds may be issued hereunder in a principal amount in excess of the principal amount of the bonds to be refunded nor may any bonds not maturing or callable for redemption under their terms as above provided be refunded hereunder

without the consent of the holders thereof. Refunding bonds so authorized and issued may in the discretion of the board be combined with other bonds to be authorized and issued under this chapter, and a single issue of bonds may be so authorized in part for improvement and in part for refunding purposes.

(j) In connection with borrowing without the issuance of bonds, to fix fees, rents or other charges for utilization of any facility or project being financed by said borrowing and to pledge the same, together with any other revenue from such project or facility, as collateral for repayment of principal and interest in the same manner and to the same extent as provided in this chapter for securing the payment of bonds issued pursuant to this chapter.

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Revisions to the University active employee health plan to include a cafeteria-style benefit program with a new method of delivery

REFERENCE

June 14, 2007 Information item to the Regents outlining overall revisions to implement a cafeteria-style health benefits program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.J.

BACKGROUND

SBOE policy section II.J. authorizes the University of Idaho to provide health or other insurance programs for its employees, "and for such additional benefits as may be established [by the university]… subject to prior approval by the Board.

The University wishes to implement a cafeteria-style benefit program as described in information materials provided to the Regents at the June 2007 SBOE meeting.

The delivery of these benefits would include:

1. A matching contribution by the University to a health savings account - $1 of University contribution for every $2 of employee direct deposit into a health savings account, capped at $500 total University contribution per employee; and

2. A limited "cash back" payment in lieu of benefits in instances where a University employee's total selection of benefits is less than the University's contribution for such employee's benefits.

These represent changes to current benefit programs, but could also be considered "additional new benefits" as covered in SBOE Policy II.J.

The University of Idaho requests approval to provide a limited/capped matching deposit into health savings accounts and to provide limited redirected "cash back" in lieu of benefits as described in the flexible cafeteria-style plan approach.

DISCUSSION

As detailed in information materials at the June 2007 SBOE meeting, the University is exploring a means to deliver its full complement of health programs

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

through a cafeteria or menu of benefit options in a program called Custom Choices.

Attachment 1 provides an illustration of:

- Changes to the health benefit program for active employees as compared to the current structure.
- The University's cost of benefits which is inclusion of the matching contribution to a health savings account for employees who enroll in the qualified high deductible medical plan option.
- Consistent employer cost for each medical plan option.
- Positive financial results of redirected cash / credit back for unspent employer credits toward benefits.

IMPACT

No additional cost to the University is associated with these changes. The University anticipates better cost containment of health care inflation in the future. The University anticipates lower costs associated with attrition through improved ability to attract and retain talent as well as a better transition for our employees into retirement.

ATTACHMENTS

Attachment 1 – Illustration of Changes Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The University is attempting to moderate rising health care costs by including provisions for limited cash-back payments to employees, and capped matching payments into employee health savings accounts. These provisions will offer employees more tools to manage their own health care costs and maintain a health savings account now and into retirement.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to include, within its cafeteria style benefits program, certain limited cash-back payments to University employees in lieu of benefits, and certain limited and capped matching payments to University employee health savings accounts, in the manner described in the materials presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: J. Other Benefits – All Employees April 2002

Employees are eligible for health or other insurance programs established by the State of Idaho (or by the University of Idaho for its employees), for unemployment compensation as provided by the Employment Security Law of Idaho, workers compensation, disability and for such additional benefits as may be established by any institution, agency or school for its employees subject to prior approval by the Board.

THIS PAGE INTENTIONALLY LEFT BLANK

Illustration of Changes

- Program Changes Compared to Current
- Employee Example Showing Consistent University Cost, Credit Back, Redirected Cash Back and HSA Matching
- Positive Results of Redirected Cash / Credit Back
- Benchmarks

The University of Idaho cafeteria-style program will offer medical, dental, vision, life, accident, disability and tax-favored spending accounts as well as the introduction of an IRS qualified high deductible medical benefit option linked to a health savings account. Although the University currently offers all of these benefits, we wish to change the manner in which these benefits are delivered. The University will fund a set amount regardless of the choice that is made by the employee. If the employee spends more than the University has funded, he or she will pay the difference. If the employee spends less than the University has funded, the savings from that benefit category can be applied to benefits in other categories.

Changes Compared to Current

Current	Proposed	Change
Medical • PPO $100 deductible • PPO $350 deductible • No-network $350 deductible • Waive Coverage *Includes Rx, and vision examination*	**Medical** • * PPO $175 deductible • * PPO $350 deductible • HSA-qualified $1500 deductible • Waive coverage ** Combined with Rx and fitness access*	• **Redirected cash or credit back for less or waived coverage** • Fitness Classes are included • HSA-qualified $1500 deductible • Modifies deductibles and co-payments • Separates dental and vision
Dental • Basic Plan bundled with medical **Vision** • Exam benefit bundled with medical	**Dental** (3) options combined with vision • Preventative Only / vision • Basic dental / vision • Plus dental w/ orthodontia & vision	• Adds high and low dental options • Bundles vision with dental Adds new features to dental and vision
Employee Life & Accidental Death and Dismemberment (AD&D) • 1 x's annual salary	**Employee Life** (6) options • ½ to 5 x's annual salary	• Adds (5) additional options • Lower rates for non-tobacco users

	• Non- Tobacco / Tobacco rates	• Separates AD&D from Life insurance

Bold type under the "Change" heading designates item for approval.

Current	Proposed	Change
Spouse Life • $1000	**Spouse Life** (8) Options • $25,000 - $250,000	• New options • Voluntary
Child Life • $500	**Child Life** (3) Options • $5,000 - $25,000	• New Options • Voluntary
Accidental Death & Dismemberment • included with life insurance	**Accidental Death & Dismemberment** Employee / family (5) options • 1 to 5 times employee salary	• Independent of life coverage • New options • Voluntary
Short Term Disability • 60% to $700 / week	**Short Term Disability** (3) options • 50% to $500 • 60% to $700 • 66.67% to $1250	• New Options
Long Term Disability • 60% to $3000 / Month	**Long Term Disability** (3) options • 50% to $2000 / month • 60% to $3000 / month • 66.67% to $5000 / month	• New Options

Current	Proposed	Change
Health Care Spending Account • $5000 max set aside	**Health Care Spending Account** • $5000 maximum set aside	• None
Dependent Care Spending Account • $5000 max set aside	**Dependent Care Spending Account** • $5000 maximum set aside	• None
	Transportation Spending Account Voluntary Option	• New tax free employee funded account

	Health Savings Account	• New Account linked to the high deductible medical • **Employer contribution of up to $500/year**
AFLAC Personal Policies	**AFLAC Personal Policies**	• None

Bold type under the "Change" heading designates item for approval.

Consistent University Cost

The current goal of benefit restructuring is to keep the University's cost per participant equal. The long term goal is to control future costs through better cost containment. The program features encourage employee accountability, healthy behaviors that influence cost, and provides cost containment for the program with benefit options that increase at a slower pace.

	Plan A PPO Basic	**Plan B PPO Plus**	**Plan C Health Savings Eligible Health & Wealth Builder**
University Cost	**$493.21***	**$493.21***	**$493.21***
Employee Cost **Total Cost**	**$ 61.72** **$ 554.93**	**$ 191.39** **$ 684.60**	**($ 23.61)** **$ 469.60**
Deductible	$350 / $1,050	$175/ $525	$1500 / $3,000
Co-Insurance	80%	90%	70%

* Rates provided in this example are monthly composite rates. A composite rate is determined by combining the rates for each family tier, employee only, employee and spouse, employee and child, employee and children and family into one rate. A composite rate is used for cost planning only. Rates which will be provided in later examples are bi-weekly rather than monthly and unlike the composite rate are separated by each family tier and will not tie back to this illustration.

The University's cost per participant does not vary, based on employee choice. The employer cost is constant and the employee pays the difference. The employee who wants more coverage will pay more and the employee who chooses less coverage, will pay less.

The employer cost ($493.21) includes healthy lifestyle incentives and matching contributions to the health savings account (discussed below).

HSA Matching Contributions

Matching contributions to an employee's health savings account (HSA) would occur when an employee elects the "health-savings-account-qualified" high-deductible medical plan option and chooses to direct his or her own money into the health savings account.

Like your automobile insurance, the more risk you are willing to take with a higher deductible, the lower your cost. With the introduction of an IRS qualified high-deductible plan featuring a $1500 deductible, the cost of this option will be significantly less than the other two lower-deductible medical options.

The intention of linking a health savings account to a high-deductible medical option is to encourage individuals to deposit the savings associated with the lower cost of coverage into a health savings account, to encourage self-payment and self-awareness of first dollar expenses, and to encourage accumulation of funds on into retirement. In order to achieve these objectives, the University also wishes to reinvest our avoided costs into the employee's health savings account as a limited/capped employer matching contribution.

The University would contribute $1 for every $2 deposited by the employee into the HSA. The match will be calculated with a maximum contribution of $19.23 per pay period, not to exceed $500 per year.

Redirected Credit and Cash Back

Credit back would occur when an employee chooses a benefit option that is less costly than the employer provided funding for benefits in that category (Choice Dollars). The credit can be applied to cover the employee share of cost and for richer benefits selected in any other benefit category.

Most employees will redirect this credit-back to cover the cost of family coverage, or the employee share of cost in other benefit categories, or for mid-to-high coverage options in other categories such as dental or life insurance, or to pay for voluntary benefits such as spouse life insurance or tax-favored spending accounts.

However, a minimal number of employees (fewer than 50 employees estimated) who do not have dependents to cover, "may" select the least amount of coverage in each benefit category, which will include an option to waive only medical coverage. As a result, a small number of employees could receive a limited

payment in lieu of benefits added to their pay as additional taxable income as illustrated below.

The illustrations which follow are for a hypothetical employee, Joe Vandal. He earns a salary of $37,000, elects employee-only coverage, and declares that he is a non-tobacco user. He does not qualify to waive medical through evidence of other coverage. A demonstration of the redirected credit /cash-back potential appears below each benefit category. The possible results of two scenarios are also provided: 1) election of minimal benefit options in all benefit categories, and 2) waived medical with the election of minimal benefits in all other categories. This demonstrates the two circumstances that could result in redirected Choice Dollars, added to the employees pay as taxable income.

The University's estimated funding (Choice Dollars) for Joe Vandal or any other employee of similar salary would be:

1. Medical coverage	**$ 268.91**	
2. Dental coverage	**$ 22.71**	
3. Life Insurance	**$ 5.63***	
4. Disability (short term)	**$ 6.75***	
5. Disability (long term)	**$ 1.92***	
6. Fitness	**$ 4.50**	if medical is elected
7. Non-tobacco user	**$ 4.50**	if medical is elected
	$ 314.92	Choice Dollar allowance with medical

* Benefits that are derived from a multiplier of salary will result in a difference in Choice Dollars allocated to individuals who earn a different salary. However, all employees will be provided with enough Choice Dollars to select the same level of coverage, such as one times annual salary in life insurance.

The total Choice Dollar allowance in this example reduces from $314.92 to $60.08 if medical coverage is waived. A choice to waive medical requires evidence of other coverage.

An illustration of Joe Vandal's options and elections in each benefit category is shown below. Joe's elections are highlighted in yellow. An accounting of the Choice Dollars spent and remaining after benefits are elected in each category is provided for each section. Choice Dollars remaining after the election of one benefit carries forward to the next category. After options have been elected in each benefit category, most employees will have a cost that exceeds the employer funding (Choice Dollars), which on average will be approximately 25% of the total cost. The potential for limited redirected credit/ cash back added as pay as additional taxable income, as illustrated below, will occur only in the rare event that all employer funding (Choice Dollars) is not spent to cover the cost of all benefit elections.

1. Medical Benefit Options

MEDICAL CHOICES	Employee Only	Employee Spouse	Employee Child	Employee Children	Family
Plan A $350 Deductible	$ 297.74	$ 403.17	$ 357.43	$ 397.56	$ 502.99
Plan B $175 Deductible	$ 351.39	$ 513.62	$ 435.75	$ 506.12	$ 663.10
Plan C HSA Qualified $1500 Deductible	$ 267.16	$ 324.57	$ 303.87	$ 320.28	$ 346.81
Waive – Other Plan Required	$ .00	$ .00	$ .00	$ .00	$ .00

Beginning Choice Dollars	**$ 314.92**
Medical Election	**$ 267.16**
Ending Choice Dollars	**$ 47.76**

If medical coverage had been waived the beginning and ending Choice Dollars would be $60.08. This amount would carry forward to the next category.

2. Dental Benefit Options

DENTAL / VISION	Employee Only	Employee Spouse	Employee Child	Employee Children	Family
Plan A Preventative Only	$ 18.20	$ 24.65	$ 23.96	$ 24.59	$ 25.65
Plan B $1000 maximum	$ 24.24	$ 27.11	$ 25.53	$ 26.69	$ 28.62
Plan C $1250 maximum Orthodontia	$ 29.16	$ 36.84	$ 35.98	$ 38.36	$ 44.20

Beginning Choice Dollars	**$ 47.76**
Dental Election	**$ 18.20**

	Ending Choice Dollars	**$ 29.56**
Waived medical example:	Beginning Choice Dollars	$ 60.08
	Dental Election	$ 18.20
	Ending Choice Dollars	$ 41.88

3. Life Insurance Options

EMPLOYEE BASIC LIFE OPTIONS	Non-Tobacco User	Tobacco User
½ Annual Salary $18,500	$ 2.31	$ 2.82
Annual Salary $37,000	$ 4.62	$ 5.63

SUPPLEMENTAL LIFE OPTIONS	Non-Tobacco User	Tobacco User
Annual Salary	$ 1.20	$ 2.05
Twice Annual Salary	$ 2.40	$ 4.10
Three x's Annual Salary	$ 3.60	$ 6.15
Four x's Annual Salary	$ 4.80	$ 8.20
Waived	$ .00	$ .00

Beginning Choice Dollars	$ 29.56
Life Insurance Election	$ 2.31
Ending Choice Dollars	$ 27.25

Waived medical example:	Beginning Choice Dollars	$ 41.88
	Life Insurance Election	$ 2.31
	Ending Choice Dollars	$ 39.57

4 & 5. Disability Options (Short Term and Long Term)

SHORT TERM DISABILITY CHOICES	
50% of salary to $500 / wk	$ 5.41
60% of salary to $700 / wk	$ 6.75
66.67 % of salary to $1250 / wk	$17.31

LONG TERM DISABILITY CHOICES	
50% of salary to $2000 / mo	$ 1.37
60% of salary to $1875 / mo	$ 1.92
66.67% of salary to $5000 / mo	$ 2.88

Beginning Choice Dollars	$ 27.25
Short-Term Disability	$ 6.75
Long-Term Disability	$ 1.37
Ending Choice Dollars	$ 19.13

Waived medical example:	Beginning Choice Dollars	$ 39.57
	Short-Term Disability Election	$ 6.75
	Long-Term Disability Election	$ 1.37
	Ending Choice Dollars	$ 31.45

6. <u>Fitness / Combined with Medical</u>

CAMPUS FITNESS	Employee Only
Wellness Classes	**$ 4.50**
Recreation Center	**$ 10.96**
Wellness Classes and Recreation Center	**$ 15.00**

OFF-CAMPUS FITNESS	Employee Only
Reimbursement	**$ 4.50**

Beginning Choice Dollars	**$ 19.13**
Fitness Election	**$ 4.50**
Ending Choice Dollars	**$ 14.63**

Waived medical example:	Beginning Choice Dollars	$ 31.45
	Fitness Election	$ 4.50
	Ending Choice Dollars	$ 26.95

Benefits that require an election in each category end at this point. If no other benefits are elected, the remaining $14.63 (or $26.95 for waived coverage) would become additional taxable income added to pay. Redirected cash back for unspent Choice Dollars would only occur in instances, such as this example, when there is only a single employee covered in the lowest cost option from all benefit categories and who also does not participate in any further options.

Employees would have additional benefit choices which include Tax Free Spending Accounts, plus two new tax favored options, Transportation Spending and the Health Savings Account and other personal insurance policies such as those available through AFLAC, which are not detailed in this example.

Tax Free Spending Accounts	Annual Election	Bi-Weekly Deduction
Health Care Spending	n/a	n/a
Dependent Care Spending	$ .00	$ .00
Transportation Spending	$ .00	$ .00

In this example, Joe Vandal is a single employee without dependents. IRS regulations prohibit enrollment in the health spending account when a health savings account which is linked to the high deductible plan is elected. Joe makes no elections in the above categories.

It is important to note that except for an option to waive coverage, the health savings account qualified high deductible is the next least costly benefit option. The employer matching contribution encourages employees to redirect this credit into a health savings account as illustrated below:

Health Savings Account	Annual Election	Bi-Weekly Deduction
Employee Election	$ 1,000	$ 38.46

Beginning Choice Dollars	**$ 14.63**
Health Savings Account	**$ 38.46**
Pre-Tax Payroll Deduction	**($ 23.83)**

Joe Vandal, in this example, is like most employees. His entire allocation of Choice Dollars has been spent. He directs money to the health savings account and also contributes an additional $28.83 as his own share of the cost.

The Health Savings Account election results in the employer match discussed and illustrated below:

Health Savings Account	Annual Contribution	Bi-Weekly Contribution
Employee Election	$ 1,000	$ 38.46
Employer Match	$ 500	$ 19.23

Employees are encouraged to deposit at least $1000 to the health savings account to take advantage of the University maximum matching contribution of $500. Joe Vandal will have $1500 in his health savings account, enough to cover the high $1500 deductible. Any amount that is not withdrawn for qualified health expenses accumulates with interest. The balance rolls forward from year to year and on into retirement.

Rapidly growing cost of health care has forced recent changes to the University's Retiree Health Program. One of the objectives associated with our new strategy is to provide employees with tools to save and plan for retiree health care costs. The health savings account provides such a tool.

By selecting the health-savings-account-qualified high deductible medical option, Joe Vandal avoided annual costs of $ 2190 by not choosing option “B” and avoided $ 798 by not choosing medical Plan “A”. Most employees will reinvest 100% of avoided costs as well as funds otherwise directed to a use-it-or-lose-it health spending account. This illustration is conservative.

Employees will understand the advantages of maximizing health savings account contributions and have assistance in making benefit choices through the use of interactive modeling support tools available during enrollment that can be customized to each individual situation.

Positive Results of Redirected Cash / Credit Back

Employees who are not over-insured and who have their own money at risk are financially motivated to make wise informed choices about the care they receive.

Redirected cash or credit back encourages employees to choose only the coverage they need. Americans with access to employer-provided health coverage, especially from more than one source, are typically “over-insured” and tend to be less cautious about expenditure and the least educated about health care costs. Many Americans remember the good old days when health coverage meant a 100% benefit. As a result, Americans tend to gravitate to plans with first dollar benefits and richest coverage options, or they maintain two health plans when available, even when there is not a health care need for rich coverage. A redirected cash / credit back approach allows the employee who waives coverage the same advantage of other employees who will select less coverage in one category to use employer funding in another benefit category.

The ability to receive redirected cash added to pay as additional taxable take home pay in the rare event that all employer funding is not spent to cover the cost of all benefit elections, allows the employee to cover the cost of their benefits that might come from another source such as a spouse's employer. The redirected cash / credit back approach also prevents the employee from buying more coverage than is needed, because they will not loose the “benefit” if it is not purchased.

Employees who are not over-insured and who share in the cost of health care services are better health care consumers. Better consumption of health care will provide a better nationwide impact on the cost of health care, whether costs are incurred in our program or that of another employer.

Benchmarks

A Mercer study reports that (11) eleven percent of all large employers offer a health-savings–account-qualified high deductible plan. A United Benefit Advisor Health Plan study indicates 340 of their survey participants in government,

education, and utilities also offer this type of program. The College and University Professional Association for Human Resources (CUPA-HR) 2006 survey reported that 30 institutions offer a high deductible plan linked to a health savings account. A sample of other government employers and schools who offer these programs include the school districts covered by the **Idaho School District Council**, **City of Boise, Idaho,** DePaul University, The City of Coral Springs, Hillsborough Public Schools, and Pinellas County Schools.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Consent to Assignment and Assumption of Ground Lease of Regents property from Beta Theta Facility Corporation of Kappa Alpha Theta Fraternity, Inc., to Kappa Alpha Theta Fraternity

REFERENCE

June 21, 2001 Ground lease approved (p. 14)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section V.I.5.b.1.

BACKGROUND

In 2002 the Regents leased land it owns at 630 Elm Street (near the Student Union Building) at the University of Idaho campus in Moscow to the Beta Theta Facility Corporation of Kappa Alpha Theta Fraternity, Inc. enabling that group to construct a new Kappa Alpha Theta sorority house on that site. The house was completed in 2004 and has been operated by the local facility corporation since that time. The Beta Theta Facility Corporation of Kappa Alpha Theta Fraternity, Inc. is now requesting the Regents consent to the assignment of the ground lease to Kappa Alpha Theta Fraternity which is the national corporation for the same sorority. Section 12 of the 2002 ground lease requires the Regents consent prior to any assignment of the ground lease.

DISCUSSION

University of Idaho administration is not opposed to the transfer of the house from the local facility corporation to the national corporation. The University is satisfied with the continued term of the existing ground lease and its assignment of ownership from the local facility corporation to the national corporation.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Proposed Assignment of Ground Lease Page 5
Attachment 2 – Existing Ground Lease Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the provided attachments and believes there is no negative impact to the State Board of Education or University of Idaho.

Staff recommends approval.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

BOARD ACTION

A motion to authorize the Vice President for Finance and Administration at the University of Idaho to consent to the assignment and assumption of the previously executed ground lease in substantial consistency with the draft submitted as part of this request.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: I. Real and Personal Property and Services April 2002

5. Disposal of Real Property

   a. Temporary Permits

      Permits to make a temporary and limited use of real property under the control of an institution, school or agency may be issued by the institution, school or agency without prior Board approval.

   b. Board approval of other transfers

      (1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars ($250,000).

      (2) Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.

      (3) The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

THIS PAGE INTENTIONALLY LEFT BLANK

This instrument prepared by:
Nicole J. Papa, Esq.
Vorys, Sater, Seymour and Pease LLP
52 East Gay Street
P.O. Box 1008
Columbus, OH 43216-1008

Space above this line for Recorder's Use Only

ASSIGNMENT AND ASSUMPTION OF GROUND LEASE

THIS ASSIGNMENT AND ASSUMPTION OF GROUND LEASE (the "**Assignment**") is made and entered into as of this ____ day of _____, 2007, by and between BETA THETA FACILITY CORPORATION OF KAPPA ALPHA THETA FRATERNITY, INC., an Idaho nonprofit corporation having an office at 2014 East E Street, Moscow, Idaho 83843 (the "**Assignor**") to KAPPA ALPHA THETA FRATERNITY, an Indiana nonprofit corporation, having an office at 8740 Founders Road, Indianapolis, Indiana 46268 (the "**Assignee**").

RECITALS:

1. Pursuant to the Ground Lease, dated _____, 2001, by and between The Regents of the University of Idaho, lessor, and Beta Theta Corporation of Kappa Alpha Theta, Inc., lessee, a memorandum of which was recorded with the Latah County Recorder's Office as Deed Book Volume _____, Page _____ (the "**Ground Lease**"), Assignor is the owner and holder of a leasehold interest in the real property described in Exhibit A attached hereto (the "**Property**") and the owner of the improvements located thereon; and

2. Assignor wishes to assign and convey to Assignee all of its right, title and interest in and to the Ground Lease, and Assignee has agreed to assume all of Assignor's obligations and liabilities incurred or accrued with respect to the Ground Lease.

NOW, THEREFORE, for and in consideration of the sum of One Dollar ($1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Assignor and Assignee agree as follows:

1. Assignor does hereby sell, assign, transfer, set over and convey unto Assignee, its successors and assigns, all of Assignor's right, title, and interest in and to the Ground Lease and in and to the Property, all improvements situated thereon and all appurtenances thereto, including all streets, alleys, and other public or private ways adjacent

thereto, together with all security deposits or prepaid rentals heretofore paid by Assignor, if any, subject to all of the terms, conditions, and restrictions contained in the Ground Lease, to have and to hold the same for and during the remainder of the existing lease term of the Ground Lease, as defined therein (the "Assignment of Rights").

2. Assignee, for itself and for its successors and assigns, hereby accepts such Assignment of Rights and assumes all of the Assignor's obligations and liabilities incurred or accrued with respect to the Ground Lease, including, but not limited to, the obligation to pay all rents and punctually perform all of the other obligations of the tenant/lessee under the Ground Lease. Without limiting the generality of the foregoing, Assignee shall and does hereby agree to protect, defend, indemnify and hold Assignor harmless of and from any and all losses, liabilities, costs, expenses, damages, claims and the like (including reasonable attorney's fees) including, without limitation, such costs and expenses accruing under, relating to or arising out of the Ground Lease from and after the date hereof.

3. This Assignment may be executed in multiple counterparts, each of which shall be deemed to be an original, but all of which taken together shall constitute but one and the same instrument.

[Signatures appear on the next page.]

IN WITNESS WHEREOF, Assignor and Assignee have caused this Assignment to be executed as of the date first above written.

ASSIGNOR:

BETA THETA FACILITY CORPORATION
OF KAPPA ALPHA THETA FRATERNITY,
INC., an Idaho nonprofit corporation

By:_____
Name: Linda Fricke
Title: Treasurer

STATE OF IDAHO)
): SS.
COUNTY OF LATAH)

On this ____ day of _____, 2007, before me, _____, a Notary Public in and for said State, personally appeared Linda Fricke, known to me to be the Treasurer of **Beta Theta Facility Corporation of Kappa Alpha Theta Fraternity, Inc.**, an Idaho nonprofit corporation that executed the within instrument or the person who executed the instrument on behalf of said non-profit corporation, and acknowledged to me that such nonprofit corporation executed the same.

WITNESS MY HAND and official seal hereto affixed the day, month and year in this certificate first above written.

_____
Notary Public for the State of Idaho
Residing at _____
My Commission Expires _____

[Signatures appear on the next page.]

ASSIGNEE:
KAPPA ALPHA THETA FRATERNITY, INC.,
an Indiana nonprofit corporation

By:_____
Name: Elizabeth S. Corridan
Title: Secretary

STATE OF INDIANA)
): SS.
COUNTY OF _____)

On this ____ day of _____, 2007, before me, _____, a Notary Public in and for said State, personally appeared Elizabeth S. Corridan known to me to be the Secretary of **Kappa Alpha Theta Fraternity, Inc.**, an Indiana nonprofit corporation that executed the within instrument or the person who executed the instrument on behalf of said corporation, and acknowledged to me that such corporation executed the same.

WITNESS MY HAND and official seal hereto affixed the day, month and year in this certificate first above written.

_____
Notary Public for the State of Indiana
Residing at _____
My Commission Expires _____

The undersigned, the lessor under the Ground Lease hereby consents to the Assignment of Rights contemplated herein.

THE REGENTS OF THE UNIVERSITY OF IDAHO, a body politic and corporate organized and existing under the laws of the State of Idaho

By: _____
Name:
Title:

STATE OF IDAHO)
): SS.
COUNTY OF LATAH)

On this ____ day of _____, 2007, before me, _____, a Notary Public in and for said State, personally appeared _____ known to me to be _____ of **The Regents of the University of Idaho**, a body politic and corporate organized and existing under the laws of the State of Idaho, that executed the within instrument or the person who executed the instrument on behalf of said body politic, and acknowledged to me that such body politic executed the same.

WITNESS MY HAND and official seal hereto affixed the day, month and year in this certificate first above written.

_____
Notary Public for the State of Idaho
Residing at _____
My Commission Expires _____

EXHIBIT A

(See attached)

GROUND LEASE

Table of Contents

		Page
1.	Definitions.	1
2.	Term.	1
3.	Rent.	2
4.	Tenant's Use.	2
5.	Construction, Alterations and Improvements.	3
6.	Maintenance and Restoration of the Leased Premises.	4
7.	Landlord's Title.	7
8.	Taxes and Assessments.	8
9.	Utilities.	8
10.	Indemnification and Insurance.	9
11.	Condemnation.	12
12.	Assignment and Subletting.	13
13.	Compliance With All Laws.	14
14.	Default.	14
15.	Notices.	16
16.	End of Term.	17
17.	Estoppel Certificates.	21
18.	Attorneys' Fees.	22
19.	Memorandum of Ground Lease.	22

20.	Mortgage.	23
21.	Landlord's Right of Entry.	24
22.	Conveyance by Landlord.	25
23.	General Provisions.	25

GROUND LEASE

THIS GROUND LEASE ("**Ground Lease**") is made as of the _____ day of _____, 2001, by and between **Beta Theta Facility Corporation of Kappa Alpha Theta, Inc.**, an Idaho non-profit corporation, and **The Regents of the University of Idaho**, a body politic and corporate organized and existing under the laws of the state of Idaho.

1. **Definitions.** The following terms as used in this Ground Lease shall have the meanings hereinafter set forth:

1.1 "Landlord": The Regents of the University of Idaho, a body politic and corporate organized and existing under the laws of the State of Idaho.

1.2 "Leased Premises": That certain real property located in the City of Moscow, County of Latah, State of Idaho, as more particularly described in **Schedule I** attached hereto and incorporated herein by this reference together with all buildings and improvements located thereon and all easements, rights and appurtenances thereto.

1.3 "Lienholder": Any mortgagee under a mortgage, trustee or beneficiary under a deed of trust, or other secured party under any other form of financing constituting a lien on the Leased Premises.

1.4 "Tenant": Beta Theta Facility Corporation of Kappa Alpha Theta, Inc., an Idaho non-profit corporation.

2. **Term.** Landlord leases and Tenant rents the Leased Premises for a term of ninety-nine (99) consecutive years commencing on the date of this Ground Lease, and terminating on the ninety-ninth (99th) anniversary of the date of this Ground Lease.

3. Rent.

3.1 Amount. Tenant shall pay during the term of this Ground Lease from and after the date of this Ground Lease an annual rent in the amount of Ten Dollars ($10) per year ("**Annual Rent**"). Annual Rent shall be payable on or before July 1 of each year during the term of this Ground Lease. The first installment of Annual Rent shall be due and payable within five (5) days after the date of this Ground Lease. Annual Rent for any partial year shall not be prorated. Any other amounts due and payable to Landlord from Tenant under this Ground Lease shall be considered rent.

3.2 Delivery. Rent payments shall be mailed to Landlord at the address or any alternative address specified pursuant to Article 15 (Notices).

4. Tenant's Use. Tenant may only use the Leased Premises for the housing of and related services to students enrolled, intending to enroll in the next enrollment period, or planning to continue a course of study beginning as of the next enrollment period at the University of Idaho. Notwithstanding the foregoing sentence, housemothers, caretakers, janitors, and other personnel of a character necessarily and customarily involved in the housing of students shall be permitted to occupy the Leased Premises. No tents, trailers, or shacks shall be permitted on the Leased Premises. After initial construction of the student housing building as described in Section 5.1 (Initial Construction) and issuance of a certificate of occupancy therefor, Tenant shall operate the Leased Premises for the housing of University of Idaho students and shall not permit the Leased Premises to be vacated or abandoned, except during holidays, spring break, winter break, summer vacation and cessations of use caused by casualty, condemnation or

remodel. Furthermore, Tenant shall use its best efforts to rent one-hundred percent (100%) of the rooms designated for housing on the Leased Premises during all periods of operation.

5. Construction, Alterations and Improvements.

5.1 Initial Construction. Tenant, at Tenant's sole cost and expense, shall commence construction of a student housing building having approximately 23,000 square feet of total floor area on the Leased Premises, according to plans and specifications approved by Landlord, on or before July 1, 2002.

5.2 Approval Procedure. Before any construction, alteration (including, without limitation, color changes) or improvement (including, without limitation, signs; provided that temporary signs and decorations associated with special events of the students shall be permitted without Landlord's approval) to any building, structure or any other improvement on or to be located on the Leased Premises is commenced, Tenant shall obtain Landlord's prior written approval. When obtaining Landlord's approval, sufficient information shall be sent to Landlord to enable Landlord to make a reasonable decision as to the proposal. Landlord shall have the right to grant, withhold, or condition its approval to the proposal in its sole and absolute discretion. If the proposal is disapproved, then an alternate proposal may be submitted, which alternate proposal shall be handled in the same manner as the initial proposal.

5.3 Diligent Completion. Once any construction, alteration or improvement is commenced, the same shall be continuously and diligently pursued to completion.

5.4 Liens. Except as otherwise permitted in Section 20 (Mortgage), Tenant shall keep the Leased Premises free from any liens arising out of any work performed, materials furnished or obligations incurred by or for Tenant or to the Leased Premises. Any work

performed, materials furnished or obligations incurred shall be at Tenant's sole request and not at the instance of or as agent for Landlord. Tenant shall, within thirty (30) days after any lien is recorded against the Leased Premises, cause such lien or claim of lien to be released of record or transferred to bond in accordance with Idaho law. If Tenant fails to cause such lien or claim of lien to be released of record or transferred to bond, Landlord shall have the right, at Tenant's expense, to transfer said lien to bond.

5.5 Construction Requirements. Tenant shall comply with and shall require all contractors and subcontractors to comply with all applicable federal, state and local laws, rules and regulations when performing any work on or delivering materials for the construction of any building, structure or improvement on or serving the Leased Premises. All construction shall comply with all applicable federal, state and local laws, rules and regulations and shall comply with the University of Idaho Design Guidelines for adjacent campus neighborhoods as the same may be modified from time to time.

6. Maintenance and Restoration of the Leased Premises.

6.1 Maintenance and Repair by Tenant. Tenant shall, at Tenant's sole cost and expense, maintain, repair and replace (except as otherwise permitted in Sections 6.3 and 16.3[d]) as necessary in good working condition, reasonable wear and tear excepted, all buildings, structures, and improvements on the Leased Premises and maintain, repair and replace as necessary all above and below ground utilities on the Leased Premises and the extension from the Leased Premises to such utility's connection at the main line. Tenant shall keep and maintain the Leased Premises in a clean and attractive condition. Tenant shall regularly sweep all paved surfaces and keep the same free of snow and ice. All landscaping on the Leased Premises shall

be regularly watered and maintained and Tenant shall install such landscaping so as to enhance the overall appearance of the surrounding neighborhood.

6.2 Maintenance and Repair by Landlord. Landlord shall not be responsible for any maintenance, repair or replacement of any building, structure, improvement (including, without limitation, any utility) on the Leased Premises unless such maintenance, repair or replacement is required because of the willful or negligent act or omission of Landlord. Landlord has no obligation to provide fire or police protection for the Leased Premises. In the event Tenant shall fail to complete its obligations under Section 6.1 (Maintenance and Repair by Tenant), after notice and an opportunity to cure as provided for in Article 14 (Default), Landlord may perform the same at Tenant's expense and Tenant shall reimburse Landlord for all costs incurred by Landlord within fifteen (15) days after receipt of an invoice for the expenses.

6.3 Restoration.

(a) In the event any building on the Leased Premises is materially damaged or destroyed by fire or other casualty, Tenant may terminate this Ground Lease by delivering written notice to Landlord within thirty (30) days after the occurrence of such casualty. This Ground Lease shall terminate once Tenant has removed the improvements on the Leased Premises, capped all utilities, graded the Leased Premises to the level of the adjoining property and in such a manner that drainage from the Leased Premises does not adversely affect the surrounding properties, installed an automatic sprinkler system for the entire Leased Premises (with all sprinkler heads to be retractable to grade) and covered the Leased Premises in sod (hydro-seeding shall not be permitted). Tenant shall complete its obligation set forth in the preceding sentence within sixty (60) days after Tenant has delivered the lease termination to

Landlord. In the event Tenant should fail to complete those obligations within such sixty (60) day period, Landlord may perform such obligations at Tenant's expense. In the event Landlord incurs any expenses in performing such obligations, Landlord, in Landlord's sole discretion, shall be entitled to so much of the insurance proceeds payable on account of such casualty as is necessary to reimburse Landlord for Landlord's expenses.

(b) In the event Tenant does not elect to terminate this Ground Lease after any building on the Leased Premises is materially damaged or destroyed by fire or other casualty, this Ground Lease shall continue in full force and effect, without abatement in Annual Rent, and Tenant shall pursue repair or restoration of the casualty within forty-five (45) days after the casualty, subject to Landlord's approval pursuant to Section 5.2 (Approval Procedure), and shall thereafter diligently pursue the repair or restoration to completion. Any repair or restoration made by Tenant shall return the building to a similar or improved size, function and quality as existed prior to the casualty unless otherwise approved by Landlord in writing.

(c) In the event any building on the Leased Premises is materially damaged or destroyed by fire or other casualty within the last ten (10) years of the then existing term of this Ground Lease, Landlord may terminate this Ground Lease by delivering written notice to Tenant within ninety (90) days after the occurrence of such casualty. Within sixty (60) days after receipt of Landlord's termination notice, Tenant shall remove the improvements on the Leased Premises, cap all utilities, grade the Leased Premises to the level of the adjoining property and in such a manner that drainage from the Leased Premises does not adversely affect the surrounding properties, install an automatic sprinkler system for the entire Leased Premises (with all sprinkler heads to be retractable to grade) and cover the Leased Premises in sod (hydro-seeding shall not

be permitted). Upon completion of Tenant's obligations set forth in the preceding sentence, this Ground Lease shall terminate. In the event Tenant should fail to complete those obligations within such sixty (60) day period, Landlord may perform such obligations at Tenant's expense. In the event Landlord incurs any expenses in performing such obligations, Landlord, in Landlord's sole discretion, shall be entitled to so much of the insurance proceeds payable on account of such casualty as is necessary to reimburse Landlord for Landlord's expenses.

7. Landlord's Title.

7.1 Fee Title. Landlord covenants that Landlord is the holder of fee simple title to the Leased Premises and that Landlord has full right and authority to enter into this Ground Lease.

7.2 Quiet Enjoyment. Landlord covenants that so long as Tenant is not in default under this Ground Lease, Tenant shall have quiet and peaceful possession of the Leased Premises without interference from Landlord.

7.3 Delivery of Leased Premises. Prior to this Ground Lease, Landlord has given Tenant ample opportunity to inspect and test the condition of the Leased Premises. Therefore, Tenant takes possession of the Leased Premises in its "AS-IS" condition with all faults, including both latent and patent defects, and Tenant releases Landlord from any and all liability relating to any aspect or condition of the Leased Premises, known or unknown, foreseeable or unforeseeable, actual or contingent, arising by statute, common law or otherwise. Except as otherwise expressly set forth herein, Landlord and Landlord's agents are not making, have not made and expressly disclaim any representations or warranties, express or implied, with respect to any aspect, feature or condition of the Leased Premises including, without limitation,

the existence of hazardous waste, or the suitability of Leased Premises for Tenant's intended use. Tenant is relying solely upon Tenant's inspections as to the condition of Leased Premises.

7.4 Landlord's Reservations. Landlord reserves the right to install public or private utilities, communication lines and cables and any other services for the benefit of Landlord or Landlord's surrounding properties on, over, under or through those portions of the Leased Premises dedicated for public utility lines or otherwise not covered by any building or structure; provided that the installation, operation, repair and replacement of such services does not unreasonably interfere with Tenant's use of the Leased Premises and Landlord repairs any damage done to the Leased Premises caused by the installation, operation, repair and replacement of such services. Landlord reserves the rights-of-way for all utilities communication lines and cables and any other services currently existing on, over, under or through the Leased Premises.

8. Taxes and Assessments. Tenant agrees to pay prior to delinquency all taxes and assessments, if any, levied or assessed against the Leased Premises or Tenant's personal property thereon during the term of this Ground Lease from and after the date of this Ground Lease with taxes and assessments to be prorated from the date of this Ground Lease to the date of expiration or earlier termination of this Ground Lease. In the event any taxes or assessments levied or assessed against the Leased Premises during the term of this Ground Lease may be legally paid in installments, Tenant may pay such taxes or assessments in installments.

9. Utilities. Tenant agrees to pay all charges for electricity, gas, heat, water, telephone, cable, waste disposal and other utility services provided to the Leased Premises

during the term of this Ground Lease. Landlord shall not be liable for any interruption in utilities furnished to the Leased Premises.

10. Indemnification and Insurance.

10.1 Tenant's Indemnity. Tenant, during the term of this Ground Lease, hereby waives as to Landlord, releases Landlord and agrees to indemnify, defend and hold harmless Landlord from and against any and all liability, claims, damages, expenses (including reasonable attorneys' fees and reasonable attorneys' fees on any appeal), judgments, proceedings and causes of action, for injury to or death of any person or damage to or destruction of any property occurring on the Leased Premises or arising out of Tenant's use or occupancy of the Leased Premises unless caused by the negligent or willful act of Landlord.

10.2 Liability Insurance. Tenant shall provide and maintain commercial general liability insurance (Occurrence Basis) with broad form coverage endorsement covering its obligations under this Article 10 and insuring it against claims for personal injury, bodily injury or death, and property damage or destruction. Such insurance shall be written with an insurer licensed to do business in the state of Idaho, shall name Landlord as additional insured on ISO Form CG 2026 1185, and contain a waiver of subrogation endorsement in favor of Landlord. The initial limits of liability of all such insurance shall be not less than $1,000,000 for personal injury or bodily injury or death of any one person, $1,000,000 for personal injury or bodily injury or death of more than one person in one occurrence and $500,000 with respect to damage to or destruction of property; or, in lieu of such coverage, a combined single limit (covering personal injury, bodily injury or death and property damage or destruction) with a limit of not less than $2,000,000 per occurrence.

10.3 Property Insurance. Tenant, at Tenant's sole cost and expense, shall purchase and maintain Causes of Loss-Special Form (formerly "all risk") Property Insurance insuring one hundred percent (100%) of the replacement cost of all improvements, buildings, structures, furniture, fixtures, and equipment located on the Leased Premises. The insurance shall name Landlord as a loss payee and contain a waiver of subrogation in favor of Landlord.

10.4 Workers' Compensation Insurance. Tenant, at Tenant's sole cost and expense, shall carry Workers' Compensation Insurance as required by Idaho law. No "alternative" forms or self insurance coverage will be allowed.

10.5 Auto Insurance. Tenant, at Tenant's sole cost and expense, shall carry Commercial Business Automobile Liability Insurance (Occurrence Basis) with a $1,000,000 combined single limit coverage. Such insurance shall be endorsed with a waiver of subrogation endorsement in favor of Landlord and include coverage for hired and non-owned vehicles and owned vehicles if Tenant owns a vehicle.

10.6 Insurance Requirements. For all insurance which Tenant is required to maintain hereunder, Tenant shall furnish Landlord with certificates evidencing the insurance. All policies shall be obtained from an insurer licensed to do business in the State of Idaho, with a Best's Rating of "A" or higher and a Financial Size Category of "VIII" or higher. The policies of insurance shall provide that the insurance represented by the certificates shall not be cancelled, materially changed or nonrenewed without the giving of thirty (30) days' prior written notice to the holders of the insurance and the holders of the certificates. If Tenant shall fail to obtain any policy of insurance required hereunder, Landlord may obtain the same and keep the insurance in effect, and Tenant shall pay Landlord the cost thereof plus a ten percent (10%)

service charge to cover Landlord's administration costs within ten (10) days after receipt of an invoice. No policy will contain a deductible or self-insured retention in excess of $10,000 without Landlord's prior written approval. If requested by Landlord, Tenant will promptly deliver to Landlord a certified copy of any insurance policies required by this Lease. If the forms of policies, endorsement, certificates, or evidence of insurance required by this Article 10 are superseded or no longer available or the rating service of insurers is no longer available or modified, Landlord will have the right to require other equivalent or better forms. Furthermore, Landlord shall have the right to adjust the dollar amounts required by this Article 10 from time to time in Landlord's sole discretion.

10.7 Noncontribution. The insurance carried by Tenant hereunder shall be primary and not contributory with any other insurance which is maintained by Landlord.

10.8 Blanket Policy. All insurance which Tenant is required to maintain hereunder may be provided under a blanket policy provided such policy otherwise complies with the requirements of this Ground Lease and is endorsed with an Aggregate Limits of Insurance (Per Location) endorsement.

10.9 Net Worth. Tenant agrees to maintain a net worth of at least Five Hundred Thousand Dollars ($500,000) during the term of this Ground Lease, but such net worth shall in no way limit Tenant's liabilities under this Ground Lease. Tenant's net worth requirement shall be increased to match the aggregate liability of a governmental entity pursuant to the Idaho Tort Claims Act as the same may be modified from time to time; provided that Tenant's net worth requirement shall not be increased by more than five percent (5%) per calendar year. For example, if the governmental liability is increased to $1,000,000 in the year

2005, Tenant's net worth requirement shall be $607,753.12. If governmental liability under the Idaho Tort Claims Act remains unchanged, Tenant's net worth requirement shall remain unchanged. Such net worth may be obtained through a letter of credit, provided that the letter of credit is not cancelled or materially modified without thirty (30) days prior written notice to Landlord. Tenant's net worth shall be determined in accordance with generally accepted accounting principles, based on Tenant's most current balance sheet, which balance sheet shall be based on information not older than Tenant's prior fiscal year. On or before May 1 of each year during the term of this Ground Lease, Tenant shall provide Landlord with a statement certified to Landlord by Tenant's certified public accountant showing Tenant's current net worth. Except as required by applicable disclosure requirements, Landlord shall keep such statement confidential, though Landlord may share such statement with Landlord's accountants, attorneys and consultants.

11. Condemnation.

11.1 Termination Right. In the event of a taking of, or damage to, any portion of, interest in or access to the Leased Premises, or any easements, rights or appurtenances thereto by eminent domain or any transfer in lieu thereof or by any other governmental action, which taking or damage materially and adversely affects Tenant's use of the Leased Premises, Tenant may terminate this Ground Lease as of the date of such taking or damage by written notice to Landlord within three (3) months after the taking or damage deprives Tenant of possession of any such portion of, interest in or access to the Leased Premises, or any easements, rights or appurtenances thereto. In no event will a taking or condemnation of all or any portion of the

Leased Premises constitute a default by Landlord under this Ground Lease, including, without limitation, Landlord's covenant of quiet enjoyment.

11.2 Award. In the event of any condemnation in which Tenant elects to terminate this Ground Lease and Landlord purchases the improvements pursuant to Section 16.3(a), Tenant shall not be entitled to any awards or payments made in the condemnation proceedings. In the event of any condemnation and Tenant elects not to terminate this Ground Lease or Tenant elects to terminate this Ground Lease and complies with Section 16.3(d), Tenant shall only be entitled to any and all awards or payments made in the condemnation proceedings with respect to any damage to any improvements located on the Leased Premises together with all additions, alterations and improvements thereto, and Tenant's trade fixtures and equipment.

12. Assignment and Subletting. Tenant may not assign this Ground Lease or sublet the whole or any part of the Leased Premises without the prior written approval of Landlord, which approval Landlord may grant or withhold in Landlord's sole and absolute discretion; provided that Landlord's approval shall not be required for subletting portions of the Leased Premises to University of Idaho students for housing purposes. If Tenant assigns this Ground Lease, Tenant shall remain primarily liable to Landlord for the full performance of Tenant's obligations. Immediately upon any assignment or subletting of all or substantially all of the Leased Premises, Tenant shall provide Landlord with a complete and accurate copy of the assignment or sublease document. No approval of any assignment or subletting by Landlord shall waive Landlord's right to approve any subsequent assignment or subletting. Should Tenant sublet the Leased Premises for an annual rent in excess of the Annual Rent (other than subletting

to individual University of Idaho students), Tenant shall pay the excess annual rent amount to Landlord when received.

13. Compliance With All Laws. During the term of this Ground Lease, all obligations of Tenant under this Ground Lease and actions taken by Tenant pursuant to this Ground Lease shall comply with all applicable codes, laws, orders, statutes and regulations of all federal, state, county and municipal authorities having jurisdiction of the Leased Premises. Furthermore, Tenant shall comply with all rules imposed by the University of Idaho from time to time; including, without limitation, parking regulations.

14. Default.

14.1 Default Defined. A party shall be deemed to be in default of this Ground Lease only upon the expiration of thirty (30) days (ten [10] days in the event of failure to pay money) from receipt of written notice from the other party specifying the particulars in which such party has failed to perform the obligations of this Ground Lease unless such party, prior to the expiration of said thirty (30) days (ten [10] days in the event of failure to pay money), has rectified the particulars specified in said notice of default. However, such party shall not be deemed to be in default if such failure (except a failure to pay money) cannot be rectified within said thirty (30) day period and such party is using good faith and its best efforts to rectify the particulars specified in the notice of default and is diligently pursuing the remedy.

14.2 Landlord's Remedies. In the event of a default by Tenant, Landlord may, upon thirty (30) days' prior written notice to Tenant, (i) terminate this Ground Lease and re-enter the Leased Premises, (ii) perform or cure any obligation or duty of Tenant under this Ground Lease and any expense incurred by Landlord shall be due and payable by Tenant within

fifteen (15) days after receipt of an invoice for the expenses, or (iii) re-enter the Leased Premises without terminating this Ground Lease and sublet the whole or any part thereof for the account of Tenant upon terms and conditions as Landlord, in Landlord's sole and absolute discretion, deems desirable. In the event of sub-item (iii), (a) Landlord shall have the right to collect any rent which may thereafter become due and payable under such sublease and to apply the same first, to the payment of any expenses incurred by Landlord in dispossessing Tenant and in subletting the Leased Premises, and second, to the payment of the Annual Rent herein reserved and to the fulfillment of Tenant's other covenants hereunder, and (b) Tenant shall be liable for amounts equal to the several installments of Annual Rent as they would under the terms of this Ground Lease become due, less any amounts actually received by Landlord and applied on account of rent as aforesaid.

14.3 Non-Waiver. The failure of a party to insist upon strict performance of any of the terms, covenants, conditions or agreements contained herein shall not be deemed a waiver of any rights or remedies that said party may have, and shall not be deemed a waiver of any subsequent breach or default in the performance of any of the terms, covenants, conditions or agreements contained herein.

14.4 Remedies Cumulative. In addition to the remedies set forth in this Ground Lease, Landlord and Tenant shall have all other remedies provided by law or statute to the same extent as if fully set forth herein word for word. No remedy herein conferred upon, or reserved to Landlord or Tenant shall exclude any other remedy herein or by law provided, but each shall be cumulative.

15. Notices.

15.1 Addresses. All notices given pursuant to this Ground Lease shall be in writing and shall be given by personal delivery, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the person and address designated below. All notices to Landlord or Tenant shall be sent to the person and address set forth below:

Landlord:	Vice President for Finance and Administration University of Idaho Moscow, ID 83844-3145
Tenant:	Beta Theta Facility Corporation of Kappa Alpha Theta, Inc. _____ _____

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Ground Lease shall be deemed given upon receipt.

15.2 Receipt. For the purpose of this Ground Lease, the term "**receipt**" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to Section 15.1 as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to Section 15.1, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (a) the date of the attempted delivery or refusal to accept delivery, (b) the date of the postmark on the return receipt, or (c) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

15.3 Additional Notices. Landlord and Tenant agree that a copy of all notices given hereunder shall also be given to such other persons and addresses as Landlord or Tenant may designate in writing to the other party.

16. End of Term.

16.1 Holdover. If the Tenant shall hold over following the expiration of the term of this Ground Lease, such holding over shall be on a month-to-month tenancy under the terms of this Ground Lease.

16.2 Surrender. Tenant agrees that upon termination of this Ground Lease, Tenant shall surrender the Leased Premises, including any and all improvements thereon, to Landlord in good condition, reasonable wear and tear excepted, and broom clean. Tenant shall, prior to the date of termination of the Lease, remove from the Leased Premises Tenant's personal property not affixed to the Leased Premises from the Leased Premises and shall repair any damage to the Leased Premises caused by such removal. Tenant's failure to remove any of Tenant's personal property shall be deemed an abandonment thereof, whereby title shall become vested in Landlord without further action taken or notice provided. Tenant shall not remove from the Leased Premises any fixtures or equipment affixed to the Leased Premises, including any improvements thereon, unless removal is requested by Landlord in writing prior to the date of termination.

16.3 End of Term Alternatives. In the event Tenant is not in default of this Ground Lease at the time this Ground Lease terminates, Tenant, upon eighteen (18) months' prior written notice to Landlord before the end of this Ground Lease, shall have the option of the following:

(a) Tenant shall be entitled to offer to sell the improvements on the Leased Premises to Landlord at Fair Market Value. Subject to the Board of Regents approval, which approval may be granted or withheld in the Regent's sole and absolute discretion, Landlord shall purchase the improvements at Fair Market Value, which amount shall be paid pursuant to a Promissory Note in the form of **Exhibit "A"** attached hereto and incorporated herein by this reference. The Promissory Note shall be delivered to Tenant within sixty (60) days after the later of (i) the date the Board of Regents approves in writing the purchase of the improvements, or (ii) the determination of Fair Market Value. Upon receipt of the Promissory Note, Tenant shall transfer the improvements to Landlord by warranty bill of sale free and clear of any liens or encumbrances. Any escrow fees shall be shared equally between Landlord and Tenant and all other closing costs shall be paid by Tenant.

(b) Tenant may offer to renew this Ground Lease on the same terms and conditions as then existing (unless otherwise agreed to by Landlord and Tenant in writing) for an additional ninety-nine (99) years; provided that (i) such extension shall be subject to the Board of Regents approval, which approval may be granted or withheld in the Regent's sole and absolute discretion, and (ii) in no event shall the term of this Ground Lease be extended for a period in excess of one hundred ninety-eight (198) years.

(c) Subject to Section 12 (Assignment and Subletting), Tenant may sell the improvements on the Leased Premises to a third party and Landlord, upon approval by the Board of Regents, which approval may be granted or withheld in the Regent's sole and absolute discretion, shall offer to enter into a new ground lease on the same terms and conditions as then existing for this Ground Lease (unless otherwise agreed to by Landlord and such third party in

writing) for an additional ninety-nine (99) years; provided that in no event shall the term of this Ground Lease plus the term of any new ground lease exceed a sum total of one hundred ninety-eight (198) years. Notwithstanding the first sentence of this Section 16.3(c) to the contrary, in the event Tenant receives a bona fide offer to purchase the improvements on the Leased Premises, Landlord shall have a right of first refusal to purchase the improvements according to the terms and conditions below. Prior to any sale of the improvements to a third party, Tenant shall give Landlord written notice of Tenant's receipt such offer ("**Tenant's Notice**"), including a complete copy of such offer, and Landlord shall have sixty (60) days in which match such offer. If Landlord does not deliver a written exercise notice to Tenant ("**Exercise Notice**") within the sixty (60) day period, Tenant may sell the improvements to such third party on the terms and conditions set forth in Tenant's Notice. In the event the consideration for purchasing the improvements on the Leased Premises includes payments over time, Landlord may, in Landlord's sole discretion, pre-pay the principal amount due at any time without penalty, regardless of any terms in the offer to the contrary. In the event the consideration for purchasing the improvements on the Leased Premises includes the performance of services, Landlord shall not be required to perform such services and Tenant shall not be entitled to any substitute consideration for such services. In the event Landlord does not deliver the Exercise Notice and thereafter the sale to the third party does not close or the terms of the sale otherwise change, then Landlord's right of first refusal shall be renewed and reinstated as to any subsequent or revised offer to purchase. Furthermore, in the event such sale does close, any sale by such third party of the improvements and all subsequent sales of the improvements shall be subject to Landlord's right of first refusal as set forth in this Section.

(d) Tenant may remove the improvements from the Leased Premises, cap all utilities, grade the Leased Premises to the level of the adjoining property and in such a manner that drainage from the Leased Premises does not adversely affect the surrounding properties, install an automatic sprinkler system for the entire Leased Premises (with all sprinkler heads to be retractable to grade) and cover the Leased Premises in sod (hydro-seeding shall not be permitted).

In the event Landlord's Board of Regents does not approve of Tenant's selection of option (a), (b) or (c) above or Tenant fails to timely give Landlord notice of Tenant's selection, Tenant must perform the obligations under sub-paragraph (d). For purposes of this Ground Lease, "**Fair Market Value**" means the amount the improvements (excluding the real property) would change hands between a willing buyer and a willing seller, for the use permitted in this Ground Lease, neither being under any compulsion to buy or sell and both having reasonable knowledge of the relevant facts. In the event Landlord and Tenant are unable to agree on the Fair Market Value of the improvements, within thirty (30) days after receipt of notice from either party to the other, Landlord and Tenant shall each appoint an appraiser who shall be a member of the Appraisal Institute (or substitute organization which certifies and trains appraisers) with at least three (3) years experience in appraising commercial real property in Latah County. The appointed appraisers shall diligently proceed to appraise the Fair Market Value of the improvements. If one appraisal is five percent (5%) more than the other appraisal, and the parties still cannot agree upon the Fair Market Value of the improvements, then the two appraisers shall together appoint a similarly qualified third appraiser and a majority of the three appraisers shall determine the Fair Market Value of the improvements. In the event a majority of

the three appraisers are unable to agree upon the Fair Market Value of the improvements, or the difference from the two appraisals is less than five percent (5%), the amount obtained by averaging the respective appraisals shall constitute the Fair Market Value. Each party agrees to pay its respective appraiser's fee plus one-half of the third appraiser's fee.

16.4 Survival. The obligations of Landlord and Tenant as set forth in this Section 16 (End of Term Alternatives) shall survive termination of this Ground Lease.

17. Estoppel Certificates.

17.1 Certificates. Each party agrees, upon receipt of written request from the other party and provided the requested party do so truthfully, to certify in writing to a prospective assignee, sublessee, purchaser or Lienholder of the requesting party (i) that this Ground Lease is in full force and effect, (ii) that this Ground Lease has not been amended (or, if it has, identifying all such amendments), (iii) that this Ground Lease has not been assigned by the requested party (or, if it has, identifying all such assignments), (iv) that, to the requested party's knowledge, the requesting party is not in default of any of the terms, covenants, conditions or agreements contained in this Ground Lease (or, if the requesting party is in default, specifying the nature of such default), and (v) such additional facts within the requested party's knowledge as may be reasonably required by the requesting party.

17.2 Waiver. Any certificate issued pursuant to Section 17.1 (Certificates) shall act as a waiver of any claim by the party furnishing it against any such prospective purchaser or Lienholder (but not against the requesting party) to the extent such claim is based upon facts contrary to those contained in the certificate and to the extent such claim is asserted against a bona fide purchaser or encumbrancer for value without knowledge of facts to the

contrary of those contained in the certificate and who has acted in reasonable reliance upon such certificate.

18. Attorneys' Fees. In the event either party to this Ground Lease initiates or defends any legal action or proceeding with the other party in any way connected with this Ground Lease, the prevailing party in any such legal action or proceeding, in addition to any other relief which may be granted, whether legal or equitable, shall be entitled to recover from the losing party in any such legal action or proceeding its reasonable costs and attorneys' fees (including its reasonable costs and attorneys' fees on any appeal). In the event either party to this Ground Lease initiates or defends any legal action or proceeding with a third party because of the violation of any term, covenant, condition or agreement contained in this Ground Lease by the other party to this Ground Lease, then the party so litigating shall be entitled to recover its reasonable costs and attorneys' fees (including its reasonable costs and attorneys' fees on any appeal) incurred in connection with such litigation from the other party to this Ground Lease. All such costs and attorneys' fees shall be deemed to have accrued on commencement of any such legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

19. Memorandum of Ground Lease. This Ground Lease shall not be recorded, but a Memorandum of this Ground Lease in the form of **Exhibit "B",** attached hereto and incorporated herein by this reference, shall be executed and acknowledged by the parties and recorded in Latah County, Idaho.

20. Mortgage.

20.1 Permitted Encumbrances. Tenant or any assignee or subtenant of Tenant may place a mortgage or deed of trust on any improvements constructed on the Leased Premises and on Tenant's interest in the Leased Premises. Such mortgage or deed of trust shall not encumber Landlord's fee title to the Leased Premises.

20.2 Notices to Lienholder. In the event Tenant is in default under this Ground Lease as defined in Article 14 (Default), Landlord agrees to give written notice of such default to the Lienholder under any such mortgage or deed of trust, provided the name and address of such Lienholder has been furnished to Landlord by Tenant. Landlord shall not terminate this Ground Lease, re-enter the Leased Premises, or exercise any other remedy available at law which would dispossess Tenant of the Leased Premises, provided said Lienholder has cured said default within the time allowed Tenant for same hereunder or within thirty (30) days (ten [10] days in the event of a failure to pay money) after receipt of said notice of default by said Lienholder, whichever is greater.

20.3 Attornment. Landlord further agrees that, should said Lienholder or its designee acquire Tenant's interest in the improvements constructed on the Leased Premises through a foreclosure of such mortgage or deed of trust or any transfer in lieu thereof, said Lienholder or its designee shall have the right to attorn to Landlord, provided said Lienholder or its designee cures all defaults of Tenant under this Ground Lease existing at the time of such attornment, which are within the power of said Lienholder or its designee to cure, and Landlord will accept such attornment, and said Lienholder or its designee and Landlord shall have the same rights and obligations toward one another which they would have had had this Ground

Lease been entered into with Landlord, as Landlord, and said Lienholder or its designee, as Tenant. Landlord agrees to execute any documents reasonably requested by said Lienholder and acceptable to Landlord, in Landlord's sole discretion, in connection with Landlord's obligations under this Article 20.

20.4 Subordination. This Ground Lease, at Landlord's option, shall at all times be subject and subordinate to all and any mortgage, deed of trust or other financing placed on Landlord's fee title interest in the Leased Premises and all extensions, modifications, consolidations, renewals and replacements thereof. Tenant agrees that upon written request by Landlord, Tenant will execute, acknowledge and deliver any and all instruments requested by Landlord which are necessary or proper to effect the subordination of this Ground Lease to any mortgage, deed of trust or financing placed by Landlord on the Leased Premises. Should fee title to the Leased Premises be acquired by any Lienholder in connection with any proceeding under the terms of any such mortgage, deed of trust or financing arrangement, this Ground Lease shall continue in full force and effect, and Tenant hereby agrees to attorn to such Lienholder. Any prospective Lienholder requesting subordination by Tenant shall enter into a nondisturbance agreement assuring Tenant that so long as Tenant is in compliance with the terms and conditions of this Ground Lease, Tenant's right to continue in possession of the Leased Premises shall not be interfered with.

21. Landlord's Right of Entry. After obtaining Tenant's consent, which shall not be unreasonably withheld or delayed, Landlord and Landlord's agents may enter the Leased Premises to (i) inspect the general condition and state of repair of the Leased Premises, (ii) show the Leased Premises to such persons as Landlord deems reasonably necessary, or (iii) for any

List of Exhibits and Schedules:

Exhibit "A" – Promissory Note
Exhibit "B" – Memorandum of Ground Lease

Schedule I – Description of Leased Premises

EXHIBIT "A"

PROMISSORY NOTE

$_____ Moscow, Idaho
_____, 2___

FOR VALUE RECEIVED, THE REGENTS OF THE UNIVERSITY OF IDAHO, a body politic and corporate organized and existing under the laws of the State of Idaho, promises to pay to the order of BETA THETA FACILITY CORPORATION OF KAPPA ALPHA THETA, INC., an Idaho non-profit corporation, the sum of $_____ lawful money of the United States of America, with interest thereon, from _____, 2___, until paid, at the rate of five percent (5%) per annum compounded annually.

THIS IS AN INSTALLMENT NOTE and shall be paid in ten (10) annual installments of $_____, with the first payment to be due and payable as of the date of this Note, and subsequent payments, shall be due and payable on or before each and every anniversary of the date of this Note until the whole of said principal and interest has been paid in full.

THIS OBLIGATION may be prepaid without the prior consent of the Holder at any time. Any advance payment shall reduce the principal balance due but shall not reduce the annual payment due until the full amount due and payable under this Note is paid in full.

IF THE MAKER hereof shall fail to make any of the installments when due, the holders of this Note may, after giving the Maker fifteen (15) days' written notice, and the Maker fails to make the delinquent payment within such time, at the option of the holders, declare the entire principal and interest balance of this Note immediately due and payable.

IN THE EVENT that default is made in any of the above payments, and said Note is placed in the hands of an attorney for collection, or suit is brought to collect this Note or any portion hereof, the Maker promises to pay, in addition to the costs and disbursements provided by statute, a reasonable amount for attorney's fees.

THE REGENTS OF THE UNIVERSITY OF IDAHO, a body politic and corporate organized and existing under the laws of the State of Idaho

By: _____
Jerry Wallace, Vice President
Finance and Administration

Recording Requested By and
When Recorded Return to:

HAWLEY TROXELL ENNIS & HAWLEY LLP
Attn: Timothy W. Tyree
P.O. Box 1617
Boise, Idaho 83701

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

MEMORANDUM OF GROUND LEASE

THIS MEMORANDUM OF GROUND LEASE ("**Memorandum**") is made as of the _____ day of _____, 2001, by and between **Beta Theta Facility Corporation of Kappa Alpha Theta, Inc.**, an Idaho non-profit corporation ("**Tenant**"), and **The Regents of the University of Idaho**, a body politic and corporate organized and existing under the laws of the state of Idaho ("**Landlord**").

1. **Premises.** Landlord and Tenant have entered into a Ground Lease dated as of the date of this Memorandum ("**Ground Lease**"), whereby Landlord has leased to Tenant that certain real property located in the City of Moscow, County of Latah, State of Idaho, as more particularly described in Schedule I attached hereto and incorporated herein by this reference, together with all buildings and improvements located thereon and all easements, rights and appurtenances thereto.

2. **Term.** The term of the Ground Lease is for a term of ninety-nine (99) consecutive years commencing on the date of the Ground Lease and terminating on the ninety-ninth (99th) anniversary of the date of the Ground Lease.

3. **Tenant's Use.** The Ground Lease provides that:

> Tenant may only use the Leased Premises for the housing of and related services to students enrolled, intending to enroll in the next enrollment period, or planning to continue a course of study beginning as of the next enrollment period at the University of Idaho. Notwithstanding the foregoing sentence, housemothers, caretakers, janitors, and other personnel of a character necessarily and customarily involved in the housing of students shall be permitted to occupy the Leased Premises. No tents, trailers, or shacks shall be permitted on the Leased Premises. After initial construction of the student housing building as described in Section 5.1 (Initial Construction) and issuance of a certificate of occupancy therefor, Tenant shall operate the Leased Premises for the housing of University of Idaho students and shall not permit the Leased Premises to be vacated or abandoned, except during holidays, spring break, winter break, summer vacation and cessations of use caused by casualty, condemnation or remodel. Furthermore, Tenant shall use its best efforts to rent one-hundred percent (100%) of the rooms designated for housing on the Leased Premises during all periods of operation.

4. **Construction, Alterations and Improvements.** Section 5 of the Ground Lease provides that:

> **5.1 Initial Construction.** Tenant, at Tenant's sole cost and expense, shall commence construction of a student housing building having approximately 23,000 square feet of total floor area on the Leased Premises, according to plans and specifications approved by Landlord, on or before July 1, 2002.
>
> **5.2 Approval Procedure.** Before any construction, alteration (including, without limitation, color changes) or improvement (including, without limitation, signs; provided that temporary signs and decorations associated with special events of the students shall be permitted without Landlord's approval) to any building, structure or any other improvement on or to be located on the Leased Premises is commenced, Tenant shall obtain Landlord's prior written approval. When obtaining Landlord's approval, sufficient information shall be sent to Landlord to enable Landlord to make a reasonable decision as to the proposal. Landlord shall have the right to grant, withhold, or condition its approval to the proposal in its sole and absolute discretion. If the proposal is disapproved, then an alternate proposal may be submitted, which alternate proposal shall be handled in the same manner as the initial proposal.

5.3 Diligent Completion. Once any construction, alteration or improvement is commenced, the same shall be continuously and diligently pursued to completion.

5.4 Liens. Except as otherwise permitted in Section 20 (Mortgage), Tenant shall keep the Leased Premises free from any liens arising out of any work performed, materials furnished or obligations incurred by or for Tenant or to the Leased Premises. Any work performed, materials furnished or obligations incurred shall be at Tenant's sole request and not at the instance of or as agent for Landlord. Tenant shall, within thirty (30) days after any lien is recorded against the Leased Premises, cause such lien or claim of lien to be released of record or transferred to bond in accordance with Idaho law. If Tenant fails to cause such lien or claim of lien to be released of record or transferred to bond, Landlord shall have the right, at Tenant's expense, to transfer said lien to bond.

5.5 Construction Requirements. Tenant shall comply with and shall require all contractors and subcontractors to comply with all applicable federal, state and local laws, rules and regulations when performing any work on or delivering materials for the construction of any building, structure or improvement on or serving the Leased Premises. All construction shall comply with all applicable federal, state and local laws, rules and regulations and shall comply with the University of Idaho Design Guidelines for adjacent campus neighborhoods as the same may be modified from time to time.

5. Maintenance and Restoration of the Leased Premises. Section 6 of the Ground Lease provides that:

6.1 Maintenance and Repair by Tenant. Tenant shall, at Tenant's sole cost and expense, maintain, repair and replace (except as otherwise permitted in Sections 6.3 and 16.3[d]) as necessary in good working condition, reasonable wear and tear excepted, all buildings, structures, and improvements on the Leased Premises and maintain, repair and replace as necessary all above and below ground utilities on the Leased Premises and the extension from the Leased Premises to such utility's connection at the main line. Tenant shall keep and maintain the Leased Premises in a clean and attractive condition. Tenant shall regularly sweep all paved surfaces and keep the same free of snow and ice. All landscaping on the Leased Premises shall be regularly watered and maintained and Tenant shall install such landscaping so as to enhance the overall appearance of the surrounding neighborhood.

6.2 Maintenance and Repair by Landlord. Landlord shall not be responsible for any maintenance, repair or replacement of any building, structure, improvement (including, without limitation, any utility) on the Leased Premises unless such maintenance, repair or replacement is required because of the willful or negligent act or omission of Landlord. Landlord has no obligation to provide fire or police protection for the Leased Premises. In the event Tenant shall fail to complete its obligations under Section 6.1 (Maintenance and Repair by Tenant), after notice and an opportunity to cure as provided for in Article 14 (Default), Landlord may perform the same at Tenant's expense and Tenant shall reimburse Landlord for all costs incurred by Landlord within fifteen (15) days after receipt of an invoice for the expenses.

6.3 Restoration.

(a) In the event any building on the Leased Premises is materially damaged or destroyed by fire or other casualty, Tenant may terminate this Ground Lease by delivering written notice to Landlord within thirty (30) days after the occurrence of such casualty. This Ground Lease shall terminate once Tenant has removed the improvements on the Leased Premises, capped all utilities, graded the Leased Premises to the level of the adjoining property and in such a manner that drainage from the Leased Premises does not adversely affect the surrounding properties, installed an automatic sprinkler system for the entire Leased Premises (with all sprinkler heads to be retractable to grade) and covered the Leased Premises in sod (hydro-seeding shall not be permitted). Tenant shall complete its obligation set forth in the preceding sentence within sixty (60) days after Tenant has delivered the lease termination to Landlord. In the event Tenant should fail to complete those obligations within such sixty (60) day period, Landlord may perform such obligations at Tenant's expense. In the event Landlord incurs any expenses in performing such obligations, Landlord, in Landlord's sole discretion, shall be entitled to so much of the insurance proceeds payable on account of such casualty as is necessary to reimburse Landlord for Landlord's expenses.

(b) In the event Tenant does not elect to terminate this Ground Lease after any building on the Leased Premises is materially damaged or destroyed by fire or other casualty, this Ground Lease shall continue in full force and effect, without abatement in Annual Rent, and Tenant shall pursue repair or restoration of the casualty within forty-five (45) days after the casualty, subject to Landlord's approval pursuant to Section 5.2 (Approval Procedure), and shall thereafter diligently pursue the repair or restoration to completion. Any repair or restoration made by Tenant shall return the building to a similar or improved size, function and

quality as existed prior to the casualty unless otherwise approved by Landlord in writing.

(c) In the event any building on the Leased Premises is materially damaged or destroyed by fire or other casualty within the last ten (10) years of the then existing term of this Ground Lease, Landlord may terminate this Ground Lease by delivering written notice to Tenant within ninety (90) days after the occurrence of such casualty. Within sixty (60) days after receipt of Landlord's termination notice, Tenant shall remove the improvements on the Leased Premises, cap all utilities, grade the Leased Premises to the level of the adjoining property and in such a manner that drainage from the Leased Premises does not adversely affect the surrounding properties, install an automatic sprinkler system for the entire Leased Premises (with all sprinkler heads to be retractable to grade) and cover the Leased Premises in sod (hydro-seeding shall not be permitted). Upon completion of Tenant's obligations set forth in the preceding sentence, this Ground Lease shall terminate. In the event Tenant should fail to complete those obligations within such sixty (60) day period, Landlord may perform such obligations at Tenant's expense. In the event Landlord incurs any expenses in performing such obligations, Landlord, in Landlord's sole discretion, shall be entitled to so much of the insurance proceeds payable on account of such casualty as is necessary to reimburse Landlord for Landlord's expenses.

6. **Landlord's Title.** Portions of Section 7 of the Ground Lease provide that:

7.4 Landlord's Reservations. Landlord reserves the right to install public or private utilities, communication lines and cables and any other services for the benefit of Landlord or Landlord's surrounding properties on, over, under or through those portions of the Leased Premises dedicated for public utility lines or otherwise not covered by any building or structure; provided that the installation, operation, repair and replacement of such services does not unreasonably interfere with Tenant's use of the Leased Premises and Landlord repairs any damage done to the Leased Premises caused by the installation, operation, repair and replacement of such services. Landlord reserves the rights-of-way for all utilities communication lines and cables and any other services currently existing on, over, under or through the Leased Premises.

7. **Assignment and Subletting.** The Ground Lease provides that:

Tenant may not assign this Ground Lease or sublet the whole or any part of the Leased Premises without the prior written approval of Landlord, which approval Landlord may grant or withhold in Landlord's

sole and absolute discretion; provided that Landlord's approval shall not be required for subletting portions of the Leased Premises to University of Idaho students for housing purposes. If Tenant assigns this Ground Lease, Tenant shall remain primarily liable to Landlord for the full performance of Tenant's obligations. Immediately upon any assignment or subletting of all or substantially all of the Leased Premises, Tenant shall provide Landlord with a complete and accurate copy of the assignment or sublease document. No approval of any assignment or subletting by Landlord shall waive Landlord's right to approve any subsequent assignment or subletting. Should Tenant sublet the Leased Premises for an annual rent in excess of the Annual Rent (other than subletting to individual University of Idaho students), Tenant shall pay the excess annual rent amount to Landlord when received.

8. **Notices.** Section 15 of the Ground Lease provides that:

15.1 Addresses. All notices given pursuant to this Ground Lease shall be in writing and shall be given by personal delivery, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the person and address designated below. All notices to Landlord or Tenant shall be sent to the person and address set forth below:

Landlord:	Vice President for Finance and Administration University of Idaho Moscow, ID 83844-3145
Tenant:	Beta Theta Facility Corporation of Kappa Alpha Theta, Inc. _____ _____

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Ground Lease shall be deemed given upon receipt.

15.2 Receipt. For the purpose of this Ground Lease, the term "receipt" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to Section 15.1 as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to Section 15.1, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (a) the date

of the attempted delivery or refusal to accept delivery, (b) the date of the postmark on the return receipt, or (c) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

15.3 Additional Notices. Landlord and Tenant agree that a copy of all notices given hereunder shall also be given to such other persons and addresses as Landlord or Tenant may designate in writing to the other party.

9. **End of Term.** Portions of Section 16 of the Ground Lease provide that:

16.1 Holdover. If the Tenant shall hold over following the expiration of the term of this Ground Lease, such holding over shall be on a month-to-month tenancy under the terms of this Ground Lease.

16.2 Surrender. Tenant agrees that upon termination of this Ground Lease, Tenant shall surrender the Leased Premises, including any and all improvements thereon, to Landlord in good condition, reasonable wear and tear excepted, and broom clean. Tenant shall, prior to the date of termination of the Lease, remove from the Leased Premises Tenant's personal property not affixed to the Leased Premises from the Leased Premises and shall repair any damage to the Leased Premises caused by such removal. Tenant's failure to remove any of Tenant's personal property shall be deemed an abandonment thereof, whereby title shall become vested in Landlord without further action taken or notice provided. Tenant shall not remove from the Leased Premises any fixtures or equipment affixed to the Leased Premises, including any improvements thereon, unless removal is requested by Landlord in writing prior to the date of termination.

16.3 End of Term Alternatives. In the event Tenant is not in default of this Ground Lease at the time this Ground Lease terminates, Tenant, upon eighteen (18) months' prior written notice to Landlord before the end of this Ground Lease, shall have the option of the following:

(b) Tenant may offer to renew this Ground Lease on the same terms and conditions as then existing (unless otherwise agreed to by Landlord and Tenant in writing) for an additional ninety-nine (99) years; provided that (i) such extension shall be subject to the Board of Regents approval, which approval may be granted or withheld in the Regent's sole and absolute discretion, and (ii) in no event shall the term of this Ground Lease be extended for a period in excess of one hundred ninety-eight (198) years.

(c) Subject to Section 12 (Assignment and Subletting), Tenant may sell the improvements on the Leased Premises to a third party and Landlord, upon approval by the Board of Regents, which approval may be granted or withheld in the Regent's sole and absolute discretion, shall offer to enter into a new ground lease on the same terms and conditions as then existing for this Ground Lease (unless otherwise agreed to by Landlord and such third party in writing) for an additional ninety-nine (99) years; provided that in no event shall the term of this Ground Lease plus the term of any new ground lease exceed a sum total of one hundred ninety-eight (198) years. Notwithstanding the first sentence of this Section 16.3(c) to the contrary, in the event Tenant receives a bona fide offer to purchase the improvements on the Leased Premises, Landlord shall have a right of first refusal to purchase the improvements according to the terms and conditions below. Prior to any sale of the improvements to a third party, Tenant shall give Landlord written notice of Tenant's receipt such offer ("**Tenant's Notice**"), including a complete copy of such offer, and Landlord shall have sixty (60) days in which match such offer. If Landlord does not deliver a written exercise notice to Tenant ("**Exercise Notice**") within the sixty (60) day period, Tenant may sell the improvements to such third party on the terms and conditions set forth in Tenant's Notice. In the event the consideration for purchasing the improvements on the Leased Premises includes payments over time, Landlord may, in Landlord's sole discretion, pre-pay the principal amount due at any time without penalty, regardless of any terms in the offer to the contrary. In the event the consideration for purchasing the improvements on the Leased Premises includes the performance of services, Landlord shall not be required to perform such services and Tenant shall not be entitled to any substitute consideration for such services. In the event Landlord does not deliver the Exercise Notice and thereafter the sale to the third party does not close or the terms of the sale otherwise change, then Landlord's right of first refusal shall be renewed and reinstated as to any subsequent or revised offer to purchase. Furthermore, in the event such sale does close, any sale by such third party of the improvements and all subsequent sales of the improvements shall be subject to Landlord's right of first refusal as set forth in this Section.

10. **Mortgage.** Section 20 of the Ground Lease provides that:

20.1 Permitted Encumbrances. Tenant or any assignee or subtenant of Tenant may place a mortgage or deed of trust on any improvements constructed on the Leased Premises and on Tenant's interest in the Leased Premises. Such mortgage or deed of trust shall not encumber Landlord's fee title to the Leased Premises.

20.2 Notices to Lienholder. In the event Tenant is in default under this Ground Lease as defined in Article 14 (Default), Landlord agrees to give written notice of such default to the Lienholder under any such mortgage or deed of trust, provided the name and address of such Lienholder has been furnished to Landlord by Tenant. Landlord shall not terminate this Ground Lease, re-enter the Leased Premises, or exercise any other remedy available at law which would dispossess Tenant of the Leased Premises, provided said Lienholder has cured said default within the time allowed Tenant for same hereunder or within thirty (30) days (ten [10] days in the event of a failure to pay money) after receipt of said notice of default by said Lienholder, whichever is greater.

20.3 Attornment. Landlord further agrees that, should said Lienholder or its designee acquire Tenant's interest in the improvements constructed on the Leased Premises through a foreclosure of such mortgage or deed of trust or any transfer in lieu thereof, said Lienholder or its designee shall have the right to attorn to Landlord, provided said Lienholder or its designee cures all defaults of Tenant under this Ground Lease existing at the time of such attornment, which are within the power of said Lienholder or its designee to cure, and Landlord will accept such attornment, and said Lienholder or its designee and Landlord shall have the same rights and obligations toward one another which they would have had had this Ground Lease been entered into with Landlord, as Landlord, and said Lienholder or its designee, as Tenant. Landlord agrees to execute any documents reasonably requested by said Lienholder and acceptable to Landlord, in Landlord's sole discretion, in connection with Landlord's obligations under this Article 20.

20.4 Subordination. This Ground Lease, at Landlord's option, shall at all times be subject and subordinate to all and any mortgage, deed of trust or other financing placed on Landlord's fee title interest in the Leased Premises and all extensions, modifications, consolidations, renewals and replacements thereof. Tenant agrees that upon written request by Landlord, Tenant will execute, acknowledge and deliver any and all instruments requested by Landlord which are necessary or proper to effect the subordination of this Ground Lease to any mortgage, deed of trust or financing placed by Landlord on the Leased Premises. Should fee title to the Leased Premises be acquired by any Lienholder in connection with any proceeding under the terms of any such mortgage, deed of trust or financing arrangement, this Ground Lease shall continue in full force and effect, and Tenant hereby agrees to attorn to such Lienholder. Any prospective Lienholder requesting subordination by Tenant shall enter into a nondisturbance agreement assuring Tenant that so long as Tenant is in compliance with the terms and conditions of this Ground Lease, Tenant's

right to continue in possession of the Leased Premises shall not be interfered with.

11. **Landlord's Right of Entry.** The Ground Lease provides that:

After obtaining Tenant's consent, which shall not be unreasonably withheld or delayed, Landlord and Landlord's agents may enter the Leased Premises to (i) inspect the general condition and state of repair of the Leased Premises, (ii) show the Leased Premises to such persons as Landlord deems reasonably necessary, or (iii) for any other purpose Landlord deems reasonably necessary. In the event of an emergency arising within the Leased Premises which endangers property or persons, the consent requirement is waived by Tenant.

12. **Conveyance by Landlord.** The Ground Lease provides that:

Landlord may sell, assign or otherwise transfer the Leased Premises without the consent of Tenant. If Landlord should sell or transfer Landlord's interest in the Leased Premises, then effective with the date of the sale or transfer, Landlord's successor in interest shall be fully responsible for all of the terms and conditions expressed in this Ground Lease. If the successor in interest agrees in writing to be bound by all of the terms and conditions in this Ground Lease, then the Regents of the University of Idaho shall be released and discharged from any and all further obligations and responsibilities under this Ground Lease (except those already accrued).

13. **General Provisions.** Section 23 of the Ground Lease provides that:

23.1 Successors and Assigns. All of the provisions contained in this Ground Lease shall be binding upon and inure to the benefit of the heirs, personal representatives, successors and assigns of the parties hereto.

23.2 Partial Invalidity. If any term, covenant, condition or agreement of this Ground Lease or the application of it to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Ground Lease or the application of such term, covenant, condition or agreement to persons or circumstances, other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term, covenant, condition or agreement of this Ground Lease shall be valid and shall be enforced to the extent permitted by law.

23.3 Headings. The captions and headings in this Ground Lease are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

23.4 Entire Agreement. This Ground Lease contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof. The provisions of this Ground Lease shall be construed as a whole and not strictly for or against any party.

23.5 Gender. In construing the provisions of this Ground Lease and whenever the context so requires, the use of a gender shall include all other genders, the use of the singular shall include the plural, and the use of the plural shall include the singular.

23.6 Authority. Each individual executing this Ground Lease on behalf of either party represents and warrants that he or she is duly authorized to execute and deliver this Ground Lease on behalf of said party, in accordance with all agreements of such party and that this Ground Lease is binding upon said party in accordance with the terms hereof.

23.7 Venue. This Ground Lease shall be governed by the laws of the State of Idaho. All legal proceedings under this Ground Lease shall be instituted in the courts of the County of Latah, State of Idaho, and each party agrees to submit to the jurisdiction of such courts.

23.8 Joint and Several Liability. In the event any party hereto is composed of more than one person, the obligations of said party shall be joint and several.

23.9 Relationship. The provisions of this Ground Lease are not intended to create, nor shall they be in any way interpreted or construed to create, a joint venture, partnership, or any other similar relationship between the parties.

23.10 Third Party Beneficiary. This Ground Lease is not intended to create, nor shall it be in any way interpreted or construed to create, any third party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

14. **Ground Lease Incorporated.** All the terms, conditions and covenants of the Ground Lease, are incorporated herein by this reference. Notwithstanding the foregoing, in the

event of any conflict between this Memorandum and the Ground Lease, the Ground Lease shall control.

EXECUTED as of the date first above written.

LANDLORD:

The Regents of the University of Idaho, a body politic and corporate organized and existing under the laws of the state of Idaho

By: _____
Jerry Wallace
Vice President,
Finance and Administration

TENANT:

Beta Theta Facility Corporation of Kappa Alpha Theta, Inc., an Idaho non-profit corporation

By: Kappa Alpha Theta Fraternity, Inc.,
a _____ corporation
Its: President

By: _____
Name: _____
Its: _____

STATE OF IDAHO)
) ss.
County of Ada)

On this ____ day of _____, 2001, before me, _____, a Notary Public in and for said State, personally appeared _____, known to me to be _____ Kappa Alpha Theta Fraternity, Inc., President of **Beta Theta Facility Corporation of Kappa Alpha Theta, Inc.**, the non-profit corporation that executed the within instrument or the person who executed the instrument on behalf of said non-profit corporation, and acknowledged to me that such non-profit corporation executed the same.

WITNESS MY HAND and official seal hereto affixed the day, month and year in this certificate first above written.

_____
Notary Public for the State of Idaho
Residing at _____
My Commission Expires _____

STATE OF IDAHO)
) ss.
County of Ada)

On this ____ day of _____, 2001, before me, _____, a Notary Public in and for said State, personally appeared Jerry Wallace known to me to be Vice President, Finance and Administration of **The Regents of the University of Idaho**, a body politic and corporate organized and existing under the laws of the State of Idaho, that executed the within instrument or the person who executed the instrument on behalf of said body politic, and acknowledged to me that such body politic executed the same.

WITNESS MY HAND and official seal hereto affixed the day, month and year in this certificate first above written.

_____
Notary Public for the State of Idaho
Residing at _____
My Commission Expires _____

SCHEDULE I

Legal Description of Leased Premises

Lots 7 and 8 of Block 1 of Taylor and Lauders Addition to the City of Moscow, as shown by the recorded plat thereof.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Higher education facilities and programs in Sandpoint

REFERENCE

February 22, 2007 Board approved Memorandum of Understanding (MOU) with Wild Rose Foundation (Wild Rose).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Sections V.E.1., V.I. & V.K.
Section 58-335, Idaho Code

BACKGROUND

The Board of Regents owns approximately 77 acres of agricultural property within the City of Sandpoint (See Exhibit 1 of the Development Agreement, pages 3 and 5, for property depiction). The property is currently operated as the Sandpoint Research and Extension Center by the University's College of Agricultural and Life Sciences.

Since February, 2007, when the Board approved, and the parties executed, the MOU, Wild Rose and the University have been working together to advance the arrangement described in the MOU and formalize it in a Development Agreement. Under the Development Agreement, the University will sell the 77 acres to Wild Rose for its current appraised market value. Wild Rose will build facilities for the delivery of higher education programs for the Sandpoint area on a portion of the property, and convey the completed buildings and property to the University as a gift.

The impact of this project will be immediate and substantive, bringing improved higher education opportunities to the North Idaho Panhandle beginning in the fall of 2009 under the current schedule, and expanding the facilities of the University to go where the need lies, all in furtherance of the University's long term plan for delivery of education, research, and outreach services.

The University seeks approval from the Board to enter into the Development Agreement and to complete all associated initial transactions, which includes the sale of the parcel to Wild Rose, the establishment of an endowment within the University of Idaho Foundation with the sale proceeds, the build out of Phase 1 of the campus and the acceptance of 18 additional acres from Wild Rose to replace land previously used for agricultural research and extension field activities. The University thereafter will provide an update of construction status at the March 2008 meeting, and every six months thereafter until construction is complete.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Upon completion of Phase 1 the buildings, building footprint, and associated real property will be presented to the Board for acceptance of delivery of title back from Wild Rose.

DISCUSSION

The build-out and start-up of the Sandpoint Center leverages the University's resources in education, research, and outreach through the significant donation of capital by Wild Rose to create a unique opportunity for education and research on a local, state and national level. The Development Agreement and Exhibits thereto (Attachment 1) sets out the parties' obligations and duties with respect to the Sandpoint Campus development.

The essence of the arrangement is set out in the first eight pages of the Development Agreement, which is summarized below:

Initial Land Transactions:

Sale of University parcel to Wild Rose. Regents will convey the approximately 77-acre parcel to Wild Rose at market value -- the current appraised value is $6.25 million. This property will then be divided into a University parcel (defined as College parcel in the documents) and a high school parcel, as depicted in Exhibit 2 of the Development Agreement. The high school parcel will be made available to the local public school district for the construction of a public high school. If the school district is unable to gain approval and initiate construction of a public school within twenty years of Wild Rose's acquisition, the property will revert to the Regents at no cost.

Donation of new Research Parcel. Within 60 days of the sale of the Regents' parcel to Wild Rose, Wild Rose will donate to the Regents 18 acres of land that is nearby and is suitable for relocation of some of the displaced agricultural research and extension field activities. (See Exhibit 3 of the Development Agreement). Necessary facility improvements on the parcel will be constructed at the expense of the University.

All of the property will be conveyed to and from the Regents with covenants and restrictions to ensure educational use of the property.

Project Build Out and Delivery:

Phase 1 Build Out. The project is designed to be built in phases. Wild Rose commits to funding of not less than $30,000,000 and to building all of Phase 1 of the project, which includes four buildings: Performing Arts

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Learning Center, Agricultural and Life Sciences, Administration and Center Operations, and Student Union. (See, Master Plan and Program Planning Guide, Exhibit 1 of the Development Agreement, pages 10 and 15 for a drawing and map of the proposed project and location of Phase 1 buildings). Wild Rose will initiate construction of all four buildings simultaneously. The commitment to build out all of Phase 1, and the budget therefore, (Exhibit 9 of the Development Agreement), takes precedence over the stated funding commitment in the event that the build out cost exceeds $30,000,000.

Subsequent Phases. The Development Agreement allows for addition of subsequent phases and contemplates amendments to incorporate design documents for each phase. Page 22 of Exhibit 1 of the Development Agreement depicts future phased development.

Delivery of Completed Buildings. Wild Rose will be solely responsible for all design and construction costs for every building and associated improvements. All buildings, building footprints and associated improved real property will be conveyed to University, upon completion and prior to occupancy. The property will be conveyed with deed restrictions limiting use to educational purposes; the deed restrictions will expire in 2056. Wild Rose will retain a reversionary right that may be exercised in the event University is unwilling or financially unable to deliver academic programming. However, all property that has reverted to Wild Rose by exercise of its reversionary rights, will be conveyed back to University 20 years after the date of reversion, and in any case no later than 2048. All property that has not been developed, including the high school parcel if not developed, will be conveyed back to the University by gift deed no later than December 31, 2028.

Program Delivery:

Initiation of Program Delivery: Provided that Phase 1 of the Project is on schedule as of January 1, 2009, the University will initiate program delivery in the fall of 2009. If construction falls behind schedule, then program delivery will be initiated in the academic year beginning after the delivery of the improved real property and associated personal property.

Substance of Academic Program: The program plan and underlying business plan for the Sandpoint campus are set out in Exhibit 5 of the Development Agreement. The proposed program is designed to be consistent with and support the University's strategic plan, and will be built around the land grant concept with programs in teaching and learning,

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

scholarly and creative activity, and outreach and engagement. Appendix 1 of Exhibit 5 of the Development Agreement describes the program in detail, and table 2 on page 25 of Exhibit 5, sets out the initial core faculty positions that are planned for the Sandpoint campus, in addition to the current research and extension faculty in Sandpoint. The undergraduate program will be built on an interdisciplinary curriculum that will allow focus in one of three areas of emphasis: Arts and Community, Health and Wellness and Natural Resources and Sustainability. Pending Board approval of the Development Agreement, the University will bring to the Board those elements of the Program Delivery that require specific Board approval in subsequent meetings.

Program Funding: In addition to the funding of the real and personal property improvements, Wild Rose and/or the members of the local business community will match program funding by the University up to $800,000 per year for the first five years.

IMPACT

The fiscal impact of the Sandpoint Center will be spread among University operating funds, student and other appropriate fees, request for new occupancy costs for each new building, endowment earnings, Wild Rose contributions, and community matching funds as follows:

Wild Rose contributions:
Land Acquisition: $6.25 million purchase price
Capital Improvements: $30,000,000 minimum, to be gifted to University

Community matching contributions:
Operating and Programmatic Costs: $800,000 per year matching funds for five years to be provided by community businesses and/or Wild Rose

University funding
Fund for Start-up Costs: $500,000 of the $6.25 million sales proceeds from the 77 acre parcel will be set aside to help fund initial start up costs.

Endowment for Ongoing Programmatic Costs: The balance of the sale proceeds, ($5.75 million) will fund an endowment in the University of Idaho Foundation, the income from which will be directed to funding programmatic costs at the Sandpoint Center.

Ongoing Revenue and Expenditure Projections: The schedules in Appendix 3 of Exhibit 5 of the Development Agreement outline projected revenue sources, expenditures and growth in net assets for the Center over the first 10 years of

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

operation. The assumptions for the financial projections are detailed in Appendix 2. The University will seek general funds for the ongoing occupancy costs of the facilities once they are transferred from Wild Rose, as well as for specialized equipment and needs for programs as they may arise. Schedule A-1 of Appendix 3 shows revenue and expenditure projections with occupancy costs funded, and Schedule A-2 shows the same without funding of occupancy costs.

ATTACHMENTS

Attachment 1 - Development Agreement, with Exhibits 1-9 Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The match of $800,000 annually for the first five years has increased from the $500,000 that was identified in the February agenda.

While the institution is obtaining a substantial benefit from the gift of the planned facilities, the Development Agreement does not contain construction oversight usually provided by capital projects under the authority of the institutional construction management staff.

The Student/Faculty History and Projection, Exhibit 1 - page 36, contains the projected enrollments for the project:

> "Regular growth of 3% is anticipated in enrollments with most of the startup programs; however, all programs are expected to grow each year as new students are added to new incoming classes. The program could grow to a larger extent with the addition of new faculty to the Campus. Within 5 years the headcount at the campus is expected to approach 1,000 +/- with a FTE of 600."

Exhibit 5, page 32, lists some of the criteria used to project enrollments and fee revenues. This includes "a significant increase in fulltime students in the 4 year program is predicted in the first three years and reaching a total of 270 in FY12."

Also, the Master Plan states the following:

> University funding is projected based on new state funding beyond the occupancy funding plus reallocated funds for operating and positions. One-time funds of $150,000 shown in FY09 are from the College of Ag and Life Sciences and are set aside for a new building on the new experiment station property. An additional $150,000 in one-time money is set aside in both FY10 and FY11 by the university are to address the expected enrollment in the first 3 years. The institution's goal is to maintain a reserve at 5-15% at

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

all times to maintain a hedge against the loss of and/or lack of increased enrollment as well as other revenue shortfalls.

Staff believes the University has addressed enrollment issues in light of the fact that a 3.7% decrease in enrollment was projected for FY 2008.

Staff recommends approval of the project.

BOARD ACTION

A motion to approve the Development Agreement in substantially the same form as the version attached hereto, and all of the included and underlying initial transactions including:

Authorization of the sale of the approximate 77 acre parcel and approval to direct the sale proceeds to the University of Idaho Foundation to establish an endowment for the purpose of funding programmatic and operation costs of the Sandpoint campus, and to provide $500,000 for start up efforts in Sandpoint;

Acceptance of the gift of the 18 acre Research Parcel, subject to a satisfactory environmental assessment; and

Approval of the build out of Phase 1 of the Sandpoint Project consistent with the Master Plan and Program Planning Guide

The Vice President for Finance and Administration at the University of Idaho is authorized to execute the Development Agreement and all other transaction documents necessary for above described transactions.

The University shall provide an update of construction status at the March 2008 Board meeting, and every six months thereafter until construction is complete, and Phase 1 is presented to the Board for acceptance of delivery of the buildings, building footprint, and associated real property.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: E. Gifts and Institutional Foundations July 2008

1. Acceptance of Gifts

   The Board may accept gifts, legacies, and devises (hereinafter "gifts") of real and personal property to the state of Idaho for the benefit of any institution, school or agency under its governance. Gifts worth more than $10,000 must be accepted by the Board before the gift may be expended or otherwise used by the institution, school or agency. The chief executive officer of any institution, school or agency is authorized to receive, on behalf of the Board, gifts worth $10,000 or less and of a routine nature. (Section 33-3714, Idaho Code.)

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: I. Real and Personal Property and Services April 2002

1. Authority

   a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.

   b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.

   c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.

   d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.

   e. If the executive director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

   a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.

   b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

   c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real

property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)

d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars ($250,000) annually.

e. Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

f. Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

g. Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

3. Acquisition of Personal Property and Services

a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars ($500,000) require prior Board approval.

b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

4. Hold of Personal Property

   a. Inventory

      An inventory of all items of chattel property valued at two thousand dollars ($2,000) or limits established by Department of Administration owned or leased by any agency, school or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

   b. Insurance

      Each agency, school and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

   c. Vehicle Use

      Vehicles owned or leased by an institution, school or agency must be used solely for institutional, school or agency purposes. Employees may not, with certain exceptions, keep institutional vehicles at their personal residences. Exceptions to this policy include the chief executive officers and other employees who have received specific written approval from the chief executive officer of the institution, school or agency.

5. Disposal of Real Property

   a. Temporary Permits

      Permits to make a temporary and limited use of real property under the control of an institution, school or agency may be issued by the institution, school or agency without prior Board approval.

   b. Board approval of other transfers

      (1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars ($250,000).

      (2) Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.

(3) The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

6. Disposal of Personal Property

Sale, surplus disposal, trade-in, or exchange of property with a value greater than two hundred fifty thousand dollars ($250,000) requires prior Board approval.

a. First Refusal

When the property has a value greater than five thousand dollars ($5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

b. Sale of Services

I.

The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars ($250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.

c. Inter-agency Transfer

Transfer of property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars ($250,000) require prior Board approval.

7. Litigation

The chief executive officer may negotiate settlement regarding litigation matters, or any claims made that may result in litigation, for up to $25,000. All such settlements must be reported to the Board in executive session at the next regularly scheduled meeting.

8. Intellectual Property

The chief executive officer may license intellectual property rights of their respective institutions, school and agencies up to (to be developed as the intellectual property policy is finalized).

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: K. Construction Projects **April 2002**

1. Major Project Approvals - Proposed Plans

   Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars ($500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', schools or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

   Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars ($500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

3. Fiscal Revisions to Previously Approved Projects

   Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000) must first be submitted to the executive director for review and approval. Changes in project costs of more than five hundred thousand dollars ($500,000) must first be submitted to the Board for its review and

approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

   Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

   a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.

   b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

THIS PAGE INTENTIONALLY LEFT BLANK

Final Draft

DEVELOPMENT AGREEMENT

This Agreement, entered into and effective as of the [DATE], is made and entered into between the Regents of the University of Idaho (University) and the Wild Rose Foundation, Inc. (Wild Rose) relating to the financing and development of facility infrastructure, office, education, laboratory facilities and related landscaping, parking and storage facilities to be located on specified property in Sandpoint, Idaho (Project).

WHEREAS, University and Wild Rose entered into a Memorandum of Understanding (MOU) dated March 1, 2007, which set out the Parties' intentions for the construction of a campus facility and delivery of higher educational programming on certain real property located in Sandpoint, Bonner County, Idaho (Exhibit xx); and

WHEREAS, the MOU anticipated a Development Agreement, to more precisely describe the Project, and each party's commitments with respect to the Project;

NOW THEREFORE, consistent with the overall Project description and intent expressed in the MOU and in consideration of the mutual promises herein the Parties agree as follows:

1. **Definitions.**

1.1 Campus Parcel: That certain parcel of property located in Sandpoint, Bonner County, Idaho, comprised of approximately 77 acres and further divided into the College and High School Parcel, generally depicted in Exhibit 1, pages 4 and 6.

1.2 College Parcel: The portion of the Campus Parcel north of the natural swale/slough that runs in an easterly-westerly direction across the Campus Parcel, comprised of approximately 31 acres, generally depicted in Exhibit 2.

1.3 High School Parcel: The portion of the Campus Parcel south of the natural swale/slough that runs in an easterly-westerly direction across the Campus Parcel comprised of approximately 46 acres, generally depicted in Exhibit 2.

1.4 Research Parcel: A parcel 18 acres in size, located on a southerly portion of an 80-acre parcel owned by a related party to Wild Rose, on North Boyer Avenue, near Sandpoint, Bonner County, Idaho, as shown in Exhibit 3, and legally described in Exhibit 4.

1.5 Campus Master Plan: Means the plan for the whole Campus Parcel, as set out in Exhibit 1.

1.6 Design Documents: Collectively shall refer to all documents that relate to the design of the Campus Parcel and the full build out thereof. Individually when referenced specific to a Phase, shall be those design documents that are specific to the building(s) and associated

build out and site development to be completed in the referenced Phase. Design documents may include but are not limited to building and site plans and specifications, landscape, utility plans, and security plans. Design Documents for each Project Phase shall include a budget, and time schedule for that Phase.

1.7 Project: Means the whole of the capital improvements as depicted in the Campus Master Plan, which include but are not limited to campus facilities, including all interior roads, buildings, structures, and other related improvements and infrastructure.

1.8 Project Phase: Means the specified Phase of the Project, which is designed and depicted in the Campus Master Plan as a multi-phase project. Each Phase shall be referred to with sequential numbering, e.g. Phase 1, Phase 2, Phase 3.

1.9 Program Delivery: The provision of higher education programs through education, research and outreach as described in Exhibit 5. The Parties acknowledge that Exhibit 5, is a description of the planned Program Delivery as of the date of this Agreement and that the Program Delivery for the Project is subject to change over time as education, research, and outreach needs are identified and demand changes, and that Exhibit 5accordingly is subject to periodic updates. In all cases, Program Delivery description and design shall build from a base of 23 education, research, and outreach faculty, configured so as to meet the needs and demands of the immediate area, the state of Idaho, and the student population, and to be consistent with the strategic plan of University.

2. Obligations of the Parties/Overall Development.

The Parties' intent as to the responsibility for Project development and the nature of the Project is set out in the MOU. The MOU is attached as Exhibit 6, and is incorporated herein, and as such, the terms of the MOU shall become binding contractual obligations. To the extent that there is any conflict between this Agreement and the MOU, this Agreement shall control.

3. Initial Land Transactions.

As a condition precedent to the initiation of the construction of the Project the following land transactions shall occur:

3.1 University shall sell the Campus Parcel to Wild Rose for a purchase price of the fair market appraised value of $6.25 million. If this transaction occurs more than one year after the date of execution of the MOU, then the property shall be reappraised and the purchase price shall be the then current appraised value. University shall transfer the property via a quit claim deed, in substantially the same form as that attached hereto as Exhibit7, which deed restricts the use of the Campus Parcel for public educational, research, and supporting purposes only. The restriction shall provide that it expire at 11:59 p.m. on December, 31, 2056. The restrictions on the deed shall run with the land in the event of subdivision and/or re-conveyance.

3.2 Division of Campus Parcel for High School and Higher Education uses, as depicted and generally along the lines shown in Exhibit 2, such that the High School Parcel lies wholly to the south of the line created by the swale, and the College Parcel consists of all of the land north of the swale line.

3.3 University shall have access to the Research Parcel to conduct any required due diligence thereon, prior to the deeding of the Research Parcel, which shall deed such Research Parcel in an "as-is; where-is" condition as of the date of transfer.

3.4 Wild Rose, contemporaneously or within 60 days of the transfer of the Campus Parcel pursuant to section 3.1, shall cause the Research Parcel to be transferred and granted to University. This parcel shall be transferred to University as a gift without consideration for such gift. Wild Rose shall transfer the property via a gift deed, in substantially the same form as that attached hereto as Exhibit 8, which deed shall restrict the use of the Campus Parcel for public educational, research, and supporting purposes only. The restrictions on the deed shall expire at 11:59 p.m. on December, 31, 2056.

4. Project Build Out and Delivery.

4.1 Phase 1: The Parties acknowledge that the Project will be built on the College Parcel in phases. Project Phase 1, is fully described in Exhibit 1. At a minimum, Wild Rose agrees to build out all of capital improvements identified in Phase 1, and as further set out in Exhibit 9, which is the initial Project Phase 1 budget. Project Phase 1 represents the minimum build out necessary for adequate Program Delivery as described in Exhibit 5.

4.2 Design Documents for Project Phases: Subsequent Project Phases are delineated in the Campus Master Plan. As the Design Documents for each Project Phase are completed, they shall be appended hereto and incorporated herein as sequentially numbered exhibits, through written amendments signed by both Parties, following University approval pursuant to paragraph 9. This Agreement and all terms herein shall apply to all Project Phases, except to the extent that a term is modified by the Parties in a signed, written amendment.

4.3 Delivery of Completed Project Phases: Upon completion of each Project Phase and prior to occupancy, Wild Rose shall grant and convey the buildings, building footprint, associated improved real property (e.g. landscaped, parking, and utility areas), and associated personal property to the University. Each such conveyance shall transfer all of the property associated with that Phase (such property is referred to as the "Educational Property" in Section 6 of the MOU) as a gift without consideration. Wild Rose shall transfer the real property via a gift deed, in substantially the same form as that attached hereto as Exhibit xx, which deed shall restrict the use of the Campus Parcel for public educational, research, and supporting purposes only, and shall also contain a reversionary clause as follows:

> "provided, however, that if and in the event University is unwilling or financially unable to provide Program Delivery in light of actual and projected enrollment in

the manner described in Exhibit 5, or other programs that are substantially and reasonably equivalent to said Program Delivery, then and in that event, said property being conveyed herein shall revert to Wild Rose, upon notice given to University of the failure of Program Delivery for one year, and University not having cured said failure of Program Delivery by providing educational programs reasonably equivalent to the Program Delivery provided in Exhibit xx. This reversionary right shall expire on December 31, 2028."

In the event planned subsequent project phases shown in the College Parcel Master Plan are not completed, then all such portions of the College Parcel shall be conveyed back by gift deed to University no later than December 31, 2028. If any property within the College Parcel has reverted back to Wild Rose, as provided in the above reversionary provision, then such property shall be conveyed back by gift deed to University no later than twenty (20) years from the date of any reversion, and in any case by December 31, 2048. The use restrictions on each deed shall expire at 11:59 p.m. on December 31, 2056.

4.4 Reversion of High School Parcel: In the event the school district does not construct a high school facility on the High School Parcel within twenty (20) years from the date of acquisition of the Campus Parcel by Wild Rose, ownership of the High School Parcel shall revert to the University, subject to the covenant that the property shall not be utilized for purposes other than public, educational, research, and supporting purposes, which use restrictions shall expire at 11:59 p.m. on December 31, 2056.

5. Delivery of Programs:

5.1 University shall initiate Program Delivery within each completed Project Phase in the academic year beginning after the delivery of the improved real property and associated personal property.

5.2 Under this Agreement, it is contemplated that Project Phase 1 shall be completed in sufficient time for Program Delivery commencing with the academic semester beginning Fall 2009. Provided that Project Phase 1 is and is reasonably projected to remain on schedule as of January 1, 2009, University shall initiate Program Delivery as contemplated in Exhibit 5 for Fall 2009; if Phase 1 is not or is not projected to remain on schedule, University shall initiate Program Delivery pursuant to paragraph 5.1.

5.3 The Parties shall meet annually to review Program Delivery, and University shall conduct and prepare a progress report on an annual basis. In addition, University shall conduct an overall progress report and review on a minimum five year rotation, and all progress reports shall address the goals, targets, and performance of Program Delivery, both on an annual and five-year basis. Wild Rose shall provide feedback to University on the Program Delivery in the annual meeting and following receipt of any progress report. In any year in which it determines Program Delivery to be declining, Wild Rose shall provide written feedback, and such feedback shall be

provided prior to Wild Rose exercising its reversionary rights and initiating the cure period under the deed for failure of Program Delivery in any given year.

5.4 In addition to Project Funding set out in paragraph 6, Wild Rose and/or members of the local business community shall annually match the amount of funding allocated by University for Program Delivery as described in paragraph 10.1 of the MOU, except that the amount of match by Wild Rose and/or members of the local business community shall be $800,000 per year.

6. Project Funding.

Wild Rose shall be responsible for all Project construction and pre-construction funding, including but not limited to, administrative and legal fees and costs, project management fees and costs, fees and costs for services of architects, contractors, and other professionals and tradesmen providing pre-construction and construction services required to deliver the improvements described in the Design Documents and Campus Master Plan. In addition, Wild Rose agrees to be responsible for fixtures and furniture to the extent identified in the budget within the Design Documents for a specified Phase. Wild Rose's commitment for funding the Project shall be no less than Thirty Million Dollars ($30,000,000). Notwithstanding the funding amount stated herein, in the event that the agreed upon budget in the Design Documents for Project Phase 1 exceeds the amount herein, the incorporated Design Documents and Wild Rose's commitment to build out all of Project Phase 1 shall take precedence. Prior to initiating construction for each Project Phase, Wild Rose shall provide sufficient information to University to demonstrate its ability, to meet the funding commitment for the specified Project Phase.

7. Project Budget(s).

7.1 Attached hereto as Exhibit 9 is the initial Project Phase 1 budget, developed by Wild Rose and University based on the Campus Master Plan and the estimated cost of construction of the Project Phase 1. The subsequent detailed budget for Project Phase 1, and the budget for each subsequent Project Phase shall be included within the Design Documents for that Phase.

7.2 Pre-Construction Budget Changes. Changes to the Project Budget for any specific Project Phase may be made unilaterally by Wild Rose, provided that University is notified and the change does not materially alter the capital improvements or agreed upon furniture and fixtures as described in the Design Documents for that Phase, and so long as such changes due not materially affect University's Program Delivery. Any change to the Project Budget for a specific Project Phase that would result in a material change to the capital improvements or furniture and fixtures described in the Design Documents shall be agreed to by both Parties in writing.

8. Furniture and Equipment.

Except as specifically included in the budget within the incorporated Design Documents for a given Project Phase, the Parties hereby recognize that furniture and equipment, including information technology equipment, will be the sole responsibility of University and/or any user/leasehold tenant of space within the Project. Upon transfer of the improved real property pursuant to paragraph xx herein, all personal property within the transferred buildings shall likewise be transferred to the University and shall become University owned personal property.

9. Completion of Design.

Wild Rose shall be responsible for procuring and finalizing architecture and design elements of the Project. University shall work with Wild Rose, its selected architects and other professionals in the development of the Design Documents. All final Design Documents for each Project Phase shall be subject to University approval, which shall not be unreasonably withheld and which shall be based on the identified needs of the University for delivery of education, research and outreach program, and for compliance with all applicable building and campus standards. In the event that University disapproves a final Design Document the Parties shall work together to resolve the identified concern and revise the Design Document to obtain University approval.

10. Zoning, Subdivision and Other Development Permits.

Wild Rose shall be responsible for obtaining all necessary zonings, subdivision, building, and all other permits or approvals associated with Project development for all elements of the Project within each Project Phase, and for so long as the property, including buildings and land, remain in Wild Rose's ownership; provided, however, that University shall provide support for the permits and approvals requested, so long as such permits and approvals being sought are consistent with the goals of this Agreement.

11. Construction.

It is understood that Wild Rose shall have full discretion to select the contractor and other professionals and tradesmen for the Project. Wild Rose shall have the right to solicit proposals from any qualified construction contractors and to enter into one or more contracts with contractors for construction of all or any part of the Project. All contractors working on the Project shall be bonded and licensed to perform work within the state of Idaho and shall meet the insurance requirements included herein. All construction shall comply with applicable building and related life/safety codes and shall meet all ADA requirements as they apply to public facilities.

12. Project Management.

Wild Rose will enter into a Project Management Agreement (the "Project Management Agreement") with ALSC Architects, with John Manning, Jr., as Project Manager, to manage, coordinate and administer the completion of the design and construction of the Project. Subject to

the approvals and limitations herein, the Authorized Representatives designated below by the Parties shall have full authority on behalf of the designating party with respect to day to day decisions relating to design and construction of each Project Phase, once such Project Phase construction has begun.

13. Material Changes During Construction.

13.1 In the event material changes to a Project Phase or to the approved Design Documents are necessary to comply with applicable building codes or other applicable governmental regulations during construction of the Project Phase, Wild Rose may unilaterally initiate or implement any such material changes. Wild Rose shall notify University of such changes at the time it approves their initiation or implementation.

13.2 All other material changes to the Project must be agreed to by University (by and through its Authorized Representative).

14. Project Phase Schedules and Program Initiation.

The Project Phase 1 shall be developed according to the initial schedule attached hereto and incorporated herein, within Exhibit 9. Each Project Phase shall have a specific schedule for that Phase included within the Design Documents approved and incorporated for that Phase. Once construction begins on a Project Phase, Wild Rose shall have independent authority to authorize schedule changes for that Project Phase resulting from construction.

15. Project Phasing.

Wild Rose agrees that all structures and facilities constructed on the Campus Parcel will be constructed consistent with and pursuant to this Agreement. The Parties understand that the Project may be completed in Phases. With respect to the Project Phase 1, the Parties agree that it will be sufficient to allow the University to meet the Program Delivery agreed to as set out in Exhibit 5.

GENERAL TERMS

16. Successors of the Authority.

In the event of the dissolution or transfer of functions of Wild Rose, all the covenants, stipulations, promises and agreements in this Agreement contained, by or on behalf of, or for the benefit of, Wild Rose, shall bind or inure to the benefit of the successors of Wild Rose from time to time and any individual, entity, officer, board, commission, agency or instrumentality to whom or to which any duty, obligation or power of Wild Rose shall be transferred.

17. Parties in Interest.

Except as herein otherwise specifically provided, nothing in this Agreement expressed or implied is intended or shall be construed to confer upon any person, firm or corporation other than Wild Rose and University any right, remedy, or claim under or by reason of this Agreement, this Agreement being intended to be for the sole and exclusive benefit of Wild Rose and University.

18. Indemnification.

Wild Rose agrees that any personal injury to itself or third parties or any property damage incurred in the course of constructing the Project shall be the responsibility of Wild Rose, except to the extent such are caused by the negligence of University or its agents, contractors (including subcontractors), employees, invitees or guests. Wild Rose agrees to indemnify, defend, and hold harmless the state of Idaho and University and its governing board, officers, employees, and agents from and against any and all costs, losses, damages, liabilities, expenses, demands, and judgments, including court costs and attorney's fees, which may arise out of performance or failure to perform under this Agreement, or arising from any act, negligence or the failure to act of Wild Rose, or any of its agents, contractors (including subcontractors), employees, invitees or guests in relation to this Agreement, including but not limited to the construction of the Project.

University agrees that any personal injury to itself or its agents, contractors (including subcontractors), employees, invitees or guests, at the Project or Campus Parcel, shall be the responsibility of University, except to the extent such are caused by the negligence of Wild Rose or its agents, contractors (including subcontractors), employees, invitees or guests. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, University agrees to indemnify, and hold harmless Wild Rose and its governing board, officers, employees, and agents from and against any and all costs, losses, damages, liabilities, expenses, demands, and judgments, including court costs and attorney's fees, which may arise out of performance or failure to perform under this Agreement, or arising from any act, negligence or the failure to act of University, or any of its agents, contractors (including subcontractors), employees, invitees or guests in relation to this Agreement, including but not limited to the construction of the Project.

Wild Rose shall promptly notify University of Idaho, Attn: Risk Management Officer, P.O. Box 443162, Moscow, Idaho 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with University or its representatives in the defense of the same.

University's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and this indemnification, are $500,000 Combined Single Limits, which amount is University's limit of liability under the Idaho Tort Claims Act.

This indemnification does not apply as to either party when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of the other party, its agents or assigns, or when the claim or suit is made by one party against the other party. This provision shall survive the termination of this Agreement.

19. Environmental Issues.

Wild Rose is not aware of any environmental liabilities or hazards with regard to the Research Parcel. University is not aware of any environmental liabilities or hazards with regard to the Campus Parcel. Prior to the transfer of said parcels contemplated under this Agreement, University shall conduct a Phase I Environmental Review on the Campus Parcel, and Wild Rose shall conduct a Phase I Environmental Review on the Research Parcel. If the Phase I Environmental Reviews contemplate or suggest any further environmental reviews or testing, then said reviews shall be conducted prior to the parcels being transferred. The cost of any environmental remediation, if any, required on the Research Parcel shall be borne by Wild Rose. The cost of any environmental remediation, if any, required on Campus Parcel shall be the responsibility of University, or by mutual agreement between Wild Rose and University, be deducted from the purchase price reflected herein for the purchase of said Campus Parcel. Notwithstanding the Phase 1 Environmental Review with regard to the Campus Parcel, should it be determined that after closing of the transaction to Wild Rose, an undisclosed or undiscovered environmental hazard or liability exists on the College Parcel that existed at the time of University ownership, University shall indemnify Wild Rose to the extent of the cost of remediation of said environmental liability or hazard., so long as the amount of such indemnification does not materially affect the business plan set out in Exhibit 5, such that the business plan is no longer feasible to achieve.

20. Severability.

In case any one or more of the provisions of this Agreement or of any Design Documents shall, for any reason, be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions of this Agreement, this Agreement and the Design Documents shall be construed and enforced as if such illegal or invalid provisions had not been contained herein or therein.

21. Counterparts.

This Agreement may be executed in any number of counterparts, each of which, when so executed and delivered, shall be an original; but such counterparts shall together constitute but one and the same Agreement.

22. Authorized Representative.

University hereby designates Larry Branen, Associate Vice President, Northern Idaho, as its Authorized Representative.

Wild Rose hereby designates John Manning, Jr., ALSR Architects, as its Authorized Representative.

23. Notices.

The Authorized Representative of the Parties shall be notified of any changes to the Design Documents, and the Project Budget, in writing, and such notice shall be deemed given when mailed by registered mail, postage prepaid, faxed with receipt confirmed, or emailed with read receipt to the following:

To University:

Vice President for Finance and Administration
University of Idaho
Administration Building, Room 211
Moscow, ID 83844-3168
Telephone: (208) 885-6174
Facsimile: (208) 885-5504
Email: debbiee@uidaho.edu

With copy to:

Larry Branen
University of Idaho Northern Idaho
1000 West Hubbard, Suite 242
Coeur d'Alene, ID 83814
Moscow, ID 83844-3168
Telephone: (208) 292-2530
Facsimile: (208) 664-1272
Email: lbranen@uidaho.edu

To Wild Rose:

Dennis Pence
One Coldwater Creek Drive
Sandpoint, ID 83864
Telephone: (208) 265-3913
Facsimile: (208) 265-3912
Email: dcpence@thecreek.com

With copy to:

Ford Elsaesser
Attorney at Law
Elsaesser Jarzabek Anderson Marks Elliott & McHugh, Chtd.
P. O. Box 1049
Sandpoint, ID 83864
Telephone: (208) 263-8517
Facsimile: (208) 263-0759
Email: ford@ejame.com

With copy to:

John Manning, Jr.
ALSC Architects
203 North Washington, Suite 400
Spokane, WA 99201
Telephone: (509) 838-8568
Facsimile: (509) 458-3710
Email: jmanning@alscarchitects.com

All other notices under this Agreement shall be in writing and be delivered in person or by public or private courier service (including United States Postal Service Express Mail) or certified mail with return receipt requested to the parties at the above addresses or at such other addresses as the parties may from time to time direct in writing. Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail. Actual notice, however and from whomever received, shall always be effective.

24. Confidentiality of Information.

The Parties agree to keep confidential and not to disclose to third parties any information provided by the other party and labeled or otherwise identified as confidential. This obligation of confidentiality does not extend to any information that is subject to disclosure under the Idaho Public Records Act; is or shall become, through no fault of either party, available to the general public; or is independently developed and hereafter supplied to either party by a third party without restriction or disclosure. This provision shall survive expiration and termination of this Agreement.

25. Rights to Plans and Reports.

Wild Rose agrees that University shall have a non-transferable, royalty-free, non-exclusive license to use any intellectual property related to the Project developed by Wild Rose or on behalf of Wild Rose and to which Wild Rose has rights to, including but not limited to architectural and design plans, landscaping plans, documentation, or copyrightable work. The

Parties agree to provide all information regarding the Project to all other parties upon reasonable request to the appropriate Authorized Representative. This provision shall survive expiration and termination of this Agreement.

26. Term and Termination.

This Agreement shall continue in full force and effect until such time as the Project is fully built out, all Project Phases have been completed, and all real property designated as the College Parcel has been re-conveyed to University.

27. Early Termination by Mutual Agreement.

During the term of this Agreement, and in particular, from the Effective Date of this Agreement through the reversion dates contemplated in paragraph 4.3, above, in the mutual agreement of Wild Rose and University, if determination is made that the Project cannot operate under the terms and conditions of this Agreement, and further operation of the Project would be futile, then and in that event, and only upon the express written mutual consent of both Wild Rose and University, this Agreement may be terminated earlier than the term hereof, and in addition, the restrictions and covenants and use of the property as contemplated under paragraph 4, and the relevant exhibits thereto, may be waived so that the Property may be developed, used, leased, or sold in a manner deemed appropriate by the mutual agreement of Wild Rose and University. Any such disposition of the Project shall also require, by mutual agreement and consent of Wild Rose and University, a disposition of proceeds, if any, reflecting the relative contributions made to the Project by Wild Rose and University.

28. Insurance.

28.1 General Requirements

a. Wild Rose and its contractors and subcontractor(s) retained to work on the Project are required to carry the types and limits of insurance shown in this insurance clause, section 9.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by Wild Rose and provided to University within seven (7) days of the signing of the Agreement by Wild Rose and of contractors as retained thereafter. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 9.0. Exhibit B, the Request for Certificate of Insurance, provides a list of instructions for the insurance agent or broker of the Contractor and its subcontractor(s) of any tier.

b. Additionally and at its option, University may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of University's request.

c. All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to, nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

d. All policies shall name University as Additional Insured. On the certificate, University shall be stated as: "State of Idaho and The Regents of the University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P. O. Box 443162, Moscow, ID 83844-3162.

e. Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of University to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

f. No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Lease.

g. Wild Rose is responsible for coordinating the reporting of claims and for the following: (a) notifying University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent University from protecting its interests.

28.2 Required Insurance Coverage. Wild Rose, and its Project contractors and its subcontractor(s) of any tier shall obtain and maintain:

a. Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $5,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $5,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort

liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

b. Commercial Auto Insurance. If applicable, Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $5,000,000; Underinsured and Uninsured Motorists limit of not less than $5,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

c. Personal property. If applicable, Contractor and its subcontractor(s) of any tier shall purchase insurance to cover personal property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of University, its employees, officers or agents. Waiver of subrogation language shall be included.

d. Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.

e. Professional Liability. All Project contractors and subcontractors of a profession for which professional liability insurance is available and commonly maintained as a good business practice shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars ($5,000,000).

29. Attorneys' Fees.

In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

30. Entire Agreement; Modification.

This Agreement (and its attachments, if any) constitutes the entire understanding between the Parties with respect to the subject matter hereof and may not be amended except by an agreement signed by Contractor and an authorized representative of University.

31. Severability.

The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

32. Governing Law; Forum.

Any legal proceeding instituted between the parties shall be in the courts of the County of Latah, State of Idaho, and each of the Parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho.

33. Paragraph Headings.

The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

34. Non-Waiver.

The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

35. Assignment.

Neither party may assign the rights or delegate the obligations under this Agreement without the other Party's prior written consent.

36. Accounting; Audit.

For a period of three (3) years following completion of the Project called for hereunder, University or its authorized representatives shall be afforded access at reasonable times to Wild Rose's accounting records relating to the Project for the purposes of reviewing Project costs.

37. Nondiscrimination and Affirmative Action.

Wild Rose shall not discriminate against any employee or applicant for employment in the performance of this Agreement with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Agreement. Wild Rose certifies that it does not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, Wild Rose agrees to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

For nondiscrimination based on race, color, religion, sex or national origin this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Contractor disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

For nondiscrimination based on a Handicap this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order°11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

Wild Rose agrees to include this clause in every contract for the Project.

38. Representations and Warranties.

Wild Rose represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to complete the Project up to the minimum amount committed herein; (b) that it is able to furnish the plant, tools, materials, supplies, equipment, and labor required to complete the Project and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, that it will acquire the services of persons properly licensed by all necessary governmental and public and quasi-public authorities to work on, construct, and complete the Project; and (d) that it will obtain all licenses and permits required by law to complete the Project.

Final Draft

39. Contingency Regarding Urban Area Transportation Plan.

After the execution of the MOU, and prior to the consideration by Wild Rose and University of this Agreement, the parties became aware of an "Urban Area Transportation Plan" (hereinafter "Transportation Plan"), involving the communities of Sandpoint, Dover, Kootenai, Ponderay, and the Independent Highway District. "Travel Scenario #4—Great Northern to Realigned SH-200" (hereinafter "Scenario #4") of such Transportation Plan being contemplated would materially impair and impact, in a negative manner, and/or condemn the Research Parcel being conveyed to University hereunder. "Scenario #4" would therefore frustrate a primary intention of this Agreement in providing a new location for the agricultural research aspects of the Project. If appropriate action is not taken by the municipalities to decline going forward with "Scenario #4," or any other alternative that impairs either the Research Parcel or the Campus Parcel, before the Effective Date of this Agreement, then and in that event, this Agreement, at the option of Wild Rose or University, may be declared null and void.

IN WITNESS WHEREOF, the Parties have executed this Agreement:

BOARD OF REGENTS OF THE
UNIVERSITY OF IDAHO

Date

By _____

WILD ROSE FOUNDATION, INC.

By _____ Date

University of Idaho Sandpoint Campus

Master Plan

Version 1.0

TABLE OF CONTENTS

MASTER PLAN

Introduction/History	Pg. 2
Site Vicinity	Pg. 3
Vision	Pg. 4
Master Plan	Pg. 5
Campus Environment	Pg. 6-15
Principle Diagrams	Pg. 16-21
Phasing	Pg. 22
High School	Pg. 23

PROJECT PROGRAM GUIDE

Introduction/Mission Statement	Pg. 27
Project Goals and Objectives	Pg. 28
General Background	Pg. 30-31
Educational Program	Pg. 32-36
Design Criteria and Functional Requirements	Pg. 38-41
Technology Guidelines and Criteria	Pg. 42
Schedule Outline	Pg. 43
Site and Program	Pg. 45
Performing Arts Learning Center	Pg. 46-53
Agriculture & Life Sciences	Pg. 54-61
Administrative/Center Operations	Pg. 62-70
Student Union	Pg. 72-80
Future Building Sites	Pg. 81

ATTACHMENTS

PROGRAMMING PARTICIPANTS & ACKNOWLEDGEMENTS

Introduction

The purpose of this Master Plan is to clearly illustrate, guide and provide structure for the creation of the University of Idaho Sandpoint Campus. The Master Plan will provide a road map for successful implementation of the plan consistent with the values of the Wildrose Foundation and the University of Idaho; while recognizing the unique attributes of the site and the Sandpoint community. The idea of "campus" is first and foremost a sense of place and community. The Master Plan will give rise to both.

Site History

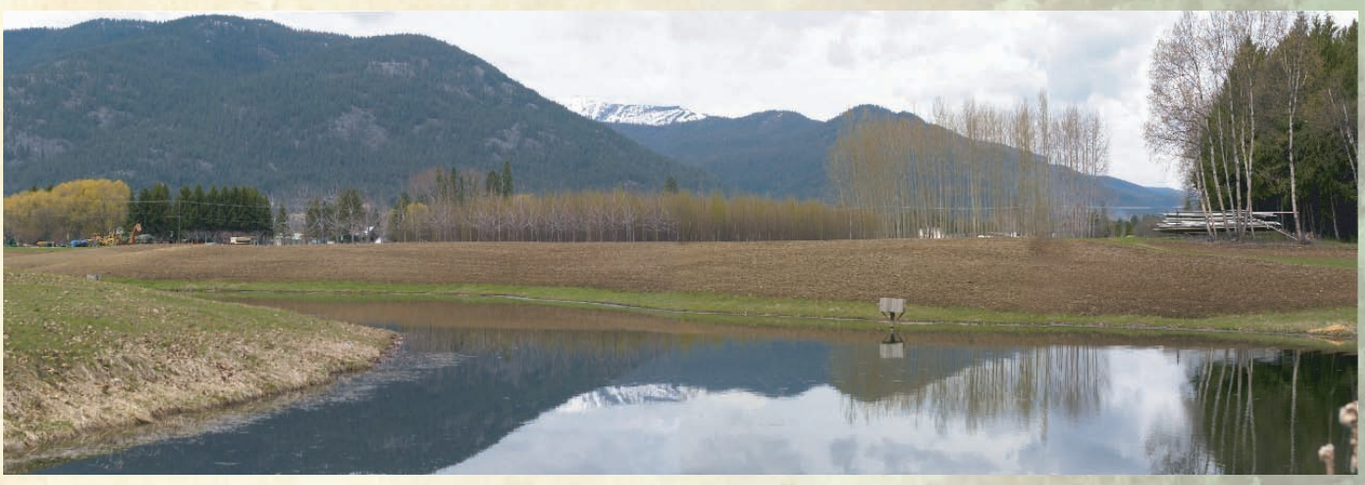
The Sandpoint Research and Extension Center in Sandpoint, Idaho, was established in 1915 and was originally named the Sandpoint Branch Experiment Station. T. J. Humbert, President of the Humbert Lumber Company, donated the land comprising the Center. The deed transferring the property to the State Board of Education and Board of Regents of the University of Idaho was dated July 12, 1913.

Over the ensuing years, the original deeded acreage was reduced through easements to the U.S. Corps of Engineers and the Idaho State Highway Department as well as a land sale to Great Northern Railroad in 1916. The remaining 63 acres comprises the present Research and Extension Center.

In general, research at the Sandpoint Center was directed toward practical agriculture in the northern Idaho area. Although cereal production was not a major crop in Bonner County, this Center has been used extensively for testing varieties adapted to other northern Idaho counties. In the past few years, interest has grown in small fruits, ornamentals and Christmas trees as the number of small, family farms has increased in Idaho's three northern counties.

Though a component of this campus will be agricultural in nature in recognition of this history of use, the overall educational and academic mission of this campus at Sandpoint will be much broader based and geared both toward the future educational needs of this region and the overall mission of the University of Idaho as delineated in the University's Strategic Plan.

Site Vicinity



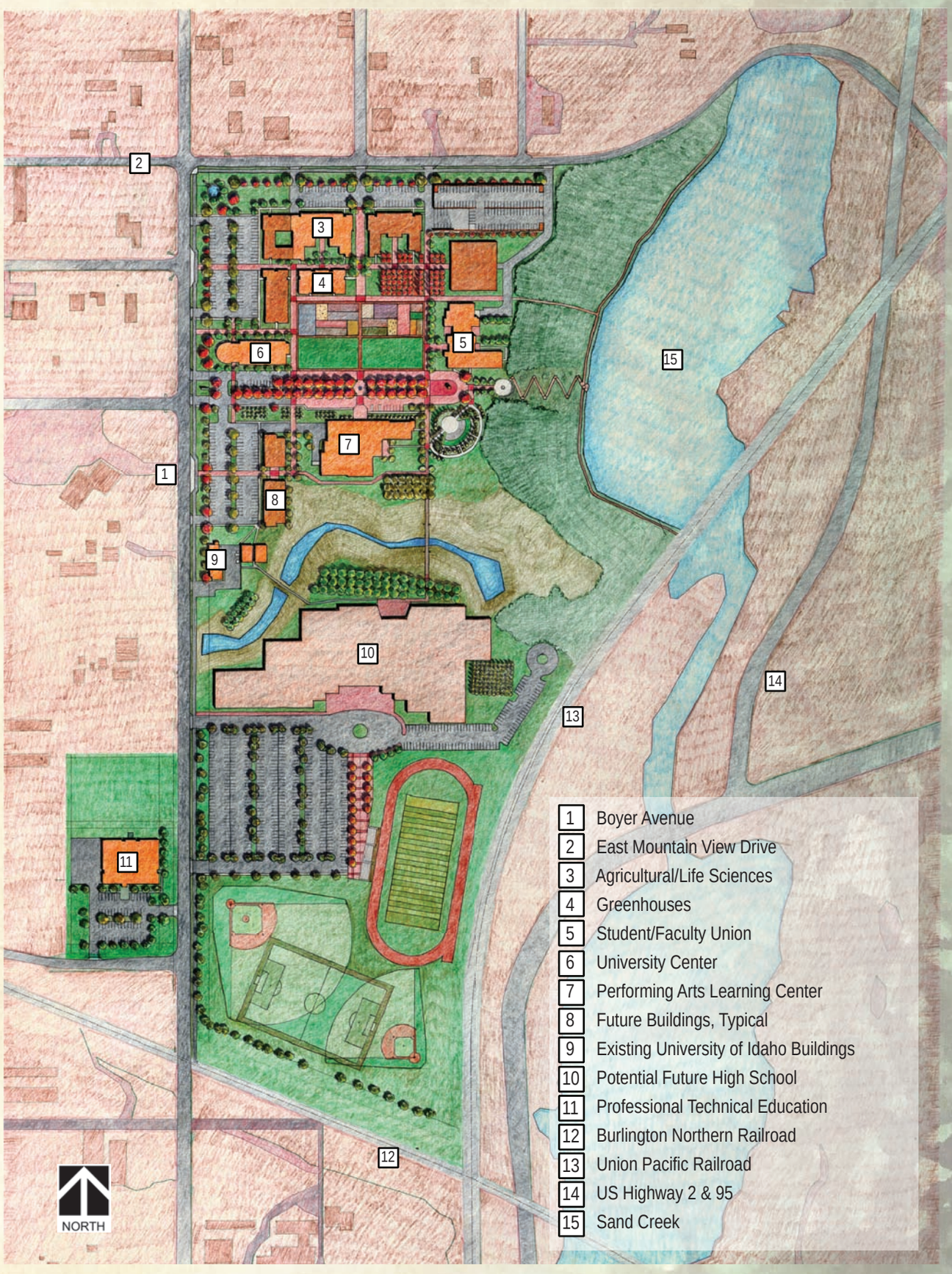
Vision . . . Creating Campus as Laboratory

Sandpoint is an extraordinary setting for the new University of Idaho campus and its focus on the educational experience and the environment. The new campus will be an innovative teaching and learning venue with the Central Green to be developed as an experimental educational space and as an acknowledgment of the agricultural history of the site. The primary identity of the campus will be defined by this space and the development of its "landscape."

Likewise, the new buildings will create a scale of intimacy, vitality and appropriate diversity within the campus while facilitating the curriculum that supports and advances the mission of the University of Idaho. In other words, the buildings are a backdrop to the educational mission and the sense of place for academic endeavors. This new campus is to engage the larger Sandpoint community and region in active participation in educational opportunities ranging from Performing Arts to Master Gardening to an Executive MBA program. All aspects of the site and educational experience are to enrich and enliven the region.

The underlying values of environmental and ecological sensitivity will engender a conscious, sustainable approach to the treatment of the site and its surroundings. The over-arching goal of meeting sustainable objectives will give direction to the buildings and their systems and minimize the carbon footprint left behind. With pilot and demonstration projects threaded into the fabric of the campus, the campus will truely be an innovative approach where student and faculty alike benefit.

Master Plan


1 Boyer Avenue
2 East Mountain View Drive
3 Agricultural/Life Sciences
4 Greenhouses
5 Student/Faculty Union
6 University Center
7 Performing Arts Learning Center
8 Future Buildings, Typical
9 Existing University of Idaho Buildings
10 Potential Future High School
11 Professional Technical Education
12 Burlington Northern Railroad
13 Union Pacific Railroad
14 US Highway 2 & 95
15 Sand Creek
NORTH

Campus Environment

TENETS AND PLANNING PRINCIPLES

Guiding the Master Planning of the campus are several planning principles and tenets including:

- Authenticity, Integrity and Respect for the Campus
- Stewardship of the Historic Existing Natural Attributes
- Facilities and Infrastructure that Provide:
  - Flexibility/Expandability
  - Accessibility
  - Respect/Honor the Environment
- Value the Community Context
- Sustainability
- Use of Open Space as Organizational Center
- Human Scale
- Pedestrian Orientation and Accessibility

Overall View Looking Southeast at Central Green, Performing Arts Learning Center and Amphitheater

Campus Environment

THE NATURAL ENVIRONMENT, OPEN SPACE AND VIEWS

A minimum 40' greenbelt setback will be dedicated on the north edge along East Mountain View Drive and the west edge along Boyer Avenue. This generous soft edge helps to visually define the campus and provides a landscape buffer to adjacent community land owners.

Open space, landscape and the Central Green are to be developed over time to allow ecological and environmental projects to occur and co-exist within the framework of the campus, providing a rich mix of "landscape" and diversity of plant material. Master Gardening and Ag Extension projects are to be integrated into the Master Plan where workable and appropriate and may change over time depending on the nature of the research and community interest.

Landscape in and around the parking sectors will be designed to appropriate levels for mitigation of heat islands and will respect the Campus tenet of a "green," environmentally sensitive and responsible in sustainability. In this regard, alternative pavement types will be investigated and installed as a pilot project to demonstrate differing methods of controlling and dealing with stormwater while minimizing the heat island effects of normal paving.

Within the campus, the surrounding views and view corridors will accommodate and capture the existing background mountains and create new view corridors that reinforce connectivity to Sand Creek and views beyond to the Selkirk Mountains to the east. Views from the perimeter into the campus will be framed by buildings and allees of trees. The inward focus will be toward the Central Green which becomes the "place" that orients students, faculty and visitors to the academic core.

CAMPUS ENVIRONMENT

THE BUILT ENVIRONMENT, ARCHITECTURAL CHARACTER

The University of Idaho at Sandpoint has an opportunity to fashion a unique architectural expression that speaks to the mission and vision of this newly created campus. This character will evoke the qualities of the University of Idaho's main campus while recognizing the unique and extraordinary site context and specific building types that form this campus.

The architecture will be unique and authentic to five principle planning tenets. These tenets will ensure an integrity that unmistakably captures the essence of Sandpoint, the site and the University of Idaho. These tenets are:

1. North Idaho and Sandpoint's geographical context:
   - Water
   - Mountains
   - Vistas
   - Timber
   - Air

2. Site-specific qualities, characteristics and attributes that enrich and enhance the creative learning environment.

3. Main University of Idaho campus material qualities and attributes that promote:
   - Quality, Longevity, Permanence, Civic Import
   - The Natural and Sustainable
   - Basic University/Campus Standards

4. Authenticity of building expression true to each specific building type and function.

5. Sustainable principles and natural material selections that honor and respect the environment.

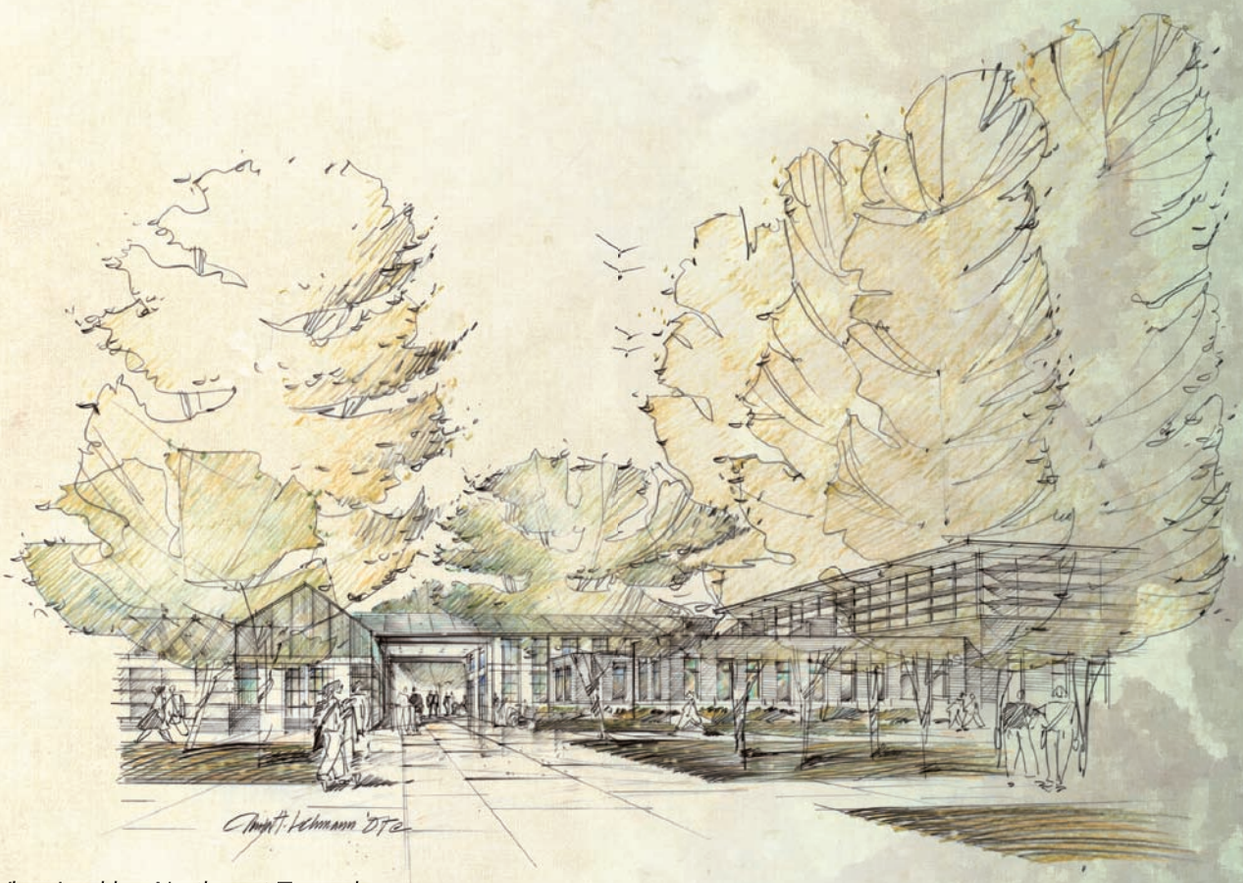
Building size and character of the architecture will be consistent and respect basic University of Idaho campus standards; and respect the context of the site, neighborhood and accepted campus qualities and characteristics . . . open spaces, vistas, etc. Specific character will vary depending on each building's designated use and be commensurate with functionality and expression unique to that use. The buildings are to be considered "contextual buildings" that shape the campus and create unique spaces between building edges.

Materials will be a range of concrete masonry, brick, stone, non-reflective glazing, wood where applicable and a variety of warm metals. All material selections will be of environmentally sensitive origin; sustainable and durable.

Buildings shall be of a human scale and be infused with texture and imagery derivative of both northern Idaho and the University of Idaho. Building edges shall provide shade, shelter and comfort from the weather and environment.

Height of buildings is generally not to exceed three levels or 45 feet, creating a uniform height appropriate to the programs and the functionality of each building. Possible exceptions will be a Campus Campanile serving as a campus identity and possibly the Performing Arts Hall that requires up to 50 foot in height to accommodate volume and fly lofts for stage sets used in teaching and learning.

Campus Environment



View Looking Northwest Towards College of Agriculture & Life Science

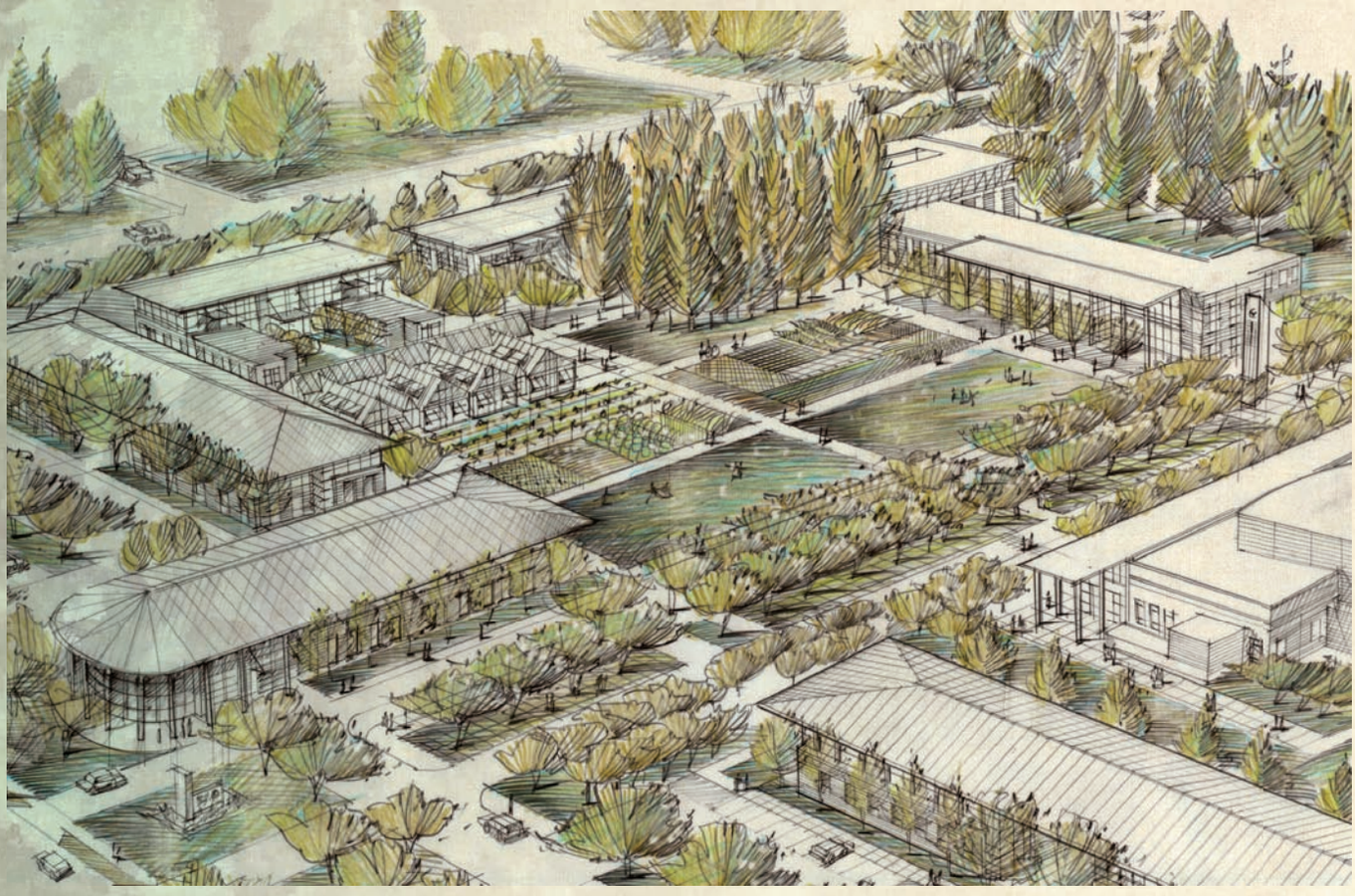
Campus Environment

NEIGHBORHOODS, OPEN SPACE AND FOCAL POINTS

The campus is organized around a Central Green with academic disciplines arranged as distinct zones around this Central Green. This allows a five minute walk from building to building and a ten minute walk to cross campus or from parking sectors. The academic zones are as follows:

- Performing Arts Learning Center
- College of Agriculture & Life Sciences
- Administration/Center Operations
- Student Union

The initial Academic Buildings begin to frame the central space. As future building sites are developed, and additions to existing building are developed, these will further reinforce the Central Green, enhance the sense of place (both grand and intimate) and augment entry portals to the pedestrian center campus. These promenades, pathways and view corridors are to be preserved and further developed (shown in diagrams on page 17 and 20.)



Overall View Looking Northeast

Campus Environment

GATEWAY, ENTRY FOCUS

The primary campus entry is on Boyer Avenue with a secondary entry off East Mountain View Drive. The primary campus auto/visitor entry is limited to the western edge of the campus for ease of visitor access to the new Administration Building.

In special cases, such as large theater productions and special events at the Performing Arts Learning Center, controlled access for buses and access for vehicles of persons with disabilities would be allowed along the main promenade. Vehicles are restricted to a looped drive that provides access to the south parking area and visitor parking.

Once parked, students, faculty and visitors are presented with "framed" view corridors, wide walking surfaces and treed promenades that provide direction to the main buildings on campus. The pedestrian pathways and the visual keys reinforce the special nature of the Campus Plan.

View Looking East From Boyer Avenue at Administration/ Center Operations Building and Main Entry Drive

Campus Environment

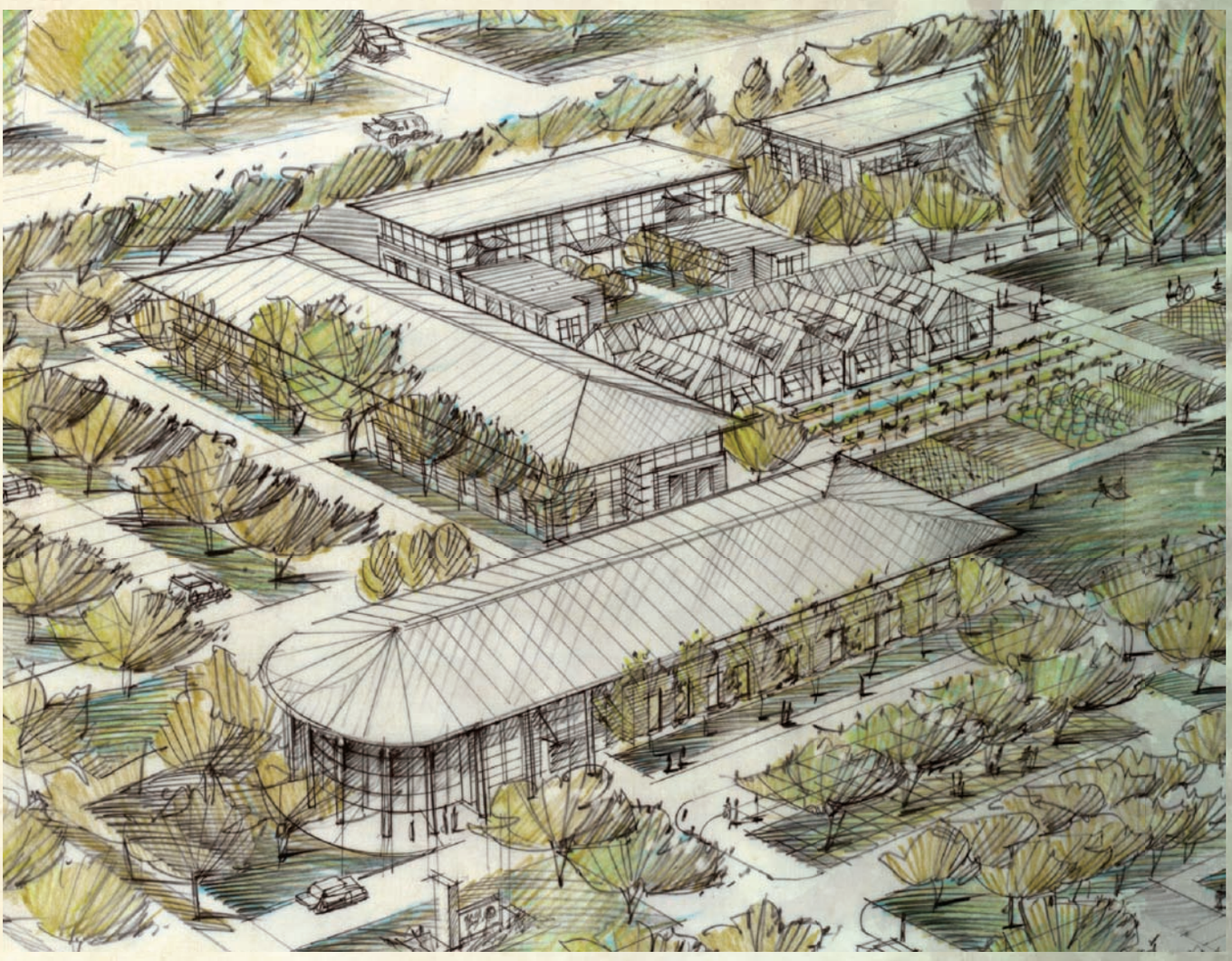
TRAFFIC AND PEDESTRIAN ORIENTATION

As primarily a commuter campus, parking is necessary and organized in three "sectors" and kept at the perimeter of the site. This will provide ease of access to the campus from Boyer Avenue and East Mountain View Drive respectively, keeping the campus a pedestrian priority environment free of automobiles. Three parking "sectors" will be surface parking with appropriate landscaping for the first phase and ultimate campus build out. The number of stalls is approximately 300-350 in the first phase. The full Master Plan build-out requires a two-level parking structure to satisfy the University of Idaho Sandpoint's parking requirements of approximately $600^{+/-}$ stalls while minimizing the hard surface and/or storm water impact. Possible locations in the Master Plan for such parking structures are the northeast or southwest sectors.

Building service is also contained within and from the parking sectors, while only campus service vehicles are allowed within the campus proper via pedestrian pathways or promenades. Appropriate fire access lanes will be provided to each of the buildings and will be part of the service access circulation.

Accessible pedestrian pathways are organized around the Central Green and connect east-west from parking sectors to the waterfront, the Academic Core and Sand Creek. These pathways are to be developed over time to activate the natural dense greenbelt at the east edge of the campus. In the north-south direction, the pedestrian pathways connect the campus core with the existing pastoral greenbelt and potential future high school site. Bicycle pathways are to be recognized to coincide and connect with the existing system developed by the City and to occur at the eastern edge.

Campus Environment



View to Northeast of Administration/Center Operations, Life Sciences and Central Green

Campus Environment

LANDSCAPE TENETS, PRINCIPLES AND SITE AMENITIES

Tenets that will guide the landscape development include:

- Accessibility
- Safety
- Esthetics
- Sustainability
- Disease Resistance
- Drought Tolerant
- Adaptive Species
- Native and Indigenous Species
- Ease and Effective & Maintenance

Site amenities (existing and new) include:

- East greenbelt with Sand Creek accessibility.
- The south pastoral greenbelt naturally divides yet is center to the entire 68 acre site. A man-made “water feature” in this greenbelt will serve as irrigation to the campus.
- A new outdoor amphitheater will anchor one corner of the site and will serve the Performing Arts Learning Center, the campus as a whole and the community at large.
- Connecting existing bicycle paths to new paths, ensuring connectivity to the campus.

The landscape design will include at its core a sustainable plant palette of native and adapted materials suitable to the microclimate. The plant palette will allow a much lower irrigation requirement, a lower need for pesticide application and pruning, and will provide a longer lasting landscape rather than introducing materials that are not well suited to the Sandpoint area, or consistent with University Campus Standards.

Irrigation systems will include equipment that will allow the use of on-site non-potable water sources, and will include variable speed pumps that place a lower electrical demand on the utility system; efficient water filters to provide water clean enough for irrigation use; highly efficient subsurface shrub and groundcover irrigation; and limited areas of landscape that require conventional rotor or spray heads. Irrigation systems will be equipped with rain sensors, soil moisture sensors, and, potentially, a weather station that will adapt irrigation water application in near real-time.

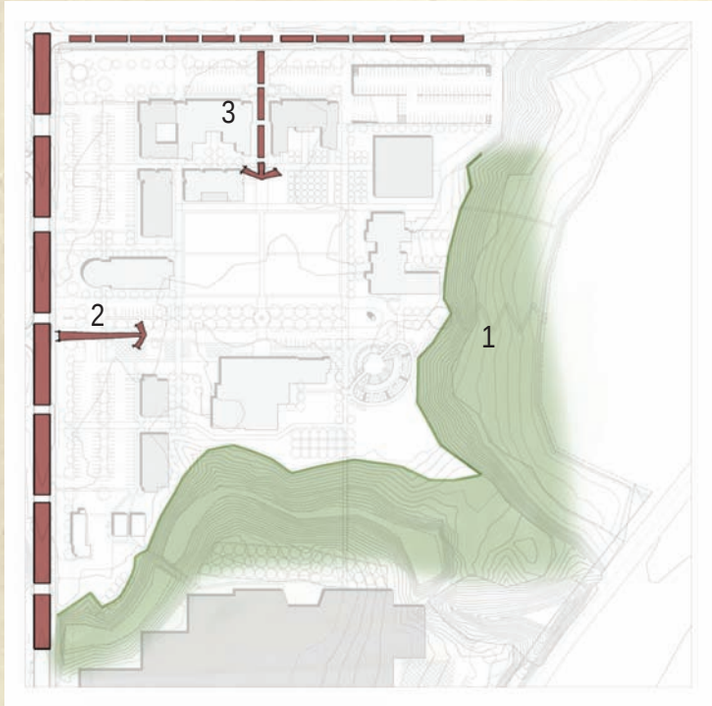
Campus Environment

1 Boyer Avenue
2 Main Entry
3 East Mountain View Drive
4 Existing Structures
5 Parking - 101 Stalls
6 Parking - 101 Stalls
7 Parking - 56 Stalls
8 Parking Garage - 228 Stalls
9 Center Building - Phase 1
10 Fine Arts - Phase 1
11 Ag Life Sciences - Phase 1
12 Greenhouse - Phase 1
13 Student Union - Phase 1
14 Central Green
15 Amphitheater - 500 Seats
16 Clocktower Plaza
17 Overlook
18 Phase 2 Buildings
19 Service
20 Future High School
21 Bridge to High School
22 Natural Water Feature
23 Existing Walnut Trees
24 Existing Apple Trees
25 Existing Plum Trees
26 Existing Cherry Trees
27 Existing Poplar Trees
28 Sand Creek
29 40' Setback From P.L.
30 Visitor Parking - 11 Stalls
31 Event Parking - 10 Stalls
32 Snow Removal Area
33 River Access
34 Union Pacific Railroad

Principle diagrams

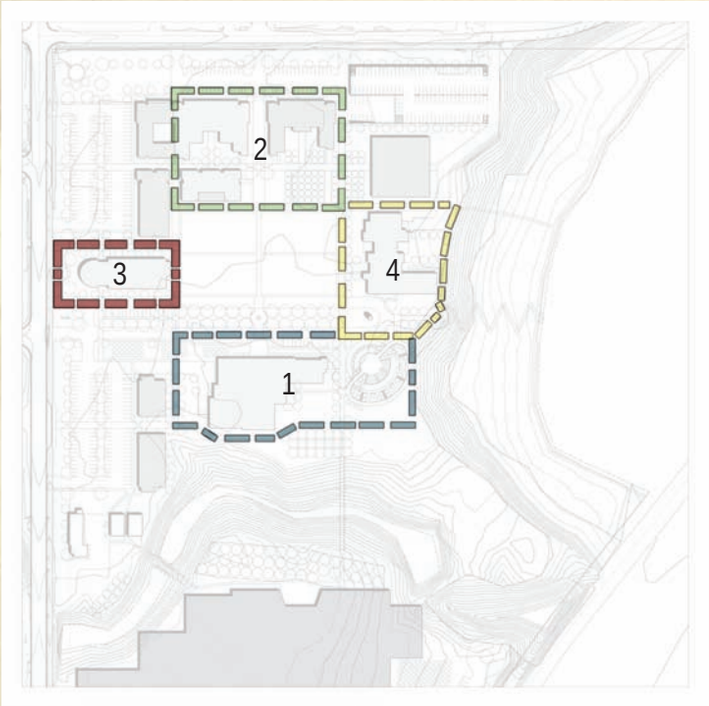
EDGES:

1. Existing “Edges” to Remain
2. Primary Gateway/Identity to Campus from Boyer Avenue
3. Secondary Entry Identity to Campus from East Mountain View Drive

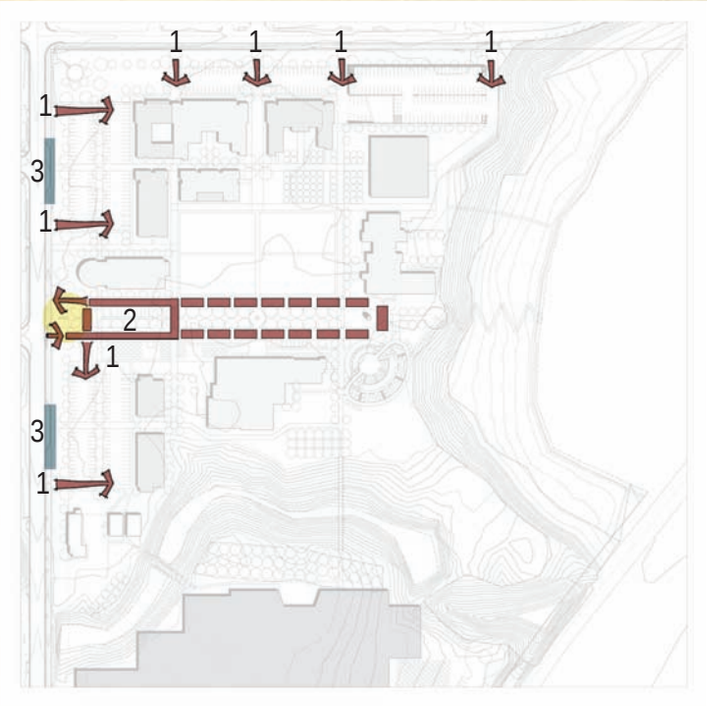


NEIGHBORHOOD & BUILDING ORGANIZATION:

1. Performing Arts Neighborhood
2. Agriculture/Life Sciences Neighborhood
3. Administration/Center Operations/Classroom Neighborhood
4. Student Union Neighborhood



PRINCIPLE DIAGRAMS



VEHICULAR/TRANSPORTATION MOVEMENT:

1. Entry Points to Parking
2. Main Entry Drive from Boyer Avenue with Controlled access to Performing Arts Learning Center
3. Covered Transit Drop Points Along Boyer Avenue that Align with Campus Pathways

PEDESTRIAN CONNECTIVITY: PROMENADES & PATHWAYS

- 10 Minute Walking Distance from Edge to Edge of Campus
- 5 Minute Walking Distance from Building to Building
- Organized Network of Pedestrian Pathways (in green)
- Connectivity to Water
- Connectivity to South

PRINCIPLE DIAGRAMS

NEW OPEN SPACE: CENTRAL GREEN

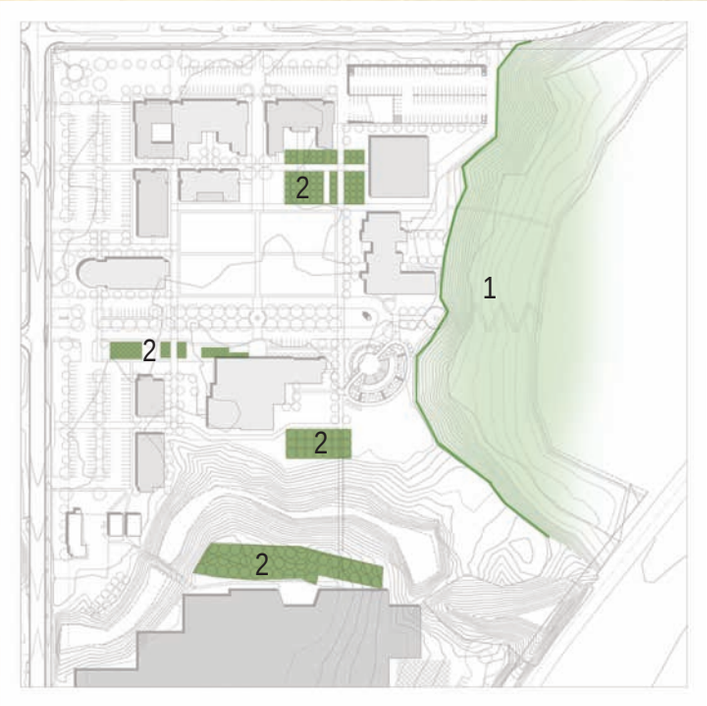
1. New Central Green as Center of Campus
2. Secondary Greens / Forecourts and Courtyards to Buildings
3. 40' Wide Green Belt

- Existing Agricultural Projects / Plants Where Appropriate or Applicable

OPEN SPACE: NATURAL AMENITIES

1. Pastoral Green
2. Natural Amphitheater

Principle diagrams



EXISTING LANDSCAPE

1. Greenbelt to the East
2. Existing Tree Groves

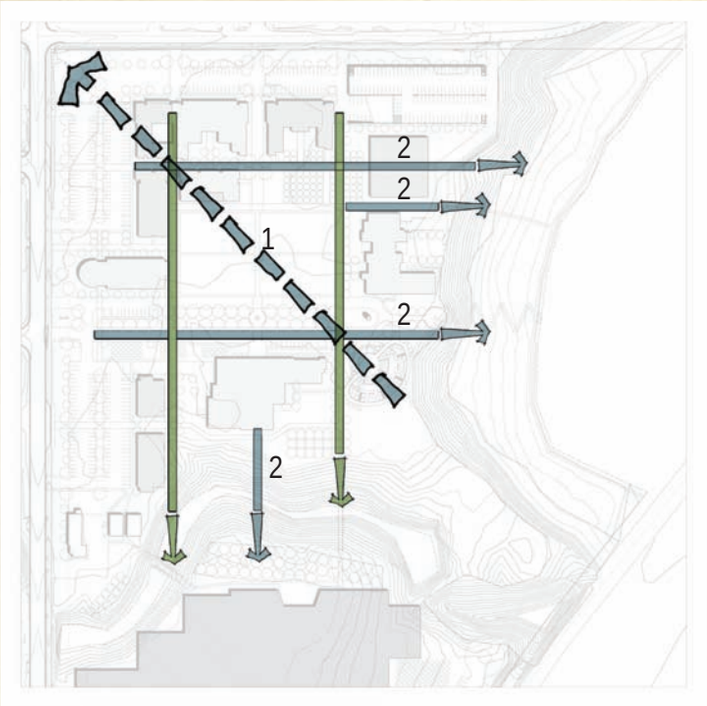
BIKE CONNECTIVITY

1. Existing Bike Path Along Boyer Avenue and East Mountain View Drive
2. New Bike Path on East of Site Along Sand Creek

PRINCIPLE DIAGRAMS

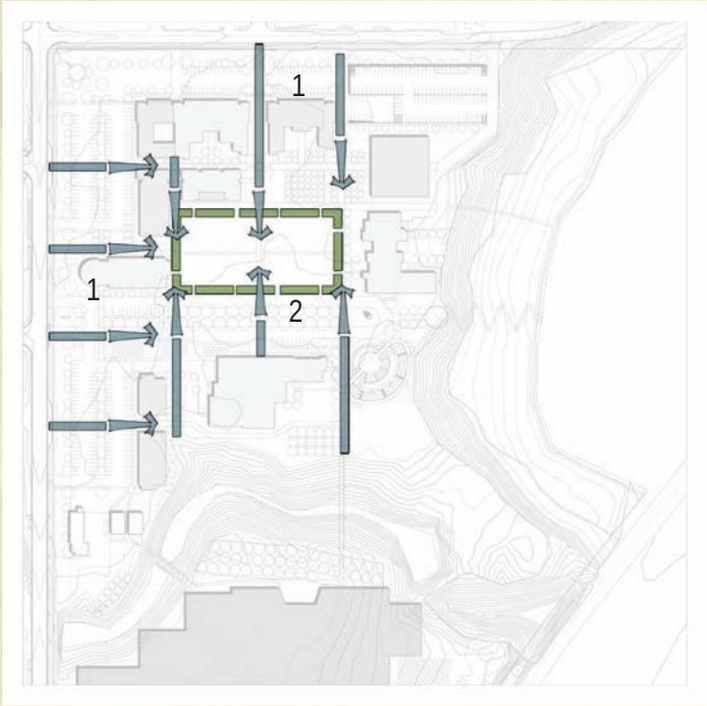
VIEW CORRIDORS OUT: MOUNTAIN/ WATER VIEWS

1. Mountain Views to Northwest
2. Secondary Views out to East and South

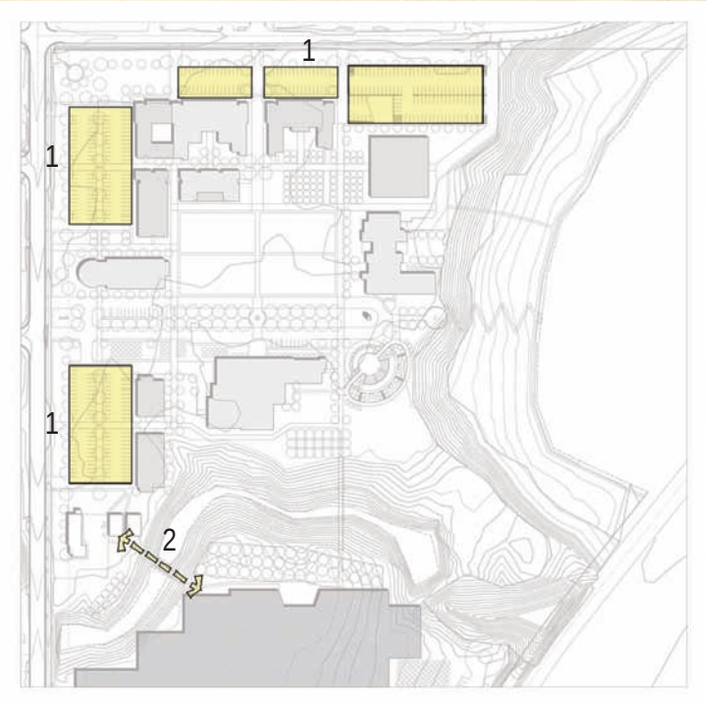


VIEW CORRIDORS IN

1. Views in from Perimeter
2. Views Along Promenade to Central Green

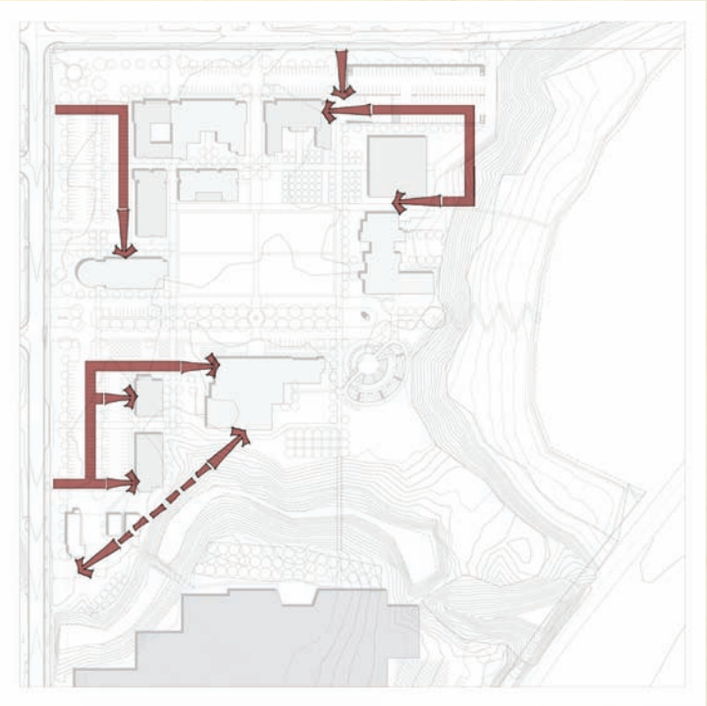


PRINCIPLE DIAGRAMS



PARKING SECTORS

1. Surface Parking at Perimeter with Access from Boyer Avenue and East Mountain View Drive
2. Future Shared Use Parking from South Parcel

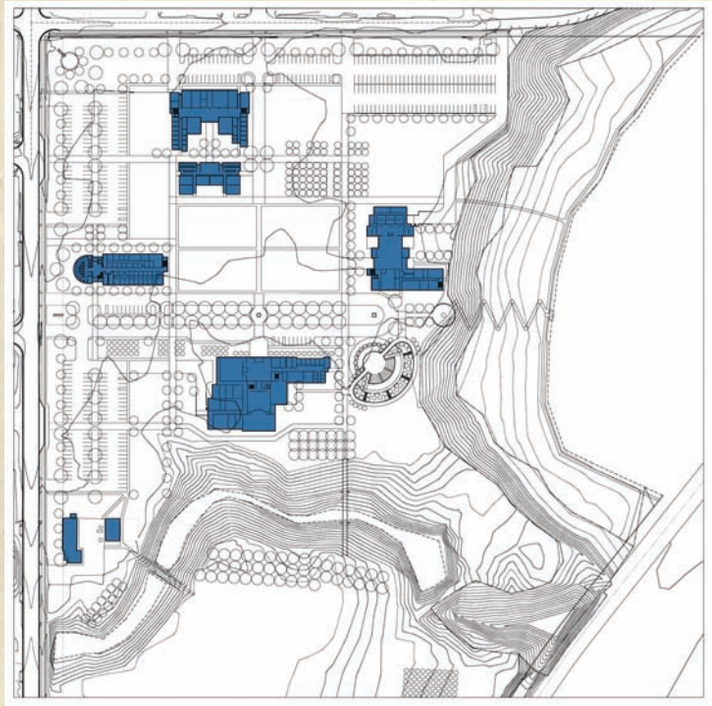


CAMPUS/BUILDING SERVICE

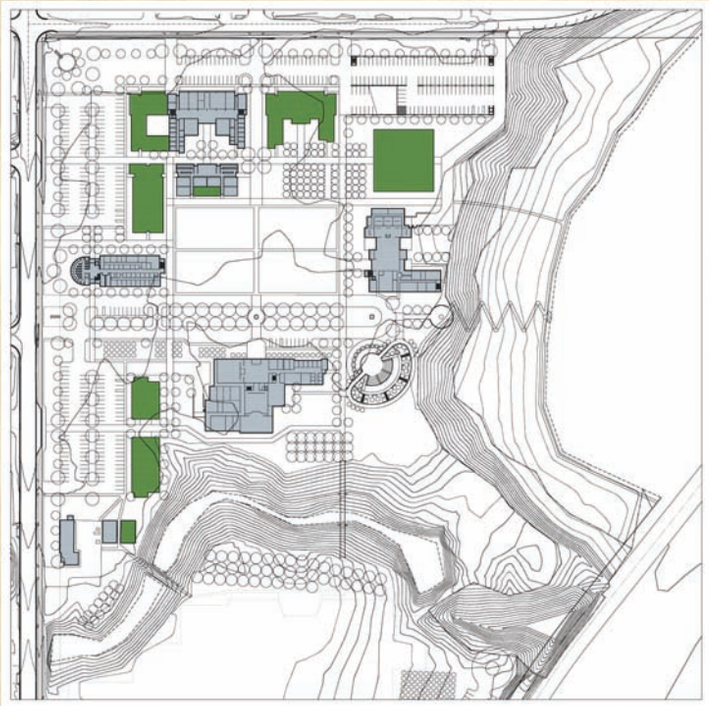
- Building Service Access from Perimeter through Parking

PHASING

PHASE 1



PHASE 2



HIGH SCHOOL
(SOUTH PORTION OF SITE)

The south portion of the site is a possible location for a new High School of roughly 1,800-2,000 students totaling roughly 240,000-260,000 square feet. This location is adjacent to the new University of Idaho Sandpoint Campus and a natural pastoral greenbelt to the north and east.

Primary access to the site will occur off of Boyer Avenue with possible additional entries from the southern portion of the site.

This possible site location envisions having a clear and strong connectivity to the new University of Idaho Sandpoint Campus, facilities and classrooms; with shared use parking for faculty members, to parking along Boyer Avenue north of the natural greenbelt.
(See Parking Sectors Diagram, Page 21)

This possible High School site will share in the amenities that the overall site offers such as natural settings, bicycle connectivity and newly formed pedestrian pathways that will be developed over time as part of the Master Plan.

South of the main building will include accommodations for adequate student parking, school bus drop-off and athletic facilities such as baseball/softball, track and field and football.

University of Idaho Sandpoint Campus

Project Program Guide

View Looking Northwest Towards
College of Agriculture & Life Science

Introduction

The purpose of this Project Program Guide (PPG) is to clearly illustrate, guide and provide a structure, integrity, program and program relationships for the creation of each building and to ensure the successful implementation of the plan consistent with the quality and values of the University of Idaho and the Campus Master Plan.

Mission Statement

The mission of the project is to create a 21st Century environment that fosters innovative, interdisciplinary, interactive, integrated, collaborative, and sustainable programs that reflect the land grant concept with programs provided in teaching, learning, scholarly and creative activity, research, outreach and engagement.

Physically, the campus will serve as an innovative venue that engages students and faculty in an uncommon way, fosters excellence in all programs and makes use of the natural environment and the campus infrastructure to experiment with and develop new programs and educational approaches.

Programmatically, the facility will support technologically enhanced teaching and learning, scholarship and creativity, outreach and engagement, social interaction, interdisciplinary activities, sensitivity to environmental sustainability with recognized centers of excellence in selected areas of emphasis consistent with the University strategic themes.

All programs and facilities should reflect the central theme, “Developing healthier and more sustainable lives and communities through education.”

Project Goals and Objectives

The University of Idaho at Sandpoint has an opportunity to create a unique place with a unique architectural expression that speaks to the mission/vision of the University of Idaho and the Wildrose Foundation. The buildings are to be considered as "background buildings" that shape the campus and create unique spaces between building edges. The goals and objectives are focused on three categories:

CAMPUS

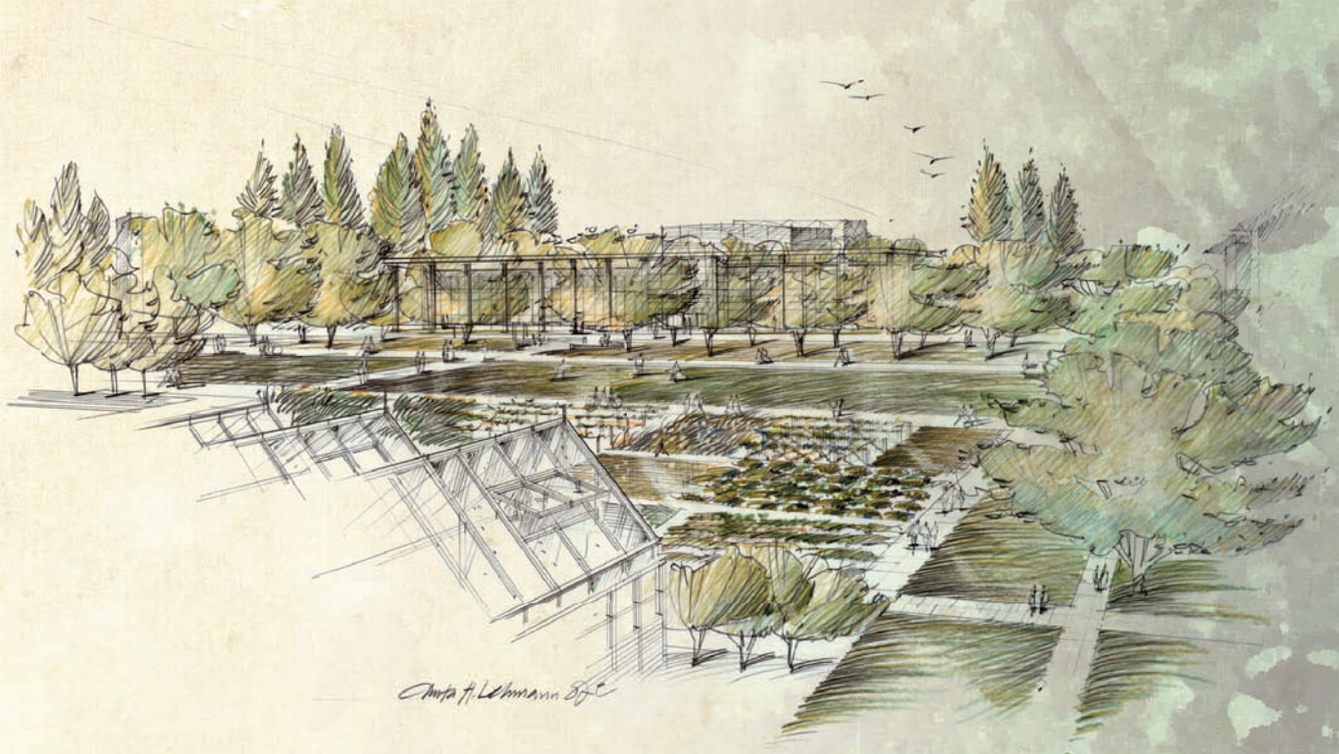
- Plan and design the facilities and campus to create both a unified location and identity for the University of Idaho yet foster closer linkages with the community, all other educational institutions and other enterprises that enhance the campus community.
- Develop a campus that promotes collegiality among units and creates a sense of community for students and faculty.
- The campus should be a recruitment tool for future faculty, staff, students and potential donors with quality offices, student spaces and state-of-the art instructional and research spaces.
- The campus should respect the environment and remain open and intimate.
- The campus shall be a venue to exhibit sustainable practices.

EDUCATIONAL

- Provide instructional spaces that support interdisciplinary, collaborative and interactive teaching and learning that are complemented by appropriate technology features. Team-teaching, student presentations, and small group interactions are integral to innovative curriculum delivery and require flexible and creative space layouts for teaching and learning. Flexibility will be essential in all environments and informal learning spaces should be included to complement formal spaces.
- Enhance the campus with technologies that support, maintain, and improve the learning and scholarly activity of the Campus. Create an adaptable building whose infrastructure allows for future technologies and changes in uses.
- Expand the capacity for delivery of outreach programs and services. Buildings should provide state-of-the-art telecommunication capabilities for interactive program delivery.
- Create laboratory buildings that provide state-of-the-art equipment and provide for interactive research projects and flexibility in the use of the spaces.

ARCHITECTURAL

- The architecture shall be human scaled and memorable; infused with texture and scale.
- The architecture shall be consistent yet authentic to the specific program.
- The architecture shall be uniquely Sandpoint and foster a collegiate feel.
- The architecture shall focus on creating place, space and an interactive environment.
- The architecture shall reinforce pedestrian environment.
- The architecture shall provide edges and micro-climates that shelter and protect.



Overall View Looking Southeast at Central Green,
Performing Arts Learning Center and Amphitheater Beyond

General Background

SITE DESCRIPTION

The Sandpoint Campus will occupy the northern half (approximately 31 acres) of the current University of Idaho Ag Research Center. The site is generally flat with a significant man-made water feature at the south edge of the proposed campus.

From the plateau of the main campus, the east edge is steeply graded down to Sand Creek. Walking trail access will be provided to this natural water course.

The campus currently features stands of experimental trees, fruit trees, conifers and fruit-bearing shrubs. These will be maintained to the degree they can be integrated into the campus master plan.

General Background

EXISTING FACILITIES

Currently on the site is the University of Idaho Ag Research Station office and shops. This facility constitutes approximately 3,000 square feet of space. In addition, there are also two Quonset hut greenhouses.

The office and shop facility will remain and be renovated to accommodate new program uses, as well as, be compatible with the campus architecture. This facility shall fulfill service and facility support functions for the campus such as:

- General Storage
- Maintenance Office
- Shop Facility for Performing Arts
- Ground Maintenance Equipment

Once overall site operations and maintenance issues become clear, an addition to this building may be needed.

An existing pump station on Sand Creek will also remain and be utilized as a part of the site's general irrigation plan.

Educational Program

BACKGROUND & DESCRIPTION

The University of Idaho has delivered programming to the Sandpoint area since the early 1900's. The primary programming in Sandpoint has been through the research and extension programs provided through the College of Agricultural and Life Sciences. The College has maintained a Research & Extension Center in Sandpoint since 1912. The current station is located on 63 acres within the City of Sandpoint and includes a research laboratory, greenhouse, and field plots. Research at Sandpoint currently focuses on commercial and home horticulture, small-scale farming, specialty crops, and agroforestry. In addition to research, the center provides extension workshops and demonstrations and technical assistance to established and prospective commercial farmers. In cooperation with Bonner County, University of Idaho Cooperative Extension has been in Bonner County since the 1920's and continues to provide active extension programs in youth and family programs, master gardening and community development. Two extension educators and three staff are located in the county office. A compressed video center opened in the county office in 2001 and is currently funded through state dollars, Bonner County dollars, and user fees. The center offers academic credit courses through University of Idaho and NIC. It is also used by a variety of private/public entities.

The Northern Idaho Panhandle is one of the fastest growing areas of the State and educational programming is expected to play a major role in the development of the area in the next 10-20 years. With the successful development of programs in the region and a strong infrastructure of faculty, staff and facilities already in place, the University of Idaho is expected to play a lead role in the development of educational programming for the region.

The University of Idaho's action plan for the Northern Panhandle calls for significant growth in academics, research, and outreach programs. To achieve these goals will require development of additional infrastructure and funding. The University of Idaho must maintain the quality of program offerings while at the same time develop the quantity of offerings needed in the region. Consistent with the Land Grant mission of the University of Idaho, we have chosen to respond to the educational programming needs of this region through the development of educational centers at distinct locations throughout the Northern Idaho Panhandle. This "dispersed" location approach assures access at the local level and allows the University to take advantage of unique local characteristics and support throughout the region. Through the organization of a common administrative structure for all programs and the use of these unique facilities and locations, fiscal, programmatic and administrative efficiencies can be achieved while at the same time providing local access. The University of Idaho will take advantage of existing extension and university facilities, infrastructure, and programs at three sites (Post Falls, Sandpoint, and Coeur d'Alene) and 5 county extension office sites in the North Idaho Panhandle.

In the fall of 2006, the College of Education established an MS program in educational leadership that is delivered in Sandpoint. Thirty seven students are enrolled in this "tailored-for-the-district" Master of Education Degree cohort. Two faculty members located at University of Idaho Coeur d'Alene provide on-site instruction, with one serving as overall coordinator. On-site program facilitation is provided by a COE selected affiliate who is an administrator in the District and University of Idaho PhD graduate. In order to sustain cohort enrollment, University of Idaho Coeur d'Alene and the University of Idaho College of General Studies have provided on-site financial and academic advising.

The new Sandpoint Campus will build on the existing programs at University of Idaho Coeur d'Alene, the University of Idaho Research Park and existing programs at the Sandpoint Research and Extension Center and Bonner County Extension to provide access to the growing population in the Bonner County area (> 50,000) for general higher education programs. The Campus will also provide unique programs that are based on local business, community and natural resource assets and take advantage of the local research and extension programs already existing at the site. Discussions are underway to locate the local high school adjacent to the new Campus thus increasing the synergism and collaboration between secondary and higher education in the area. With this combination, the new Campus is expected to be a unique model for higher education which combines the resources in higher education, extension, research and secondary education to create a Campus responsive to local and statewide economic and educational needs.

Educational Program

PROGRAM PLAN

Consistent with the vision and strategic action plan of the University of Idaho[1], the new Campus will be built around the land grant concept with programs provided in teaching and learning, scholarly and creative activity, and outreach and engagement. The new Sandpoint Campus will be developed to create a 21st Century environment that fosters innovative, interdisciplinary, interactive, integrated, collaborative, and sustainable programs. Reflecting our University's Strategic Action Plan, the Sandpoint Campus will:

- Emphasize quality and access, focusing efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world.

- Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships undertake bold initiatives to:

  - Promote science, technology, and their applications.
  - Invigorate the liberal arts and sciences.
  - Catalyze entrepreneurial innovation.
  - Steward the natural environment.
  - Develop the design, lifestyles and civic infrastructures of sustainable communities.

The Sandpoint Campus objectives are also congruent with the five inter- and multidisciplinary academic thematic areas that have been identified by the University for investments in the future.[2] The academic themes are responsive to the needs of the people of Idaho and are believed to provide challenges to, and opportunities for, Idaho's future. The five thematic areas are:

1. Promoting Science and Technology: advancing Idaho's core competencies in science, technology, and engineering areas of imaging, power and energy, biosciences, and nanoscience and materials.

2. Advancing Liberal Arts and Sciences: strengthening the arts and sciences to improve scientific discovery, social and cultural enhancement, and progress in the applied professions.

3. Catalyzing Entrepreneurial Innovation: using ideas, creativity, innovation and engagement to inspire enterprise and technological change.

4. Stewarding the Environment: sustaining Idaho's natural resources that contribute to our quality of life and natural resources-based industries.

5. Understanding Sustainable Design and Life Style: the integration of architecture, creative arts, and law in urban, rural, and frontier environments.

[1] Strategic Action Plan 2006-2020. Vision, Values, and Directions
[2] University of Idaho Strategic Directions, A Plan for Renewal of People, Programs, and Place, February, 2005

Educational Program

AREAS OF EMPHASIS

Emphasis will be placed on the Campus that reflects innovation and excellence in all of our programs and makes use of the natural environment and the campus infrastructure to develop new innovative programs and educational approaches. A major theme of the campus will be "Developing healthier and more sustainable lives and communities through education."

SCHOLARLY & CREATIVE ACTIVITY
(Research)

Build a nationally recognized center for horticultural research in the biosciences.

- Build a unique laboratory, greenhouse and field infrastructure.
- Add faculty to Horticultural Molecular Biology, Soil Science, Food Science and Nutrition to create a unique interdisciplinary team, faculty and program.
- Engage business and institutions in application of basic and applied research to regionally serve the nursery and horticultural industry.
- Use the Campus venue for interactive experimental demonstrations with horticultural crops and practices aimed at sustainability.

Build a nationally recognized center for conservation impacts and solutions.

- Build a center for research, outreach and professional development on the causes, implications and opportunities in a region shaped by climate change, rapid development, and conservation stewardship.
- Build programs through addition of faculty in natural resources.
- Utilize surrounding water and forest assets as natural laboratories with focus on the Priest River Experimental Forest and Mica Creek Paired Watershed.
- Utilize the campus as a demonstration of sustainable practices.
- Develop outreach and professional development offerings on the challenges and opportunities of achieving sustainable resource allocation and constructive conservation planning in the dynamic environment of climate change and rapid population growth.

OUTREARCH & ENGAGEMENT
(Extension)

- Continue and enhance the influence of the Bonner County Extension through new buildings and greater integration and involvement with the rest of the University of Idaho.
- Continue and enhance programs and partnerships such as Master Gardener, 4-H Youth Programming, Community Development.
- Develop greater outreach to the local school programs in music, conservation, environmental science, math and science.
- Develop the summer repertory theater as a part of Sandpoint Campus and encourage greater engagement with the local arts community.

TEACHING & LEARNING
(Academic Degree Programs)

- Engage students in transformational experience of discovery, understanding and global citizenship.
- Build innovative curricula and develop effective integrative learning activities.
- Provide access to programs/courses Statewide.
- Provide offerings at both undergraduate and graduate degree levels in selected areas.
- Offer undergraduate completion degrees as well as four-year undergraduate degree programs.
- Offer graduate programs in select areas.
- Focus on live program delivery supplemented by web-based and web-assisted delivery.
- Use Interdisciplinary integrated approaches as the hallmark of all programs.

Educational Program

DEGREE OFFERINGS

The University of Idaho plans to deliver the following programs at its Sandpoint Campus when it opens in FY10:

General Education Core

The Core is at the heart of a broad university experience and comprises 33-35 credits in all University of Idaho programs. With a limited number of faculty at Sandpoint, we will use an integrated approach to the delivery of the core curriculum. The basis of the general core requirement will be met through the development of core discovery courses in three emphasis areas consistent with the campus themes: Arts and Community; Natural Resources and Sustainability; and Health, Nutrition and Wellness. The courses will be designed to meet the international and humanities/social sciences requirements of the core and will be linked to the communications courses to meet those requirements. Science and math courses comprise an additional 10-11 credits of the core requirements and these will also be delivered via a year long integrated science/math course that will incorporate biological, chemical, math and physics principles according to the campus themes.

- Integrated Interdisciplinary B.S./B.A.:
  This program will be the marquee undergraduate program offered at Sandpoint. The program will be a 4 year program with a major goal of implementing the University of Idaho's Strategic Action Plan to engage students in a transformational experience and to build innovative curricula that include effective integrative learning activities. The program provides the University the opportunity to experiment with and refine a 21st century approach to teaching and learning. Consistent with the Sandpoint Campus development and the strategic themes of the University, the program will offer three emphasis areas: Arts and Community; Health, Nutrition and Wellness; and Natural Resources and Sustainability. General education requirements will be met through a combination of regular and integrated courses offered at the Sandpoint Campus. The program is expected to be a destination program nationally and to show rapid growth as the program is developed.

- Business:
  - Executive MBA
  - Website-based Business Undergraduate Minor
  - Consideration given to delivery of B.S. in Business using Integrated Business Curriculum model

- Education:
  - M.S. in Educational Leadership
  - M.S. Program Combining M.S. in Education & Conservation Biology
  - B.S. in Elementary & Secondary Education through University of Idaho Coeur d'Alene
  - B.S. in Industrial Technology as a 2 Plus 2 Plus 2 Program

- Psychology & General Studies:
  - Web-Based & Compressed Video & Live Delivery

- Fine Arts:
  - Bachelor & Masters in Fine Arts in Music Theater
  - Summer Repertory Theater

- Environmental Science:
  - B.S. & M.S. in Environmental Science
  - Outreach to Local High School

- Food Science & Nutrition:
  - B.S. in Foods & Nutrition (nutrition and culinology options)
  - M.S. degrees in Food Science & Nutrition

- Horticulture & Plant Science
  - M.S. in Plant Science
  - Classes in Master Gardening, Landscape Horticulture and Greenhouse Management

- Natural Resources
  - Masters of Natural resources in Conservation Administration

- Certificates:
  - Arts Management
  - Geographical Information Systems (GIS)
  - Organizational Dynamics
  - Diversity & Stratification
  - Food Science
  - Conservation
  - Graphic Arts

Educational Program

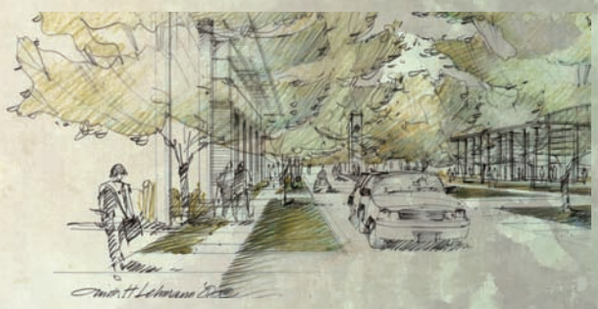
STUDENT/FACULTY HISTORY AND PROJECTION

PROJECTED ENROLLMENTS

Total headcount is expected to be approximately 350 at startup in FY10 with student FTE of 180. Total student credit hours for the academic year are expected to be approximately 5,600 with an additional 900 credit hours generated in the summer. Regular growth of 3% is anticipated in enrollments with most of the startup programs; however, all programs are expected to grow each year as new students are added to new incoming classes. The program could grow to a larger extent with the addition of new faculty to the Campus. Within 5 years the headcount at the campus is expected to approach 1,000 +/_ with a FTE of 600.

PROJECTED FACULTY AND STAFF

Approximately 34 resident faculty and staff will occupy the buildings when opened in FY10. We also anticipate 10-20 additional non-resident faculty will be providing programs at the site on a regular basis. The number of resident faculty staff will likely increase as the numbers of students increase with a projected increase of 3% per year.



DESIGN CRITERIA AND FUNCTIONAL REQUIREMENTS

BUILDING DESIGN PRINCIPLES

The campus architecture will be unique and authentic to five principle tenets. These tenets will ensure an integrity that is unmistakably unique to Sandpoint, the site and University of Idaho.

1. North Idaho and Sandpoint context.

2. Site specific qualities, characteristics, attributes that enrich and enhance creative learning.

3. Main University of Idaho campus material qualities and attributes that regard:
   - Quality and longevity
   - Natural and Sustainable
   - Basic University/Campus Standards

4. Authenticity of building expression true to each specific building type and function.

5. Sustainable principles and natural material selections that honor and respect the environment.

The integrity of each building will reflect a heritage, seriousness and purposefulness of each respective building in its choices of materials and methods. The expression of each building and its form is not to imitate characteristics of the main campus Gothic architecture. Each building will respect and capture the values, qualities and attributes of the University of Idaho while remaining authentic to its unique identity and function.

Each building shall identify and address:

- Identity/authentic architectural expression.
- Views/view corridor opportunities.
- Entrance priorities.
- Building edge priorities.
- Connectivity to campus and adjacent buildings and open space.
- Sustainability/daylighting.
- Expandability/flexibility.
- Clear wayfinding and circulation.
- Service/back-of-house.
- Constraints/opportunities.
- LEED Orientation
  (Leadership in Energy and Environmental Design)
- Reinforcement of pedestrian environment.
- Campus as a place.

Design criteria and functional requirements

SUSTAINABILITY

Sustainable design is a priority. Each building will employ fundamental sustainable practices that will evaluate systems, materials and create choices around water reclamation, energy consumption, capital investment and economic returns and will be measured throughout the process. Each building is to determine at what level it will perform and deliver a LEED project. Each building will strive to:

- Provide a healthy indoor environment.
- Reduce its carbon footprint.
- Use the site and buildings as a teaching tool linking curriculum to our relationship with the environment.
- Minimize energy use.
- Utilize sustainable and renewable material choices.
- Minimize environmental impact.

Environmentally focused projects will be explored and employed strategically within the entire campus structure as well as within individual buildings. Items to be considered include:

- Photovoltaic exploration and demonstrations.
- Green roofs and water reclamation for the entire campus proper.
- Creating a water retention lake that maintains the hydrologic cycle (stormwater; with filtration, purification and reuse).
- Reduction of parking lot “heat islands” with increased permeability and alternative paving material.
- Creating a technologically smart campus that enables flexibility and versatility though technology, teaching and communications.
- Energy usage that is at least 25% better than natural energy standard.
- Daylighting.
- Natural ventilation where feasible.

Design criteria and functional requirements

INTERIORS / SPACE PLANNING

The objectives of space planning and the allied interiors are to augment and support the exterior architecture and bring life to the functions that will be housed within. Space planning and interiors provides logic, efficiency and order to how space will be used and add flexibility to long-term operational potentials.

Characteristics of interior spaces include:

- Open and Accessible
- Secure
- Clear Circulation, Easy Orientation, Simple Wayfinding
- Logical and Efficient Floor and Room Layout
- Functionally Equipped:
  - Lecture
  - Distance Learning
  - Technologically Advanced
- Comfortable and Health Environment
- Warm, User-Friendly Materials
- Durable, Easily Maintained
- Adaptability to a Variety of Pedagogical Approaches
- Access to Daylight and Ventilation

EXTERIOR DESIGN CRITERIA

Building Scale, Mass, Proportion: The building masses will generally be three stories or less with a 45' high limitation. The other two dimensions (width and length) will be a product of the functions to be housed within. The resulting campus fabric will have a uniform height. The articulation of the functional masses of each programmed space or grouped spaces, coupled with appropriate materials, will give definition to the building and "breakdown the box" to the human scale.

Sizes of the buildings will be kept small (20,000-40,000 square feet). This is done to maintain an intimate feel and to allow the campus structure the ability to create a collegiate sense of place.

Building Site and Placement: Each building to be sited will respect each identified "parcel" in relation to the Master Plan. All buildings will have identifiable entries, that are well defined and easily read. All buildings will also have access to views and open space. Parking and service will be situated to facilitate access to the campus and building while maintaining the pedestrian character of the core. The building siting will be driven by building organization, planning as well as solar orientation and other environmental influences.

Building Materials: Materials in general will be durable and long-lived. Colors will be characteristic of Sandpoint's reds, browns, ochres and muted greens, with allowances for:

- Masonry
- Glass, Clear
- Mullions
- Aluminum Store Front
- Cast Stone
- Concrete/Colored Concrete
- Roofing
- Decorative Metals
- Stucco/Plaster
- Exterior Doors
- Exterior Lighting
- Optional: Accent Colors and Materials

Design criteria and functional requirements

UTILITIES: SITE INFRASTRUCTURE

Utilities in the surrounding streets will be extended onto the site and will be sized and configured to have proper capacity and allow easy access now and in the future.

Utilities and the purveyor of those utilities are as follows:

- Water: City of Sandpoint
- Sewer: City of Sandpoint
- Electricity: Avista
- Gas: Avista
- Telephone: Verizon
- Solid Waste/Recycling: Waste Management
- Telephone/Data: Network Operating Center (NOC) in Administration/Operations Center with Data Loop Around Campus

UTILITIES: BUILDING INFRASTRUCTURE

Each facility will tie to the on-site utility loop and around or within each building the following will be provided:

- A service yard with dumpster and potential chiller pad.
- Mechanical room for boiler/air handler.
- Pad mount transformer and interior electrical room with distribution closets on each floor.
- Flexible power distribution system.
- A data room with MDF for each data entrance board and equipment with IDF's on each floor.
- A cable tray/conduit loop for flexible routing of cable.
- HVAC system to satisfy the particular needs/requirements of each use.
- Emergency generator for life/safety systems and other mission critical systems as identified.
- A/V infrastructure to allow all teaching spaces to function as distance learning locations.

Technology Guidelines and Criteria

GENERAL TECHNICAL REQUIREMENTS

In meeting the University of Idaho's standards for providing telecommunications, data and technology to all facilities, the following will be provided and/or planned for:

- Telecommunications Rooms Separate from Electrical:
  - Size Parameters:
    Minimum Size 10'x8'
    Maximum Size 10'x12'
  - Ceiling Height: 8'-6" minimum.
    Prefer open to structure for maximum accessibility and flexibility.

- Raceways, Conduits & Ducts:
  - An accessible cable tray system for main distribution.
  - Conduit and floor ducts for distribution in individual spaces.
  - Interconnect multiple telecom room on a floor.

- Environmental Control:
  - Provide 24/7 HVAC with possible emergency power back-up.
  - Maintain 64-75 degrees with 30-55% relative humidity.
  - Tile/sheet goods on floor to control dust.

- Fire Protection:
  - If required by code, provide fire protection system.
  - Provide protective wire cages and high temperature heads.

- Floor Loading:
  - Telecommunication rooms: 50#/SF.
  - Equipment rooms: 100#/SF and 2,000 lbf at areas intended to support equipment.

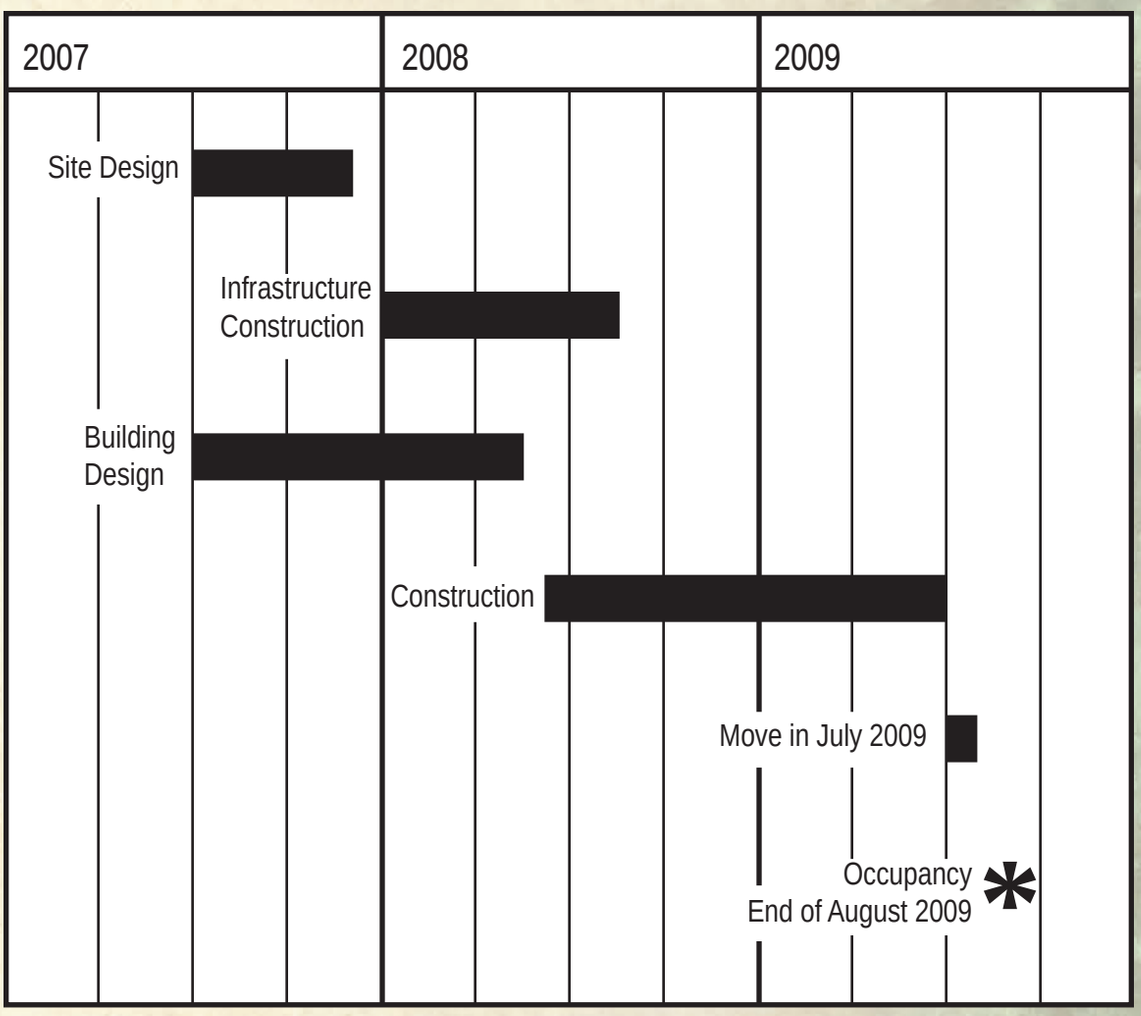
- Grounding:
  - All equipment and cable shields must be properly grounded. NEC Article 250, ANSI/EIA/TIA-607 and ANSI/NFPA 780.

- Lighting:
  - Minimum 500 LUX measured at 1 meter above floor.
  - Fixtures at a minimum 8'-6" above floor.

- Power:
  - Branch circuits to equipment, 20 amp capacity.
  - Minimum two dedicated 3-wire 120 VAC non-switched duplex for power equipment.
  - Separate duplex convenience outlets.
  - Emergency power if available.

- Security:
  - Telecommunications rooms to be locked.
  - Access controlled by building owner; card keyed to track access and by whom.

SCHEDULE OUTLINE
PHASE I



The project schedule for the first phase of work shows design work on the four designated buildings (Administration/Center Operations, Agricultural & Life Sciences, Student Union and Performing Arts Learning Center) starting now along with the associated site design.

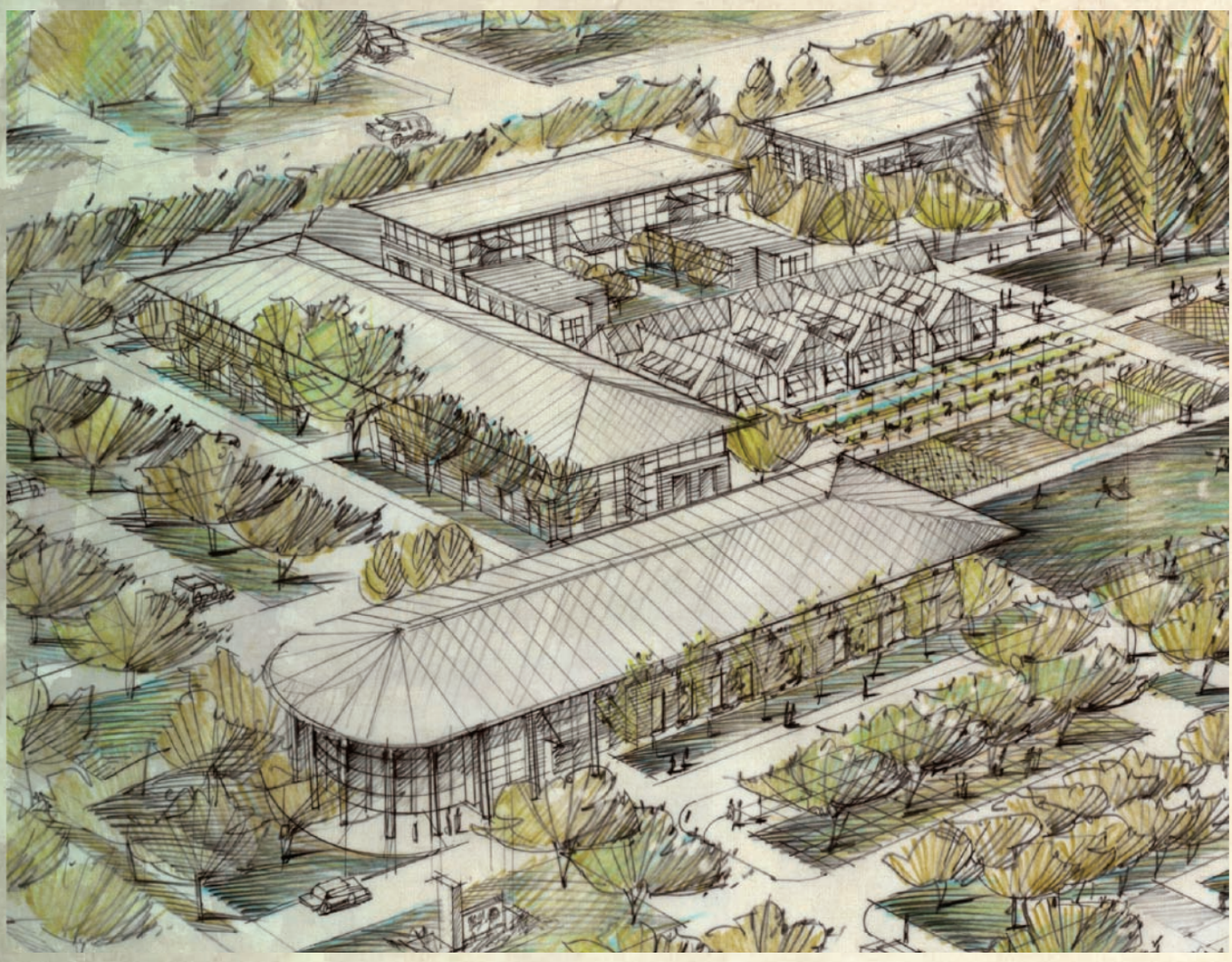
Site design work will focus on the campus utility infrastructure and site grading. Walkways, parking and landscaping would occur later as buildings are nearing completion.

Site design would also capture the environmental-aimed and sustainable parts of the project such as:

- Alternative Pavements
- Stormwater Capture and Enhancement of the Existing Swale

Building design will be broken into four projects starting construction in a near-concurrent timeframe, allowing 12-15 months for construction.

Overall completion would be late July/early August of 2009 for a late August/early September opening.



Site and Program

The Master Plan creates a guide and a structure for implementation of building placement, pedestrian circulation, parking distribution, campus and building service, open space and pilot and demonstration projects. The sites within the Master Plan allow for cohesive implementation while providing flexibility, adaptability and expandability of building development and design within their respective identified sites. Universal accessibility for all buildings is be integrated into the parking sectors respective to building adjacencies.

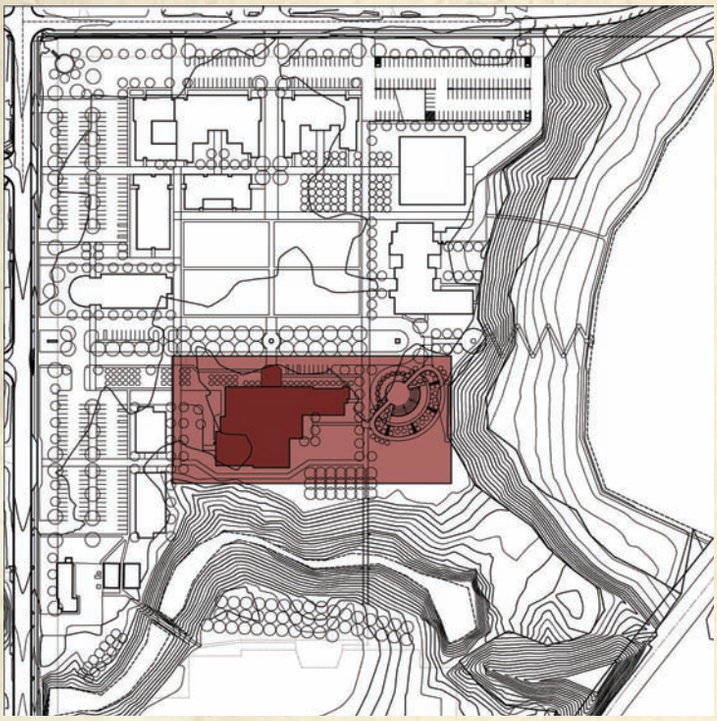
The existing Ag Research offices and shop at the southwest corner will be retained to handle facilities services for the campus. The facility will also support some of the curriculum's shop functions.

SUMMARY PROGRAM AREA

Performing Arts Learning Center	32,080	SF
College of Agriculture & Life Sciences	27,300	SF
Administration/Center Operations - Education	20,090	SF
Student Union	25,980	SF
Total Program Area	105,450	SF

Performing Arts Learning Center
SITE

The Performing Arts Learning Center is a keystone within the overall plan. This building serves as a primary anchor to the academic mission and plays an important civic role of integrating the larger community within the campus and this facility. The site has prime visibility that allows for controlled event-specific accessibility for visiting tours and/or events that require vehicular access. An amphitheater adjacent to the Performing Arts Learning Center site supplements the Sandpoint Campus mission of an outdoor venue fitting for the site. The 500$^{+/-}$ seat amphitheater is nestled in the southeast adjacent to two existing greenbelts and helps activate the student outdoor plaza with a campanile (clocktower).

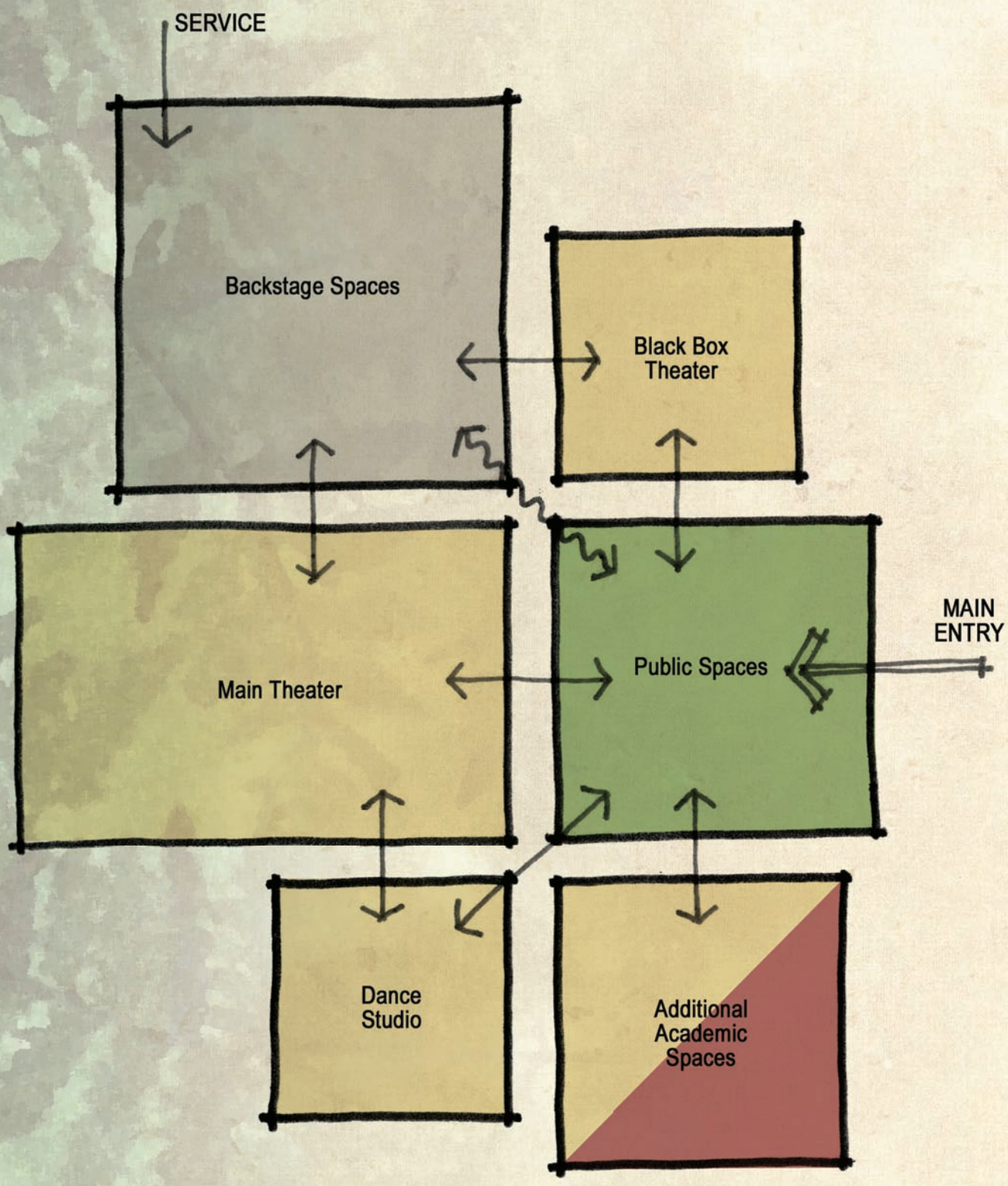


PERFORMING ARTS LEARNING CENTER
PROGRAM

Program Element		Quantity	Program Area Each	Program Area Sub-Total
1.00	Instructional Performance Spaces			
1.01	Theater House	1	2,500 sf	2,500 sf
1.02	Main Stage	1	2,500 sf	2,500 sf
1.03	Lighting and Sound Control Booth	1	250 sf	250 sf
1.04	Catwalk System	1	500 sf	500 sf
1.05	Orchestra Pit	1	400 sf	400 sf
1.06	Black Box Theater	1	2,200 sf	2,200 sf
1.07	Small Light/Sound Booth	1	100 sf	100 sf
1.08	Dance Studio	1	1,800 sf	1,800 sf
1.09	Viewing Room	1	150 sf	150 sf
2.00	Public Areas			
2.01	Lobby/Foyer/Gallery	1	2,700 sf	2,700 sf
2.02	Box Office	1	120 sf	120 sf
2.03	Concessions	1	400 sf	400 sf
2.04	Lobby and Event Storage	1	400 sf	400 sf
3.00	Backstage Spaces			
3.01	Green Room	1	500 sf	500 sf
3.02	Dressing Room	1	900 sf	900 sf
3.03	Makeup Room	1	400 sf	400 sf
3.04	Laundry Room/Dyeing	1	250 sf	250 sf
3.05	Costume Studio	1	650 sf	650 sf
3.06	Costume Storage	1	1,000 sf	1,000 sf
3.07	Scene Shop/ Paint and Welding (possibly in existing University of Idaho shop)	1	1,000 sf	1,000 sf
3.09	Prop and Furniture Storage	1	500 sf	500 sf
3.10	Portable Stage & Seating Storage	1	500 sf	500 sf
3.11	Receiving Dock	1	200 sf	200 sf
4.00	Additional Academic Spaces			
4.01	Set and Lighting Design Lab	1	500 sf	500 sf
4.02	FA Open Office & Waiting Area	1	200 sf	200 sf
4.03	FA Administration Office	1	130 sf	130 sf
4.04	Faculty Offices	5	130 sf	650 sf
4.05	Student/Faculty Lounge	1	250 sf	250 sf
4.07	Practice Rooms	6	80 sf	480 sf
4.07	Multi-Purpose Classroom	1	750 sf	750 sf
5.0	Artists/Students in Residence (move to Student Union Building)			
	Total Assigned Area			22,880 sf
	Unassigned Space (40% of Gross)[1]			9,200 sf
Gross Building Area				32,080 sf

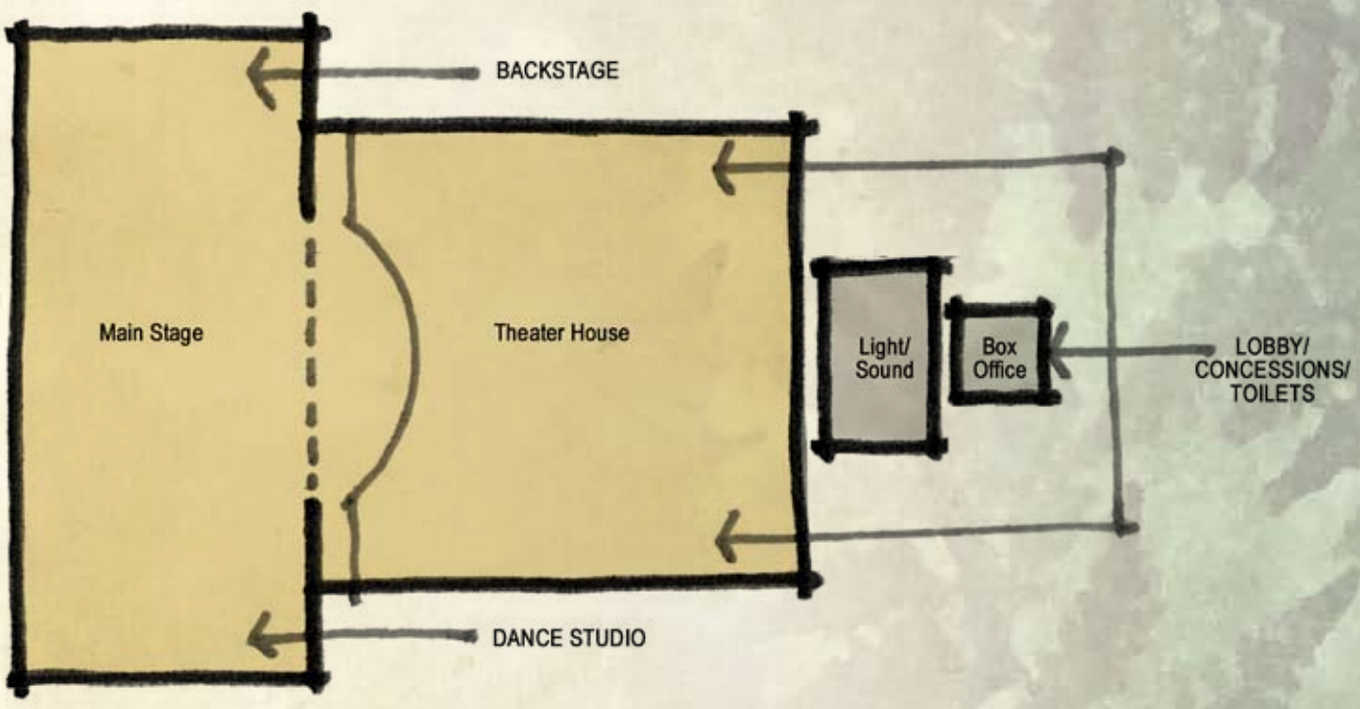
Note 1: Includes circulation, toilet rooms and building service area.

Performing Arts Learning Center
OVERALL PLAN



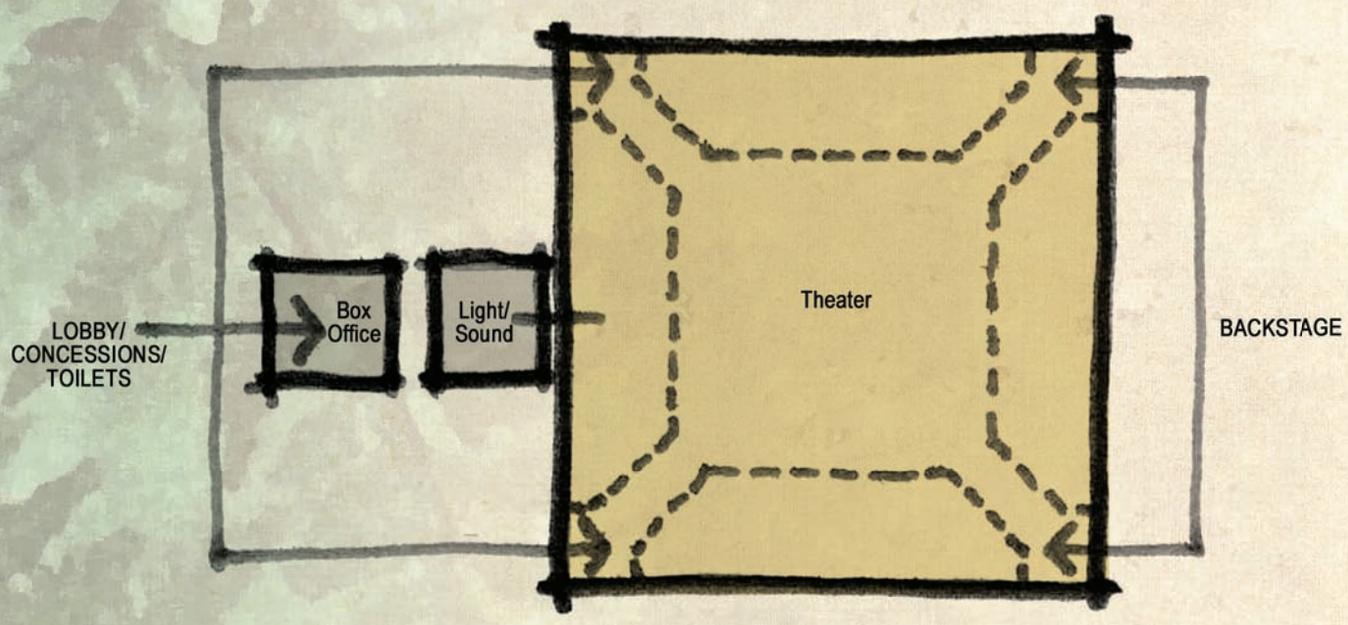
Teaching | Public Space | Office Space | Lab Space | Residential | Support Space

PERFORMING ARTS
THEATER HOUSE, MAIN STAGE



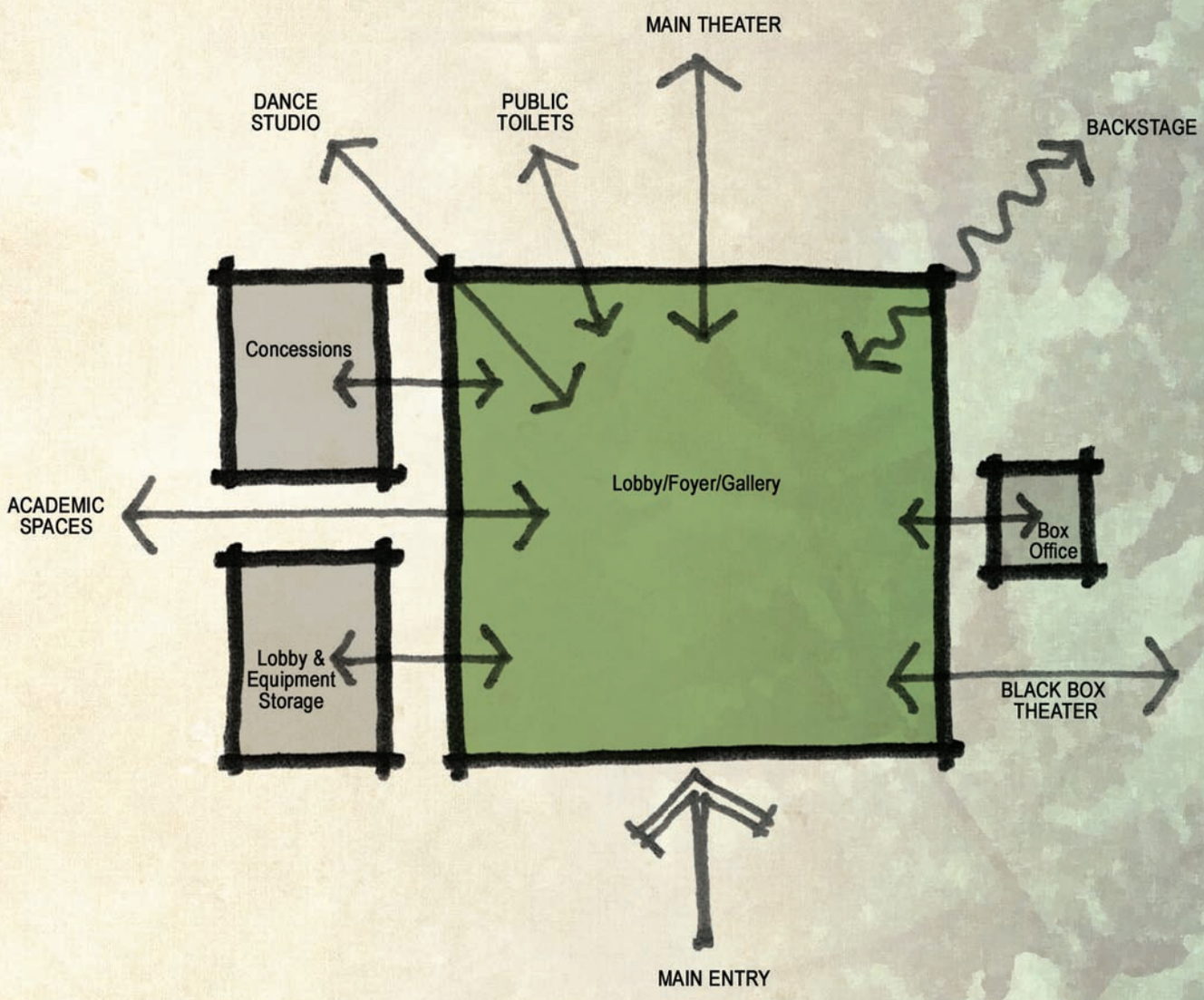
- No Natural Light
- High Volume Shaped Space For Acoustics:
  - Music Primary
  - Speech And Drama Secondary
- Seating For 250-300:
  - Recessed Stepped Seating In Front
  - Stadium Seating In Rear
- Full Theatrical Lighting
- Adjustable Sound Reinforcement
- Quiet Mechanical System
- 50 Foot Clear Fly Capability
- Fully Rigged
- Proscenium/Partial Thrust Stage
- Orchestra Pit

Performing Arts Learning Center
BLACK BOX THEATER



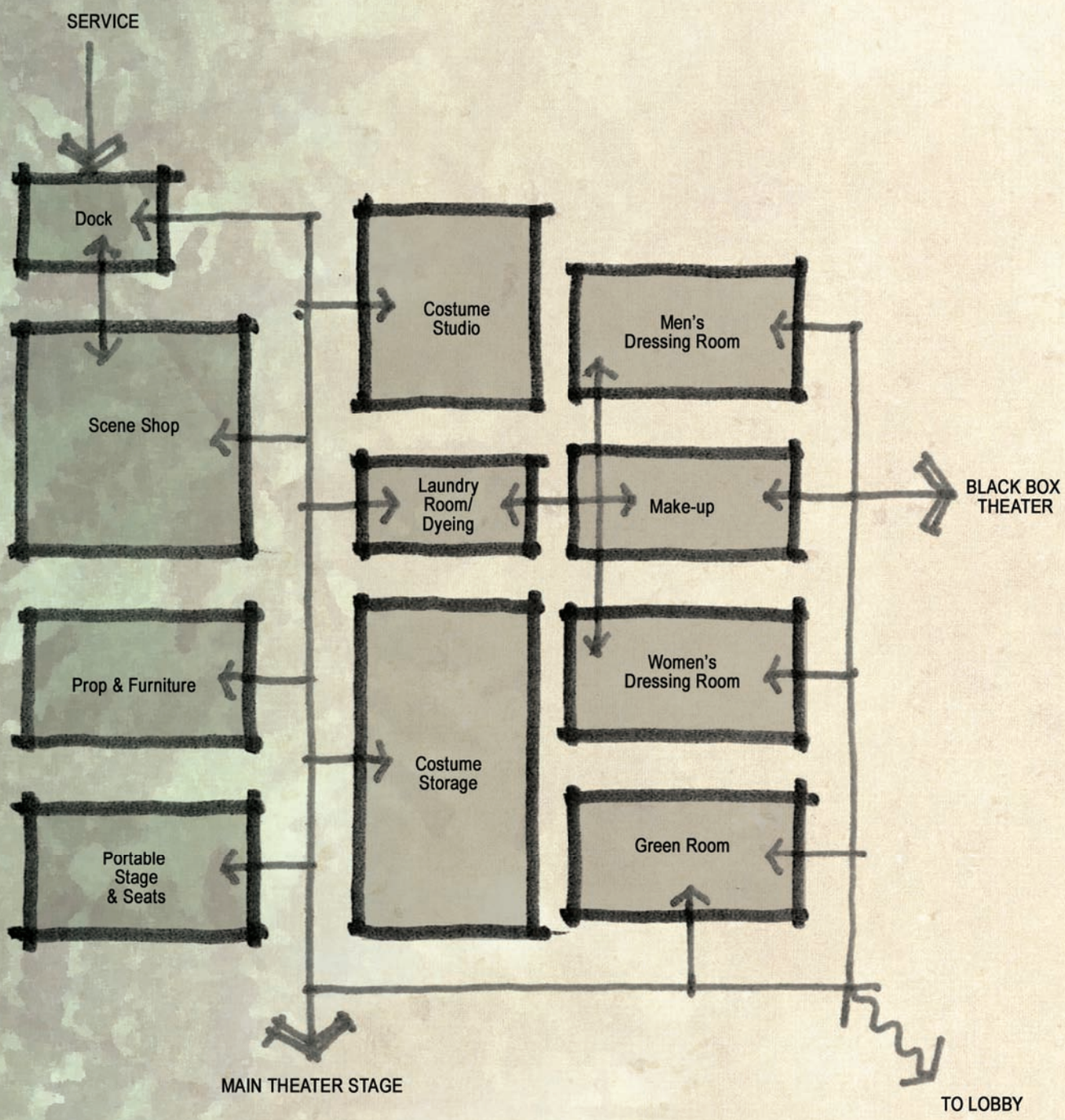
- No Natural Light
- Double Height For Sets, Lighting Rigging, Etc.
- Telescopic Seating On Four Sides For 150
- Access On Corners:
  - Public On Two
  - Performers On Two
- Performance And Rehearsal Space - Flexibility
- Elevated Light/Sound Booth
- Quiet Mechanical System
- Lighting Grid
- Adjustable Acoustics

Performing Arts Learning Center
PUBLIC AREAS



- Box Office:
  - Accessible For Both Theaters And Dance Studio
- Lobby:
  - Multi-Purpose Space
  - Light-Filled Space, Lantern And Beacon
  - North Or Controlled Light For Gallery
  - Flexible Display Lighting
  - Moveable Display Walls
  - Provide Clear Wayfinding

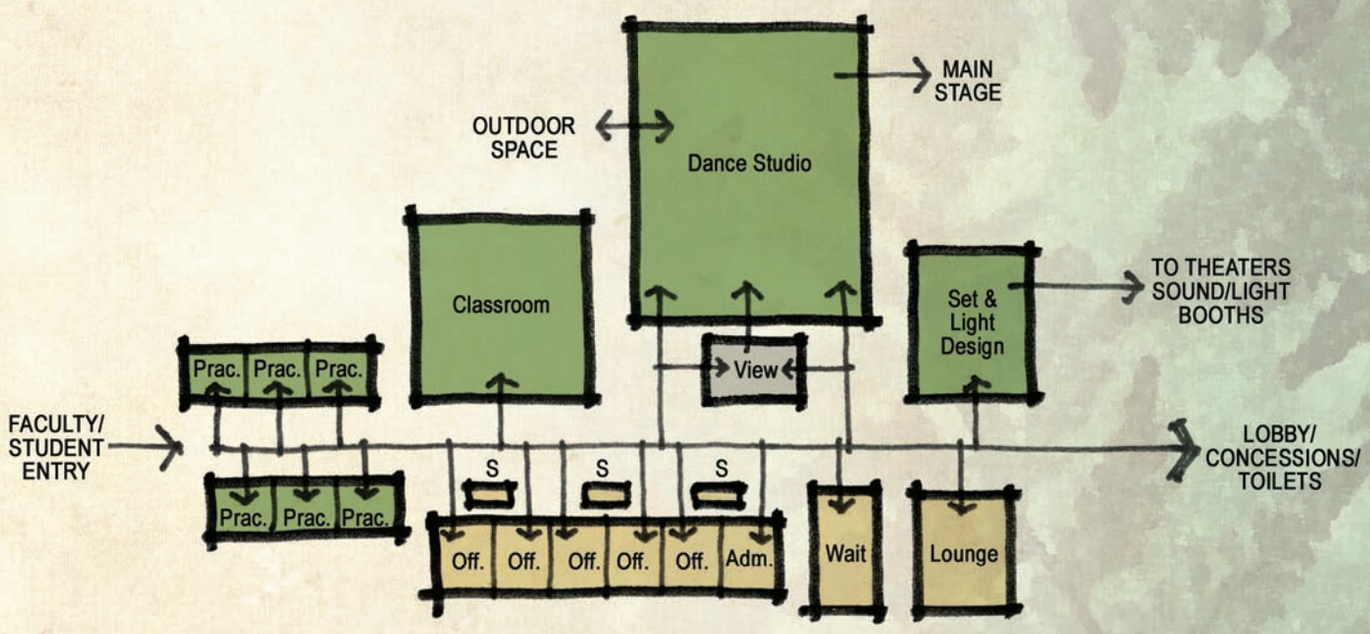
Performing Arts Learning Center
BACKSTAGE



- Controlled Public Access
- Scene Shop:
  - High Natural Light
  - Special Power Requirements
- Costume Studio:
  - Natural Light, Windows
- Provide Receiving Dock
- Toilets To Support This Isolated Area
- Green Room:
  - Multi-Purpose
  - General Seating
- Dressing Rooms
  - Clothes Racks
  - Bench Seating
  - Access to Laundry
- Make-Up:
  - Special Lighting at Counters With Seating

Performing Arts Learning Center

ADDITIONAL ACADEMIC SPACES

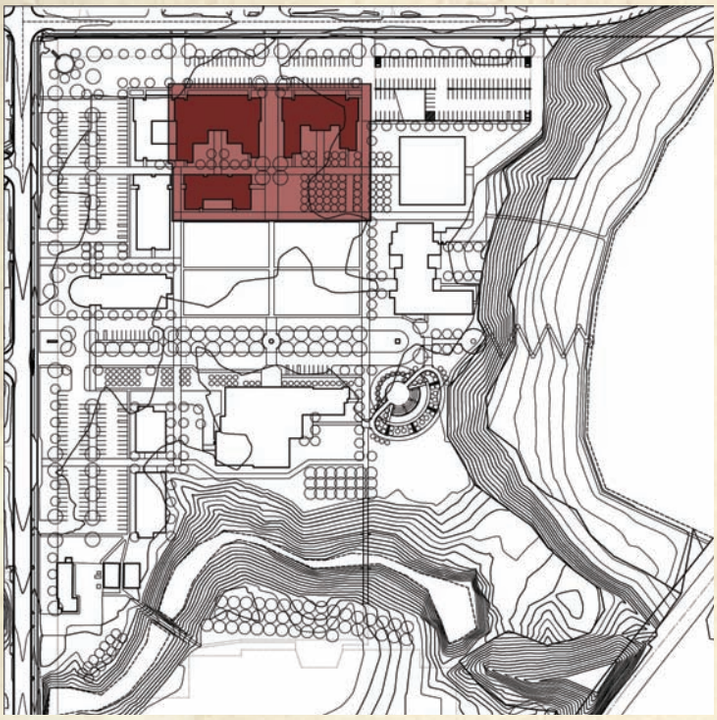


- Dance Studio:
  - High Volume
  - Wood Athletic Floor
  - Sound System
  - Limited Theatrical Lighting
  - Natural Light & View North Or East Preferred
  - Access To Outdoor Space
  - Multi-Purpose Space
- Viewing:
  - Glazed To Dance Studio
  - Tied To Sound System
  - Lockers For Temporary Storage
- Classroom:
  - Natural Light And View, One Wall
  - Minimal Casework
  - Seating For 25
- Practice Rooms:
  - Soundproof With Appropriate Internal Acoustics
- Set /Light Design Lab:
  - Controllable Light With View
  - Computer Stations For 15
  - Two Drafting Stations
  - Model Area
- Faculty Area:
  - Natural Light And View
  - Seating In Corridor For Informal Meetings

AGRICULTURE & LIFE SCIENCES
SITE

The new Agriculture and Life Sciences Building is one of two “anchor” buildings on the north portion of the site forming the Agricultural District of the campus. These buildings are considered background buildings to the Central Green yet form an important gateway presence to the north end of campus facing East Mountain View Drive.

The first set of greenhouses are adjacent to the Central Green. They play an important role in activating the hands-on agricultural experience and engaging experiments in a lower scale, non-pretentious building.

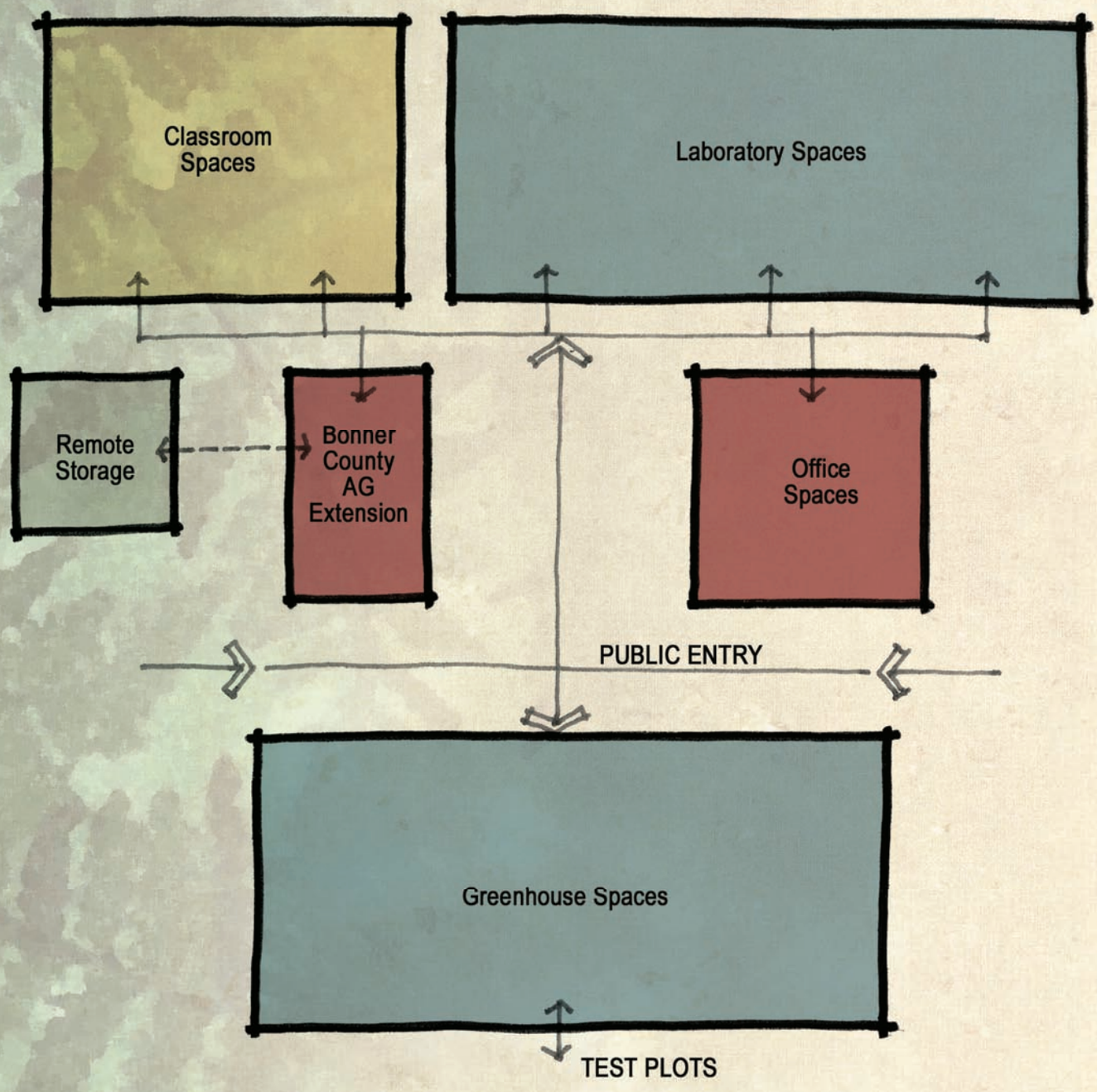


AGRICULTURE & LIFE SCIENCES
PROGRAM

Program Element		Quantity	Program Area Each	Program Area Sub-Total
1.00	Laboratory Space			
1.01	Microbiology/Chemistry Instrument	3	1,200 sf	3,600 sf
1.02	Laboratory Service Area (includes ultra cold freezer, clean room, dark room, radioactivity room, plant environ. chamber, etc.)	1	1,000 sf	1,000 sf
1.03	Coolers	3	70 sf	210 sf
1.04	Technician Cubicles plus 2 Graduate Carrels	2	14 sf	280 sf
1.05	Interaction Space	1	200 sf	200 sf
1.06	General Biology Lab	1	1,000 sf	1,000 sf
1.07	General Chemistry Lab	1	1,000 sf	1,000 sf
2.00	Classroom Spaces			
2.01	Small Conference Distance Learning	1	250 sf	250 sf
2.02	Small Conference Standard	1	250 sf	250 sf
2.03	24 Seat Medium Classroom	1	720 sf	720 sf
2.04	24 Seat Medium Distance Learning	1	720 sf	720 sf
2.05	40 Seat Large Classroom	1	1,000 sf	1,000 sf
3.00	Greenhouse Spaces			
3.01	Head House	1	1,000 sf	1,000 sf
3.02	Classrooms	1	800 sf	800 sf
3.03	Greenhouse Pods	6	600 sf	3,600 sf
3.04	Storage	1	400 sf	400 sf
3.05	Cooler	1	200 sf	200 sf
3.06	Laundry/Shower/Lockers	1	200 sf	200 sf
4.00	Office Spaces			
4.01	Faculty Offices (Hort., FST, MMBB, ES)	8	140 sf	1,120 sf
4.02	Staff Offices (Admin Asst, Farm Manager)	2	100 sf	200 sf
4.03	Administration Office	1	130 sf	130 sf
4.04	Lounge	1	260 sf	260 sf
4.05	Work Room	1	200 sf	200 sf
4.06	Building Reception Area	1	100 sf	100 sf
4.07	Master Gardener Clinic	1	200 sf	200 sf
5.00	Bonner County AG Extension			
5.01	Faculty	2	140 sf	280 sf
5.02	Staff Offices (4-H, Admin Asst., Master Gardener)	3	140 sf	420 sf
5.03	Clerical (workstations)	2	80 sf	160 sf
5.04	Multi-Purpose Classroom Ag Extension	1	720 sf	720 sf
5.05	Work Room	1	200 sf	200 sf
5.06	File Room	1	200 sf	200 sf
5.07	Remote Storage	1	1,000 sf	1,000 sf
Total Assigned Area				19,500 sf
Unassigned Space (40% of Gross)[1]				7,800 sf
Gross Building Area				27,300 sf

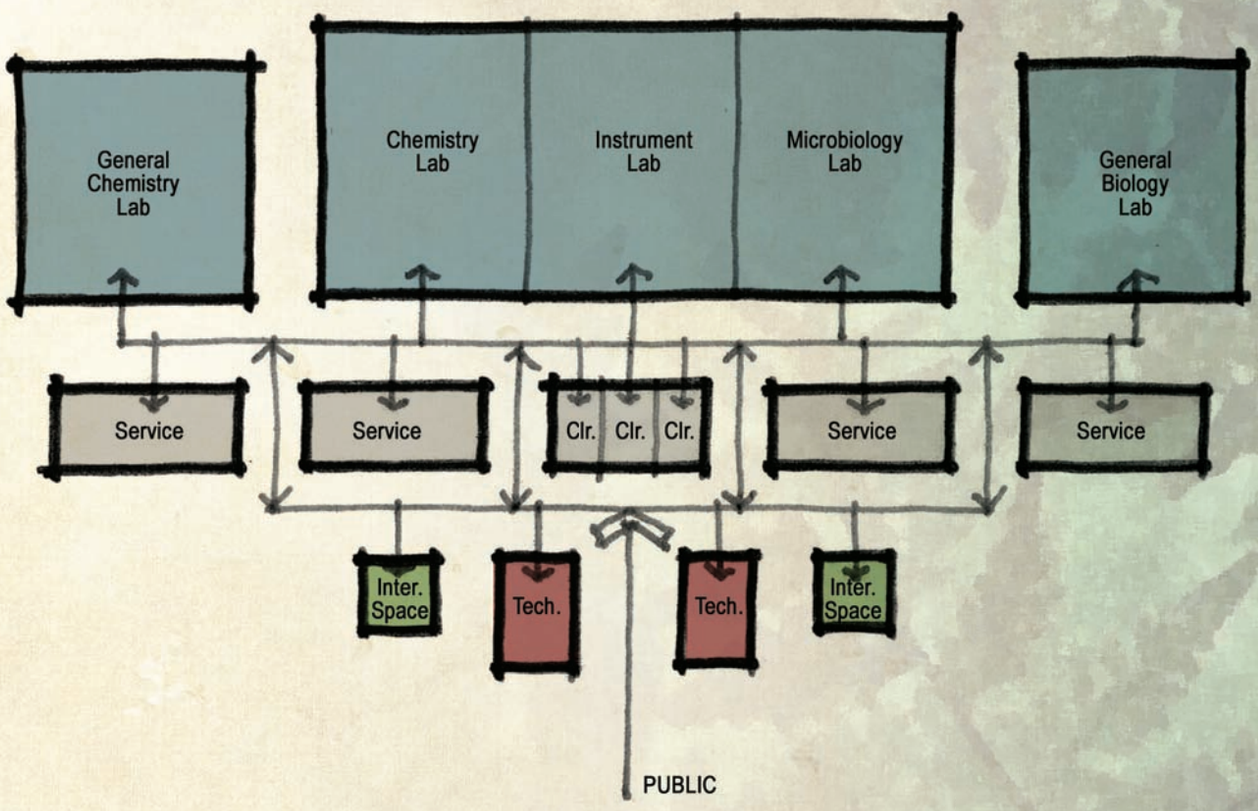
Note 1: Includes circulation, toilet rooms and building service area.

Agriculture & Life Sciences
OVERALL PLAN



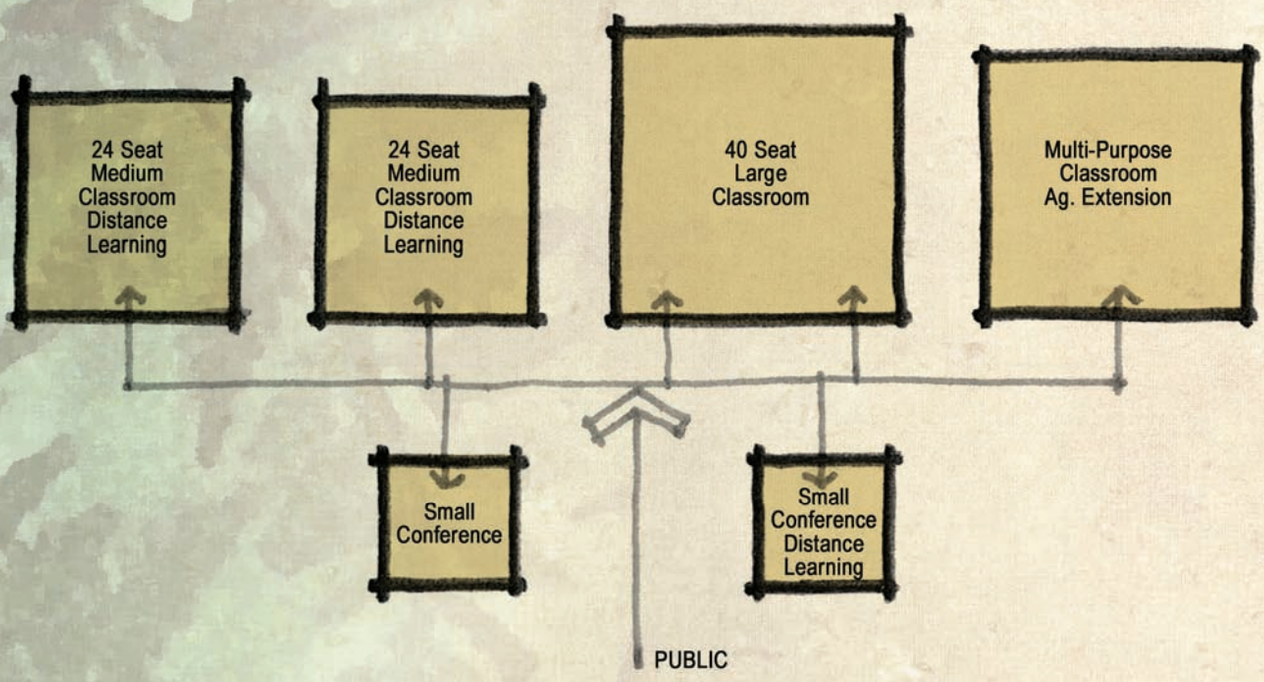
Teaching | Public Space | Office Space | Lab Space | Residential | Support Space

Agriculture & Life Sciences
LABORATORY SPACES



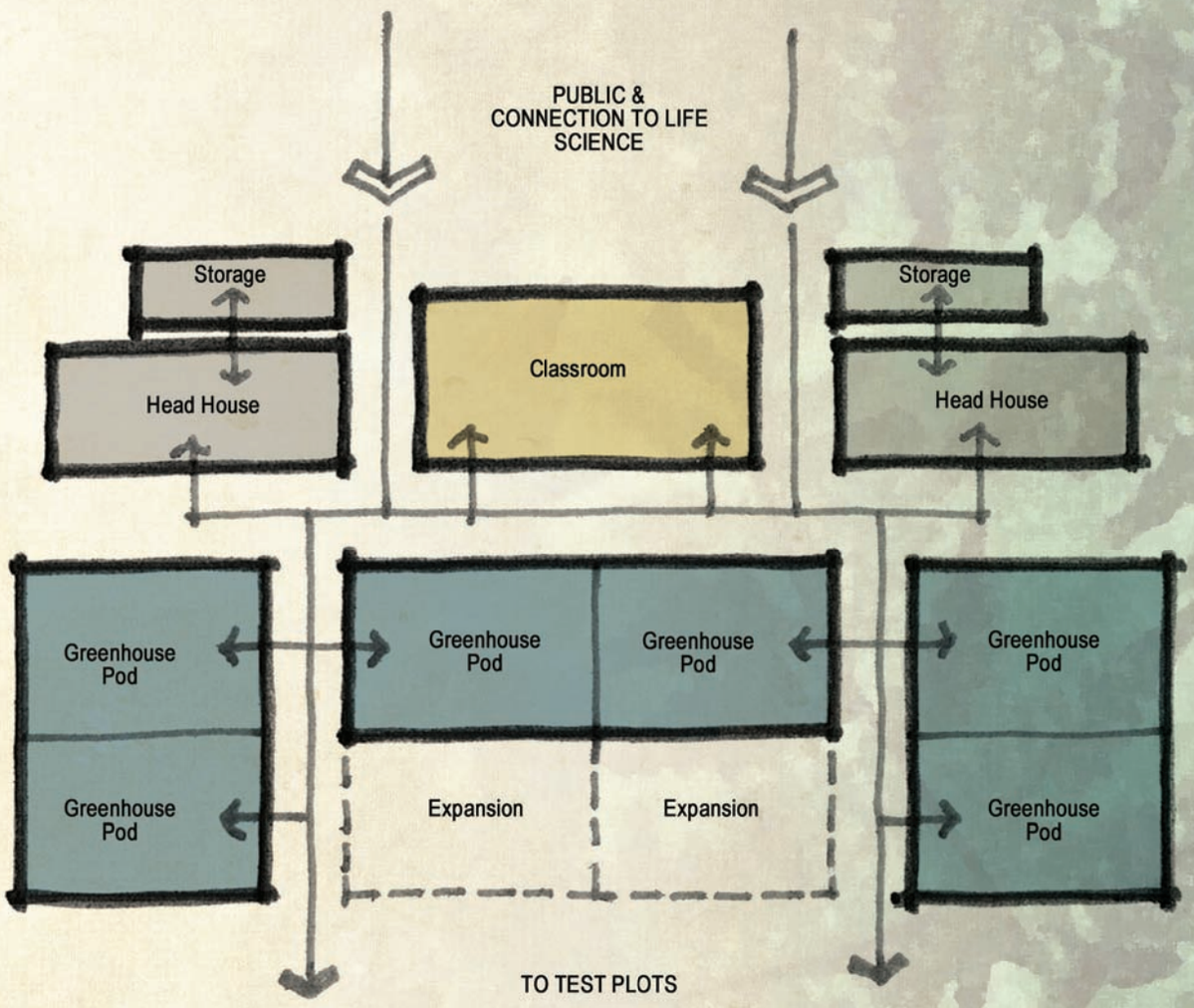
- Labs To Receive North Light Or Appropriate Sun Control
- Lab Benches To Receive All Necessary Utilities
- General Chemistry And General Biology Labs May Group With Classrooms
- Service Core To Provide Buffer Between Public Corridor And Labs
- Interaction Spaces To Be Easily Accessible From Lab Area

Agriculture & Life Sciences
CLASSROOM SPACES



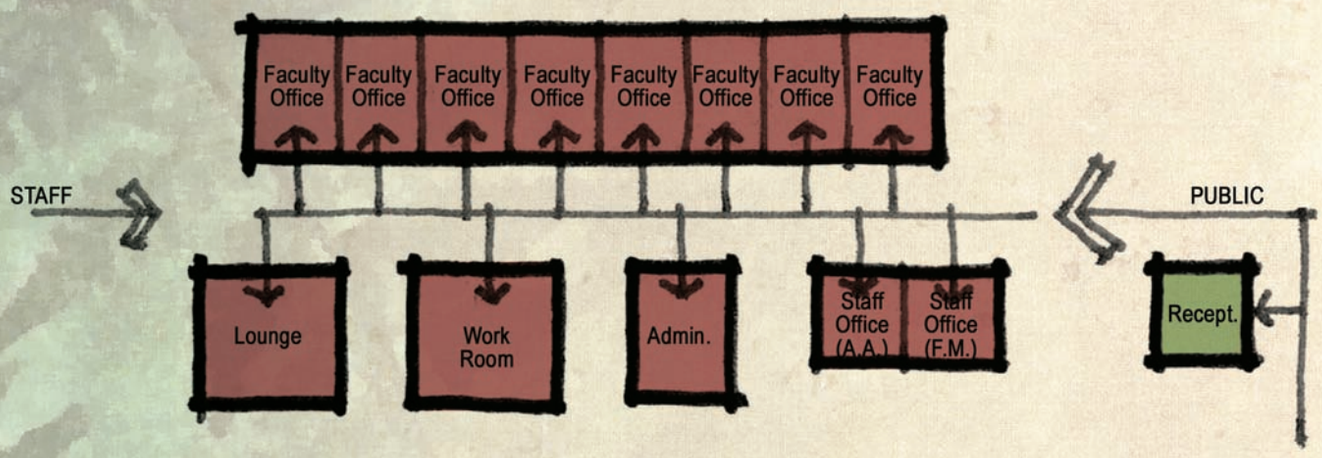
- Natural Light And View For All Spaces
- Blackout Capability For All Spaces
- Full Audio/Visual Capability For All Classrooms
- Distance Learning Technology Applied To One Medium Classroom And One Small Conference
- Tiered Seating In Large Classroom

Agriculture & Life Sciences
GREENHOUSE SPACES



- Greenhouse To Receive South, East And West Exposure
- Classroom May Have An Open Wall Toward Greenhouse Pods
- Potential Expansion To Work With Initial Head House
- Greenhouse Spaces Will Be Readily Accessible From Life Sciences And Test Plots For Field Study

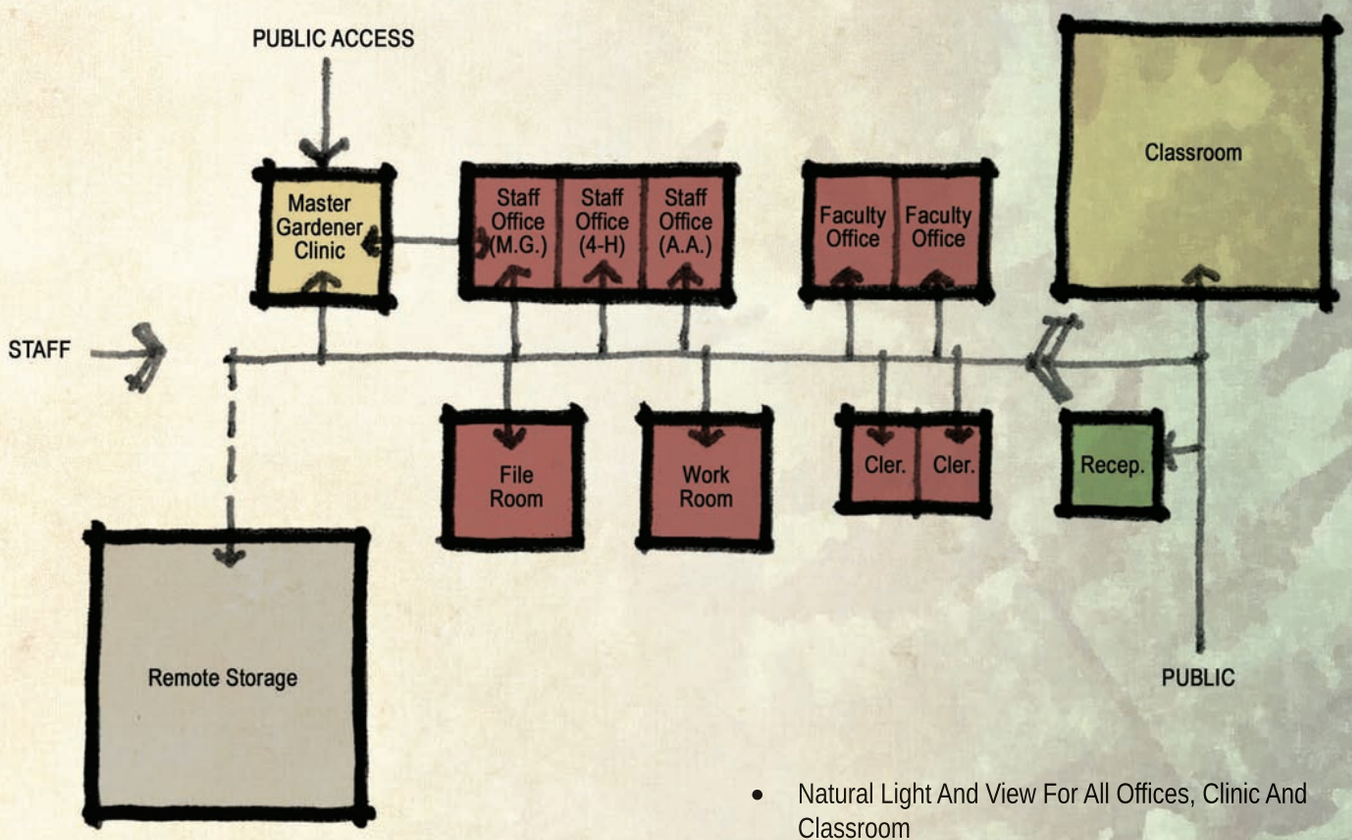
AGRICULTURE & LIFE SCIENCES
OFFICE SPACES



- Natural Light And View For All Spaces
- Reception Located in Main Lobby

Agriculture & Life Sciences

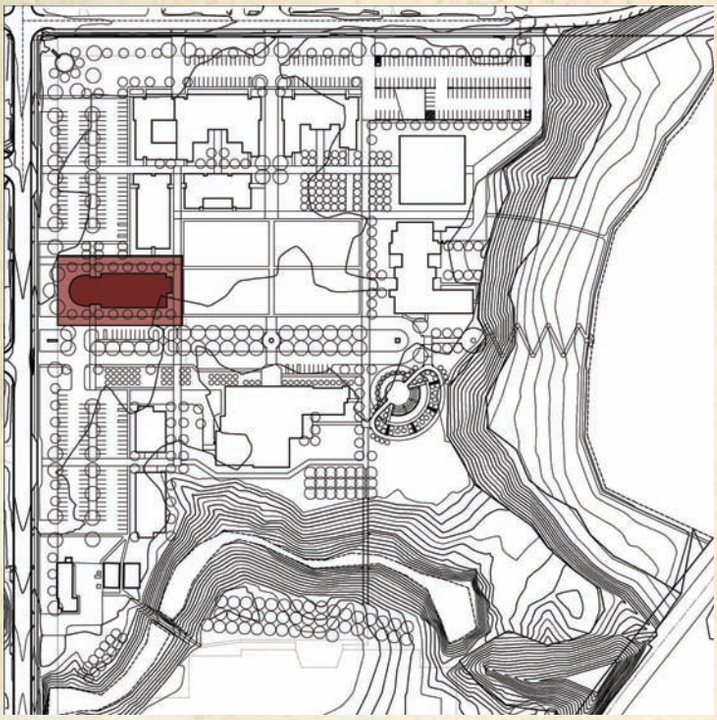
BONNER COUNTY AG EXTENSION



- Natural Light And View For All Offices, Clinic And Classroom
- Blackout Capability In Classroom
- Clerical In Open Workstations
- Workroom To Accommodate Large Printing Operation
- Clinic Accessible To Public
- Reception Located In Main Lobby
- Classroom Grouped With Other Classrooms

ADMINISTRATION/CENTER OPERATIONS
SITE

The Administration/Center Operations Building site is front and center to the arrival of the entire campus. Its site has high visibility to Boyer Avenue and the primary campus entry and allows the building to have a dignity and clear presence that will set the tone for the entire campus.

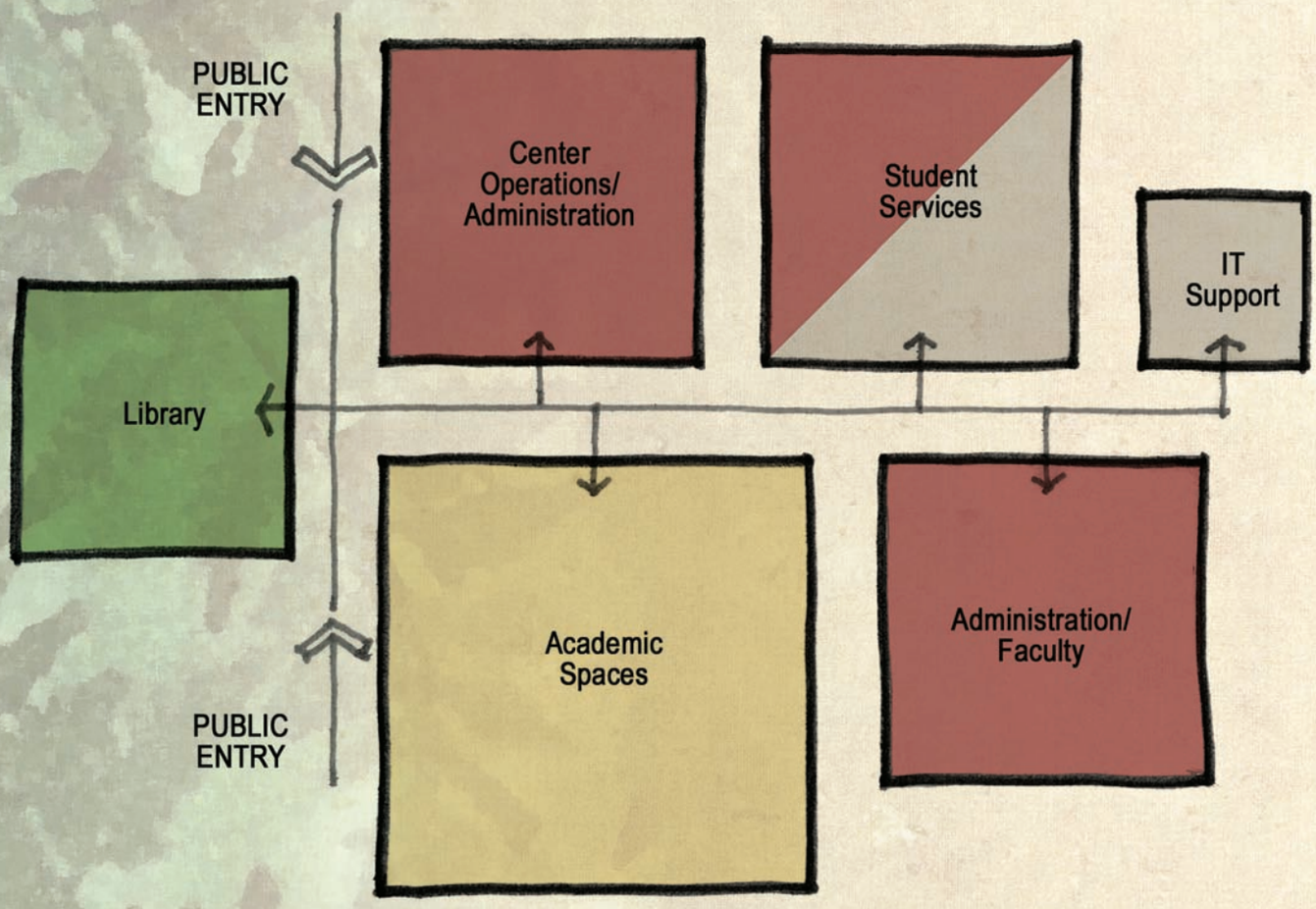


ADMINISTRATION/CENTER OPERATIONS
PROGRAM

Program Element		Quantity	Program Area Each	Program Area Sub-Total
1.00	Center Operations/Administration			
1.01	University of Idaho Director	1	250 sf	250 sf
1.02	Facility Manager	1	140 sf	140 sf
1.03	Clerical Open Workstations	2	100 sf	200 sf
1.04	Visitor Work Center Open Workstation	1	150 sf	150 sf
1.05	Visiting Offices	2	140 sf	280 sf
1.06	Reception Open workstations	3	100 sf	300 sf
106a	Waiting Area	1	120 sf	120 sf
1.07	Conference Rooms	1	360 sf	360 sf
1.08	Files	1	180 sf	180 sf
1.09	Storage	1	200 sf	200 sf
1.10	Mail/Copier/Work Room	1	200 sf	200 sf
2.00	Academic Spaces			
2.03	Small Conference Room Standard	1	250 sf	250 sf
2.04	24 Seat Medium Classroom	2	720 sf	1,440 sf
2.05	24 Seat Medium Computer Lab	1	720 sf	720 sf
2.06	40 Seat Large Classroom Distance Learning	1	1,000 sf	1,000 sf
2.07	40 Seat Large Classroom	1	1,000 sf	1,000 sf
3.00	IT Support			
3.01	IT Support Associates	1	140 sf	140 sf
3.01	IT Server Room	1	500 sf	500 sf
4.00 Student Services				
4.01	Registration Coordinator	1	140 sf	140 sf
4.02	Computer Work Room	1	700 sf	700 sf
4.03	Testing Area	1	500 sf	500 sf
4.04	Workroom	1	180 sf	180 sf
4.05	University of Idaho Files	1	180 sf	180 sf
4.06	Files	1	180 sf	180 sf
4.07	Clerical Records	2	140 sf	280 sf
4.08	Student Services Records	1	160 sf	160 sf
5.00	Library			
5.01	Library Resource Room	1	1,200 sf	1,200 sf
5.02	Staff Offices	1	140 sf	140 sf
5.03	Copy/Fax	1	60 sf	60 sf
5.04	Computer Stations	10	30 sf	300 sf
6.00	Administration/Faculty			
6.01	Director	1	180 sf	180 sf
6.02	General Faculty Office	8	140 sf	1,120 sf
6.03	Associate Faculty Offices	6	100 sf	600 sf
6.04	Faculty Offices	2	140 sf	280 sf
6.05	Faculty Office	1	140 sf	140 sf
6.04	Staff Offices	4	80 sf	320 sf
6.05	Workroom/File Room	1	200 sf	200 sf
6.06	Copy/Fax	1	60 sf	60 sf
	Total Assigned Area			14,350 sf
	Unassigned Space (40% of Gross)[1]			5,740 sf
	Gross Building Area			20,090 sf

Note 1: Includes circulation, toilet rooms and building service area.

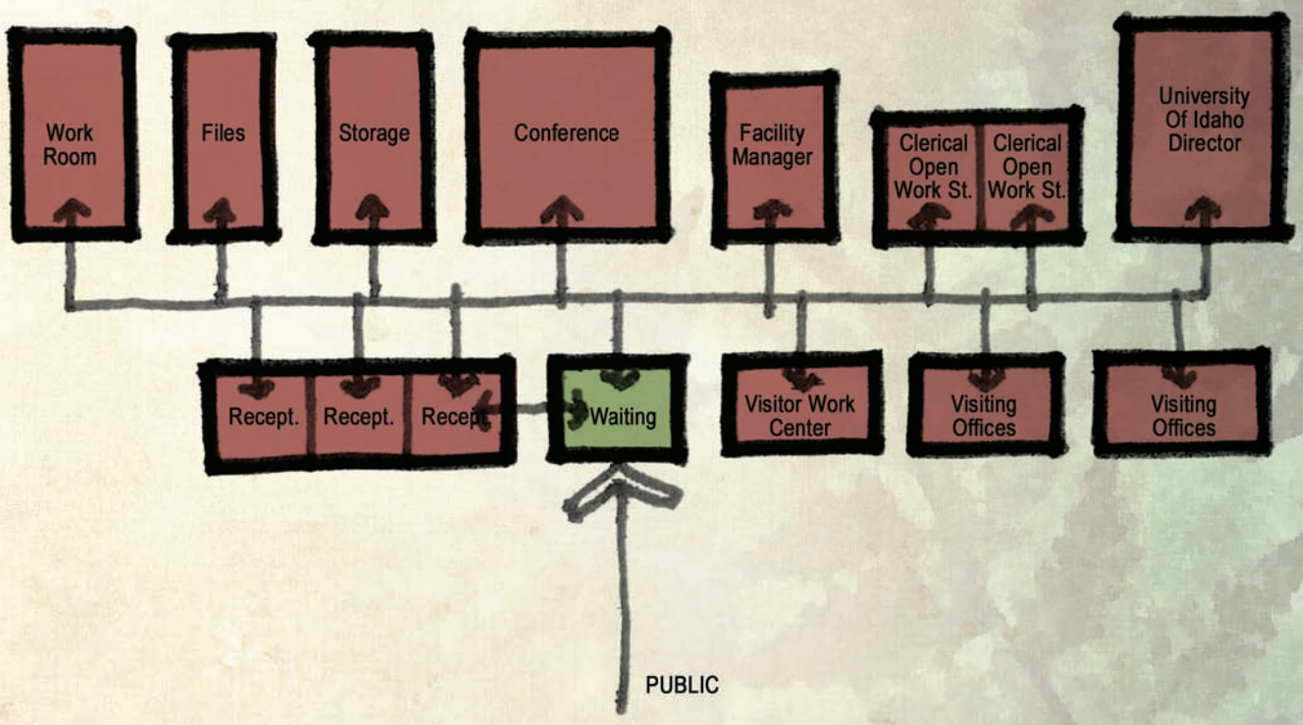
ADMINISTRATION/CENTER OPERATIONS
OVERALL PLAN



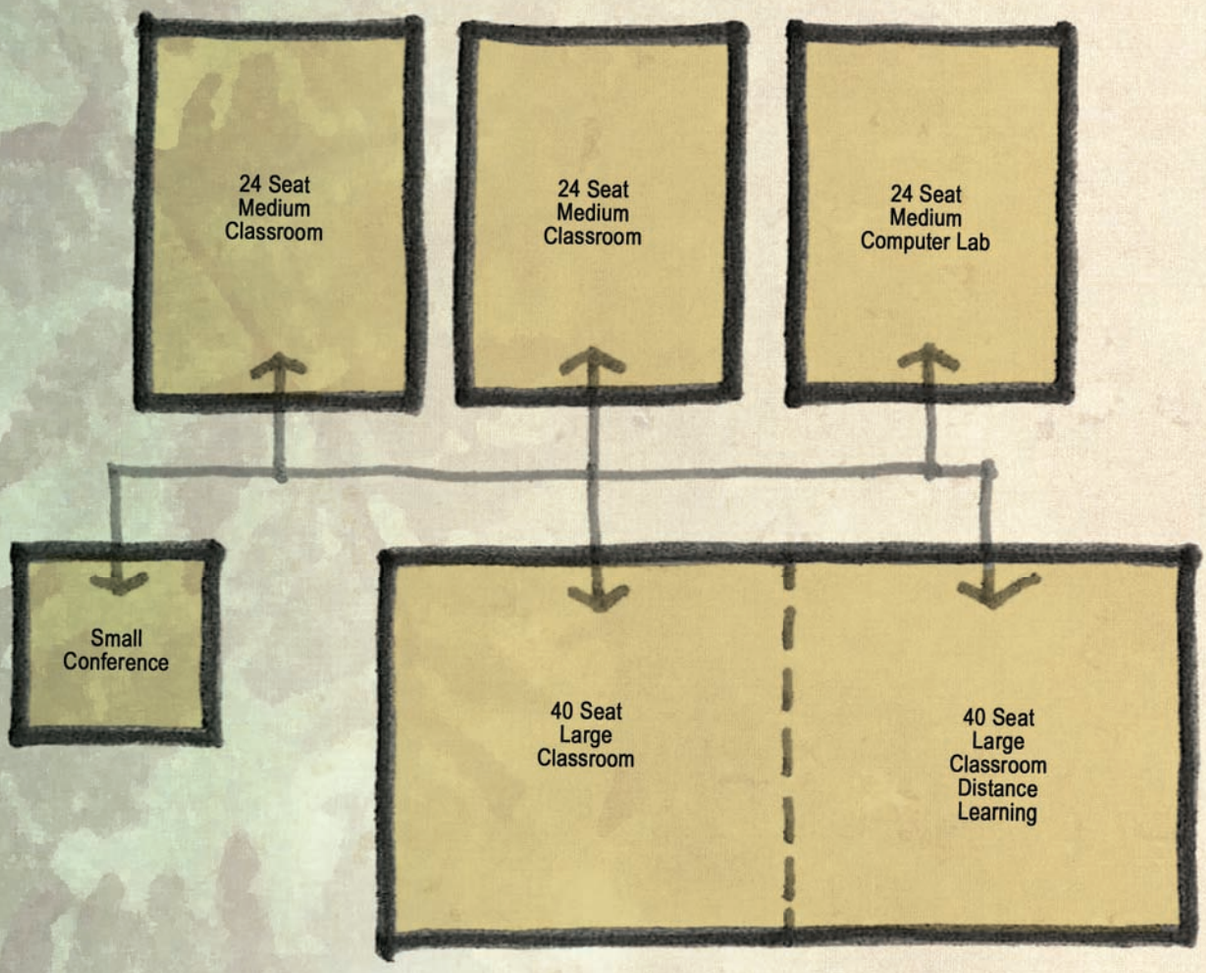
Teaching | Public Space | Office Space | Lab Space | Residential | Support Space

ADMINISTRATION/CENTER OPERATIONS

CENTER OPERATIONS/ADMINISTRATION

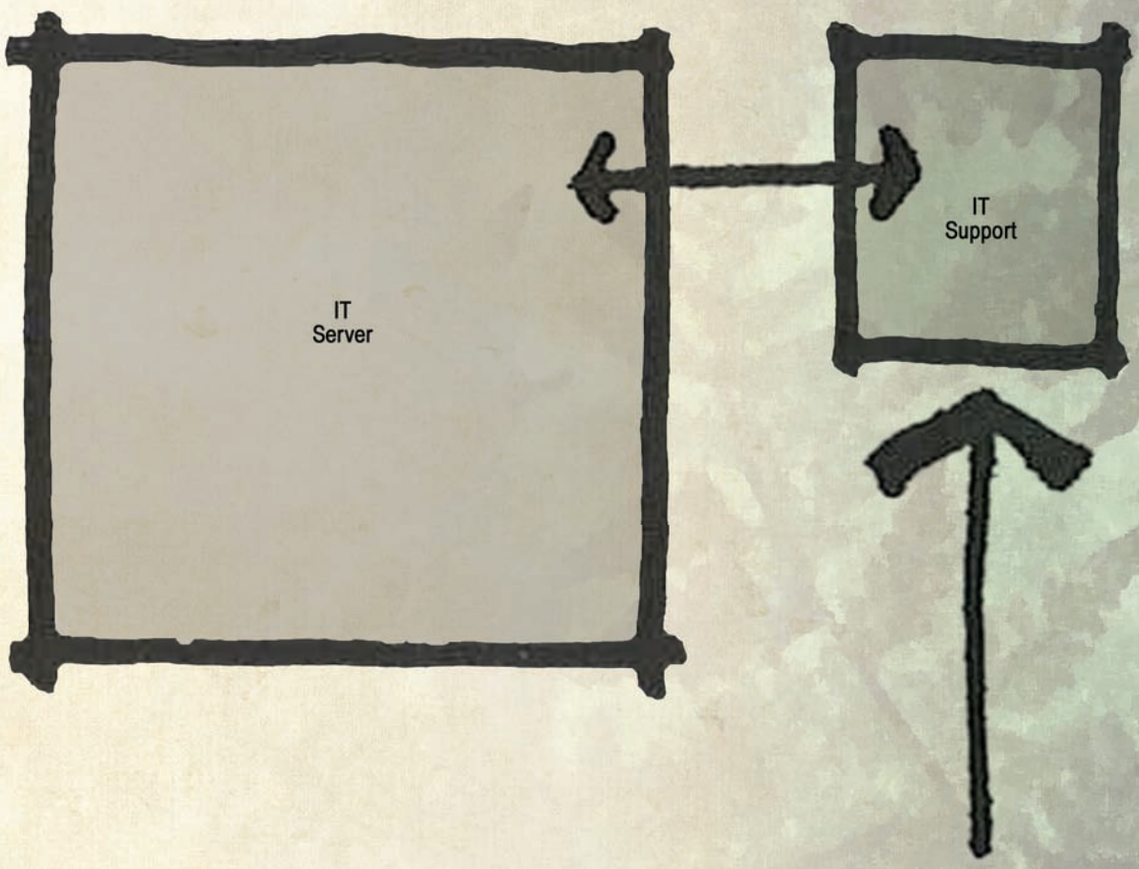


Administration/Center Operations
ACADEMIC SPACES

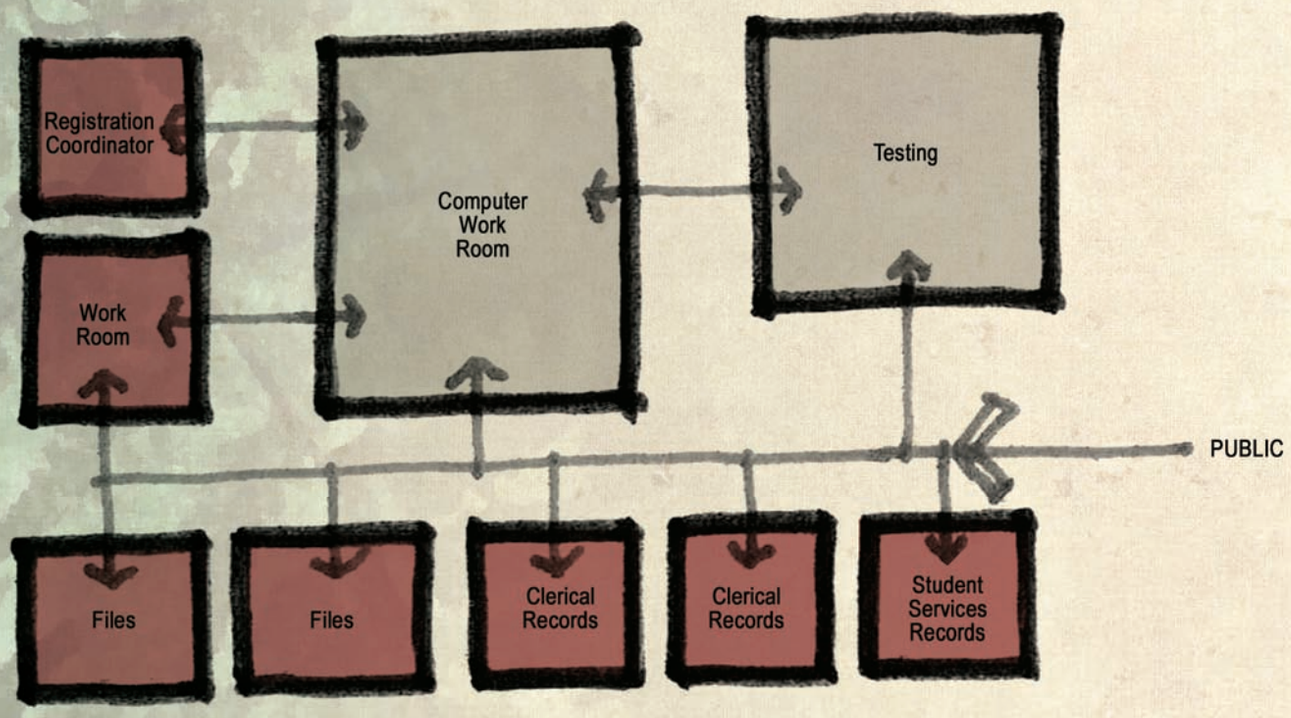


ADMINISTRATION/CENTER OPERATIONS

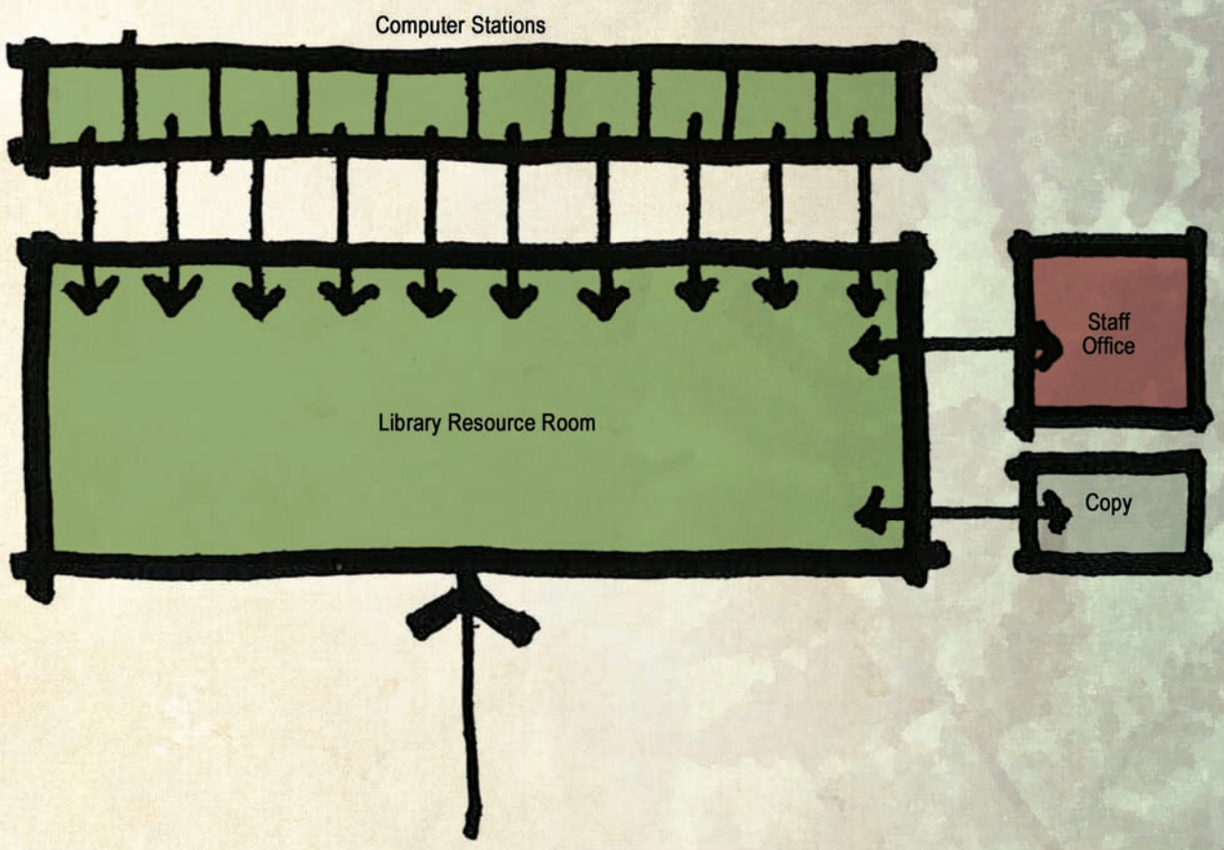
I.T. SUPPORT



Administration/Center Operations
STUDENT SERVICES

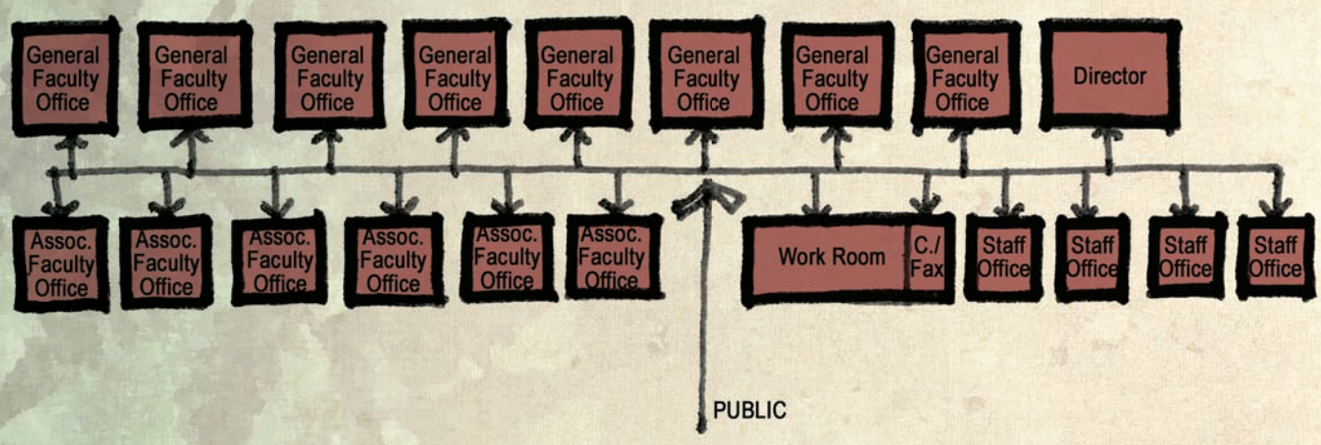


ADMINISTRATION/CENTER OPERATIONS
LIBRARY



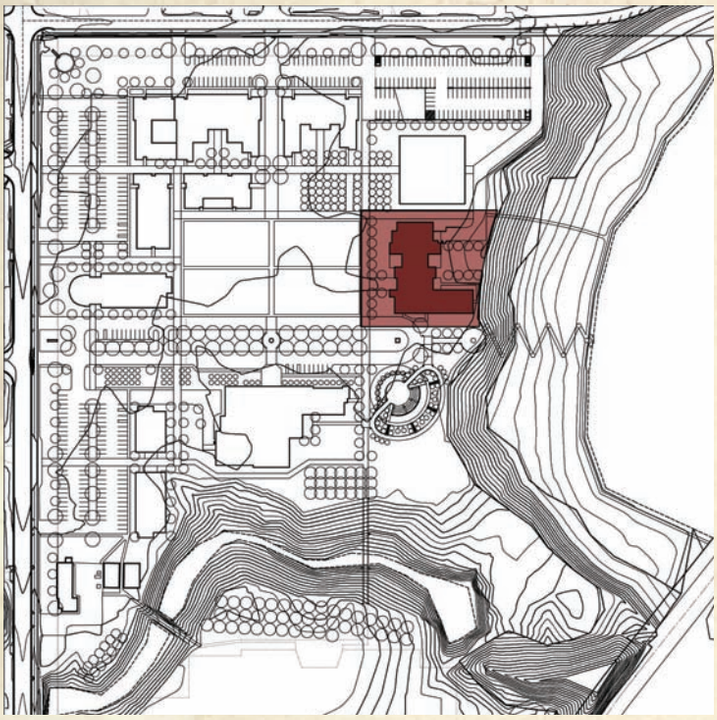
ADMINISTRATION/CENTER OPERATIONS

ADMINISTRATION/FACULTY



STUDENT UNION
SITE

Another key anchor for the campus, this site is unique as it faces the newly formed Central Green and abuts the existing natural greenbelt to the east. This site affords an appropriate presence to the campus with a close proximity to the student square, campanile and amphitheater.

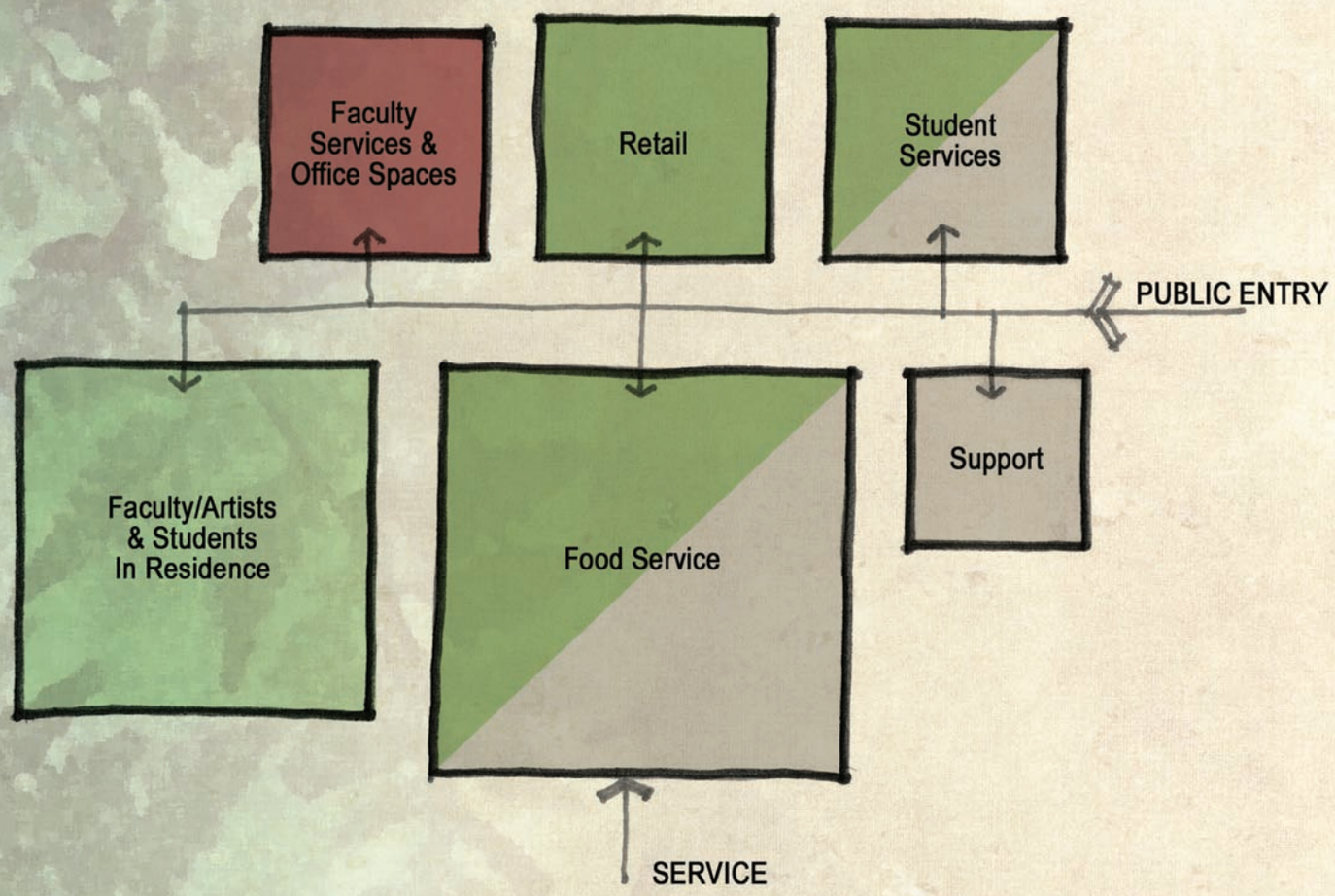


STUDENT UNION
PROGRAM

Program Element		Quantity	Program Area Each	Program Area Sub-Total
1.00	Retail			
1.01	Bookstore	1	1,200 sf	1,200 sf
1.02	Copy/Printing	1	200 sf	200 sf
1.03	Computer Repairs	1	200 sf	200 sf
1.03	Bank/ATM	1	100 sf	100 sf
2.00	Food Service			
2.01	Food Court	1	2,400 sf	2,400 sf
2.02	Servery/Cashier	1	400 sf	400 sf
2.03	Dining/Seating	1	2,400 sf	2,400 sf
2.04	Coffee House	1	150 sf	150 sf
2.05	Refuse/Storage	1	400 sf	400 sf
2.06	Food Service Office	1	180 sf	180 sf
3.00	Student Services			
3.01	Career Center	1	500 sf	500 sf
3.02	Student Lounge	1	600 sf	600 sf
3.03	Conference/Meeting Rooms	6	150 sf	900 sf
4.00	Faculty Services & Office Spaces			
4.01	EMBA Offices	1	420 sf	420 sf
4.02	Education Offices	1	780 sf	780 sf
4.03	Faculty Lounge	1	300 sf	300 sf
4.03	Copy/Fax/Workroom	1	200 sf	200 sf
4.10	Culinary Arts & Science Program			
4.11	Experimental Kitchen	1	1,000 sf	1,000 sf
4.12	Food Storage	1	0 sf	0 sf
4.13	Offices	2	0 sf	0 sf
5.00	Faculty/Artists & Students in Residence			
5.01	Dorm Rooms	5	360 sf	1,800 sf
5.02	Private Rooms	4	650 sf	2,600 sf
5.03	Communal Space	1	250 sf	250 sf
6.00	Support			
6.01	Loading Dock/Recycling	1	400 sf	400 sf
6.02	Storage	1	600 sf	600 sf
6.03	IT Room	1	200 sf	200 sf
6.04	Janitorial	1	400 sf	400 sf
Total Assigned Area				18,580 sf
Unassigned Space (40% of Gross)[1]				7,400 sf
Gross Building Area				25,980 sf

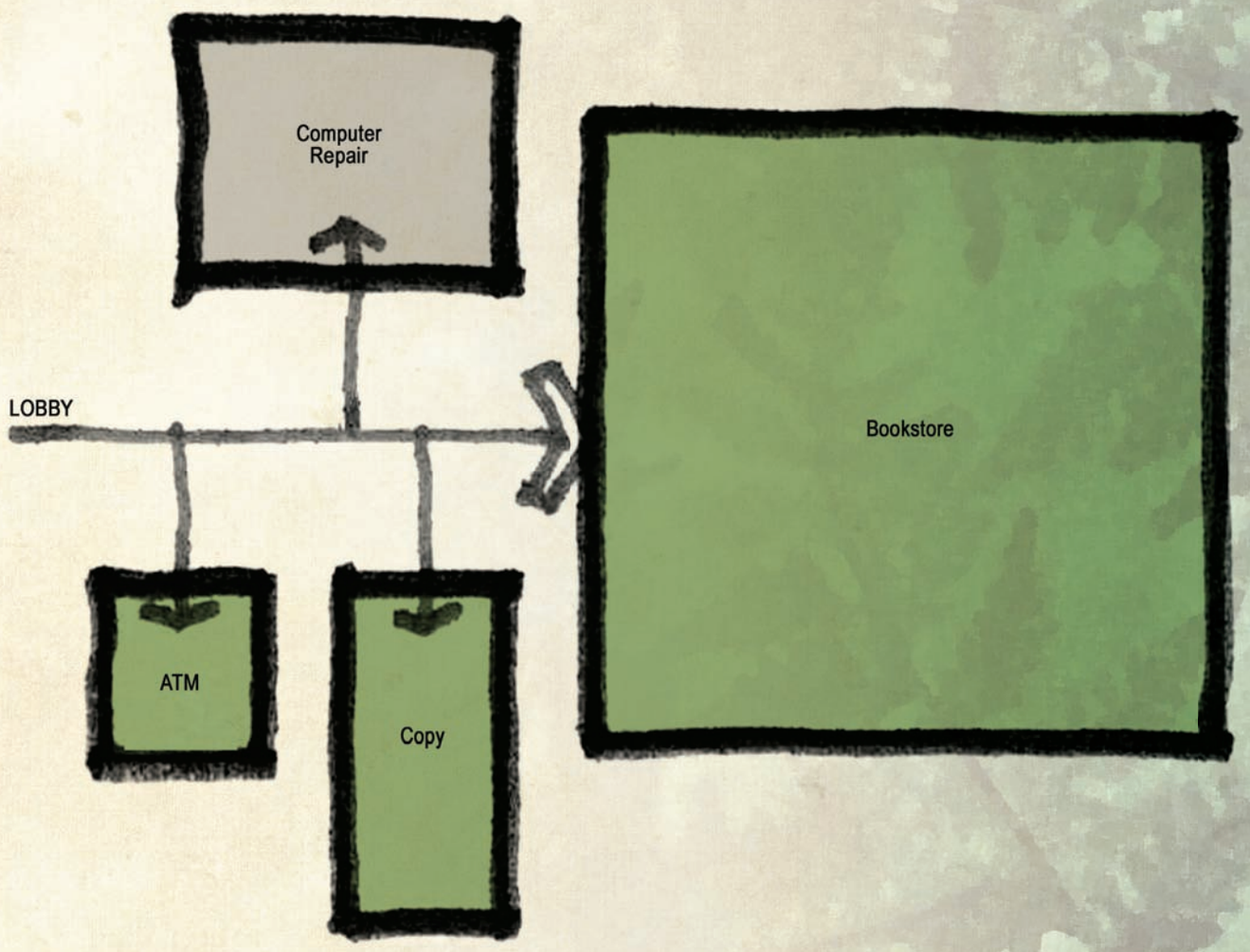
Note 1: Includes circulation, toilet rooms and building service area.

STUDENT UNION
OVERALL PLAN

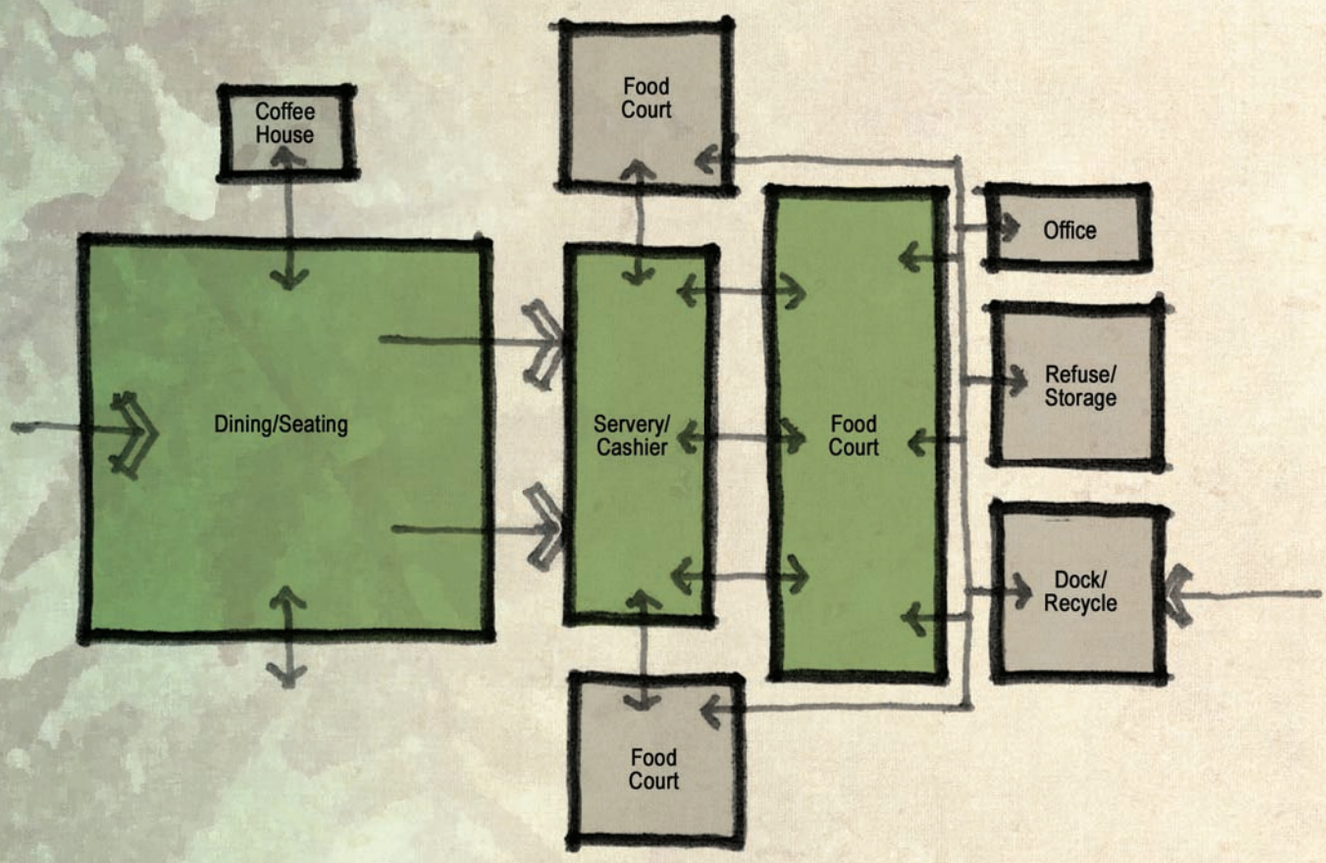


Teaching | Public Space | Office Space | Lab Space | Residential | Support Space

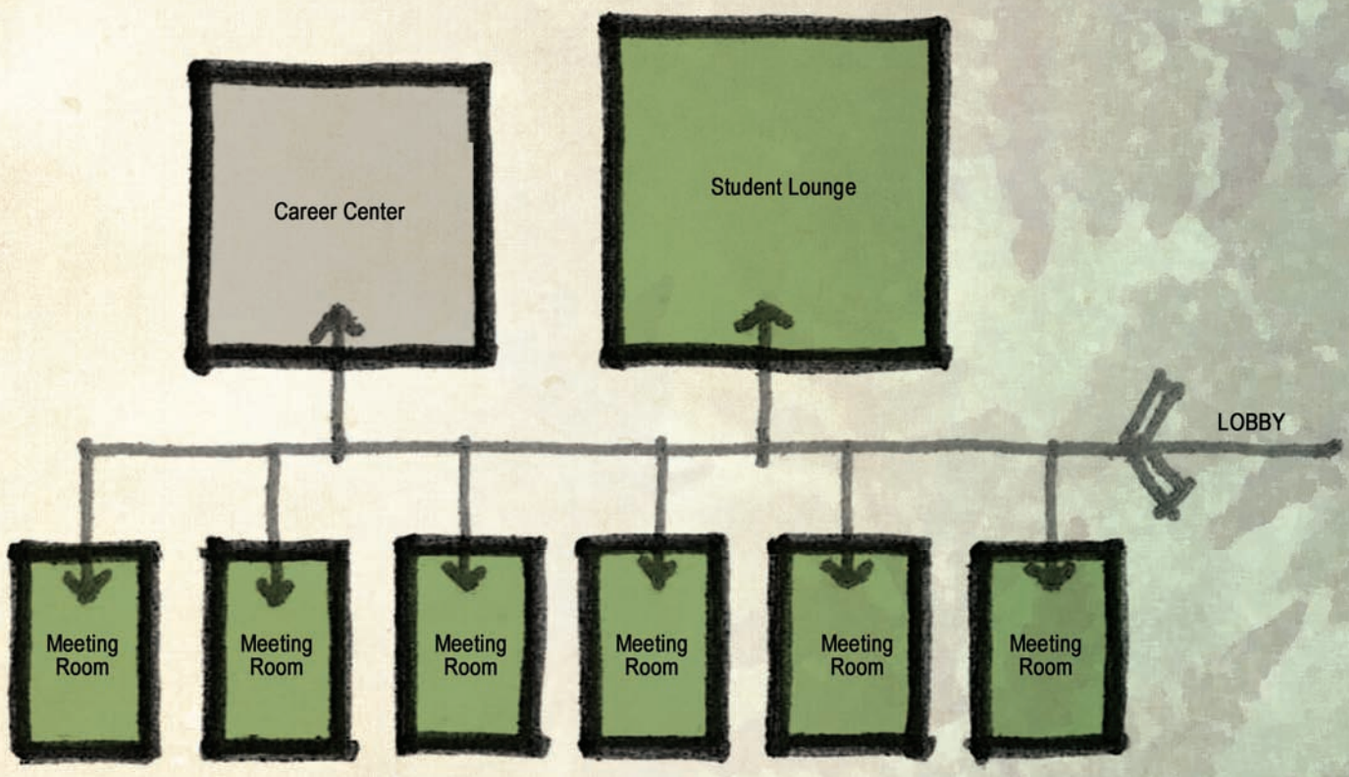
STUDENT UNION
RETAIL



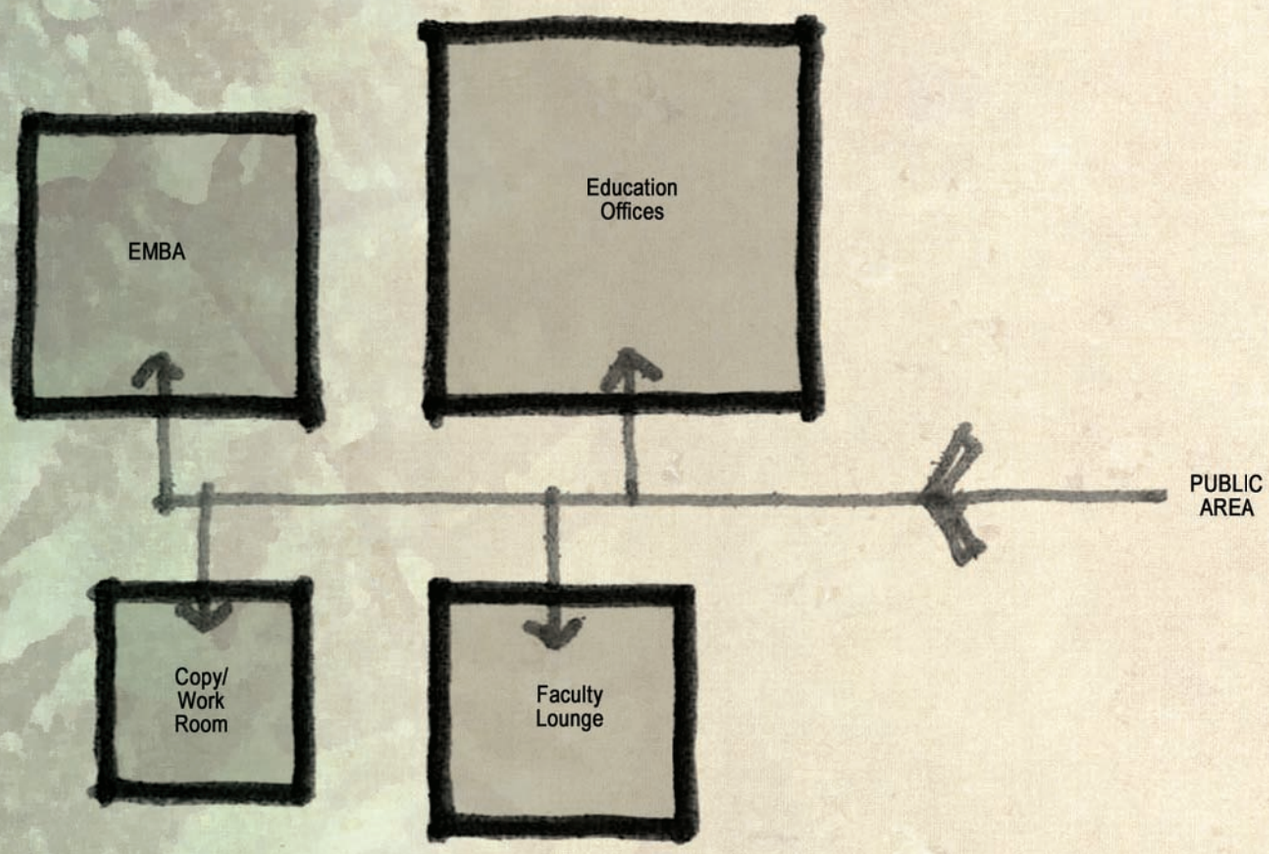
STUDENT UNION
FOOD SERVICE



STUDENT UNION
STUDENT SERVICES

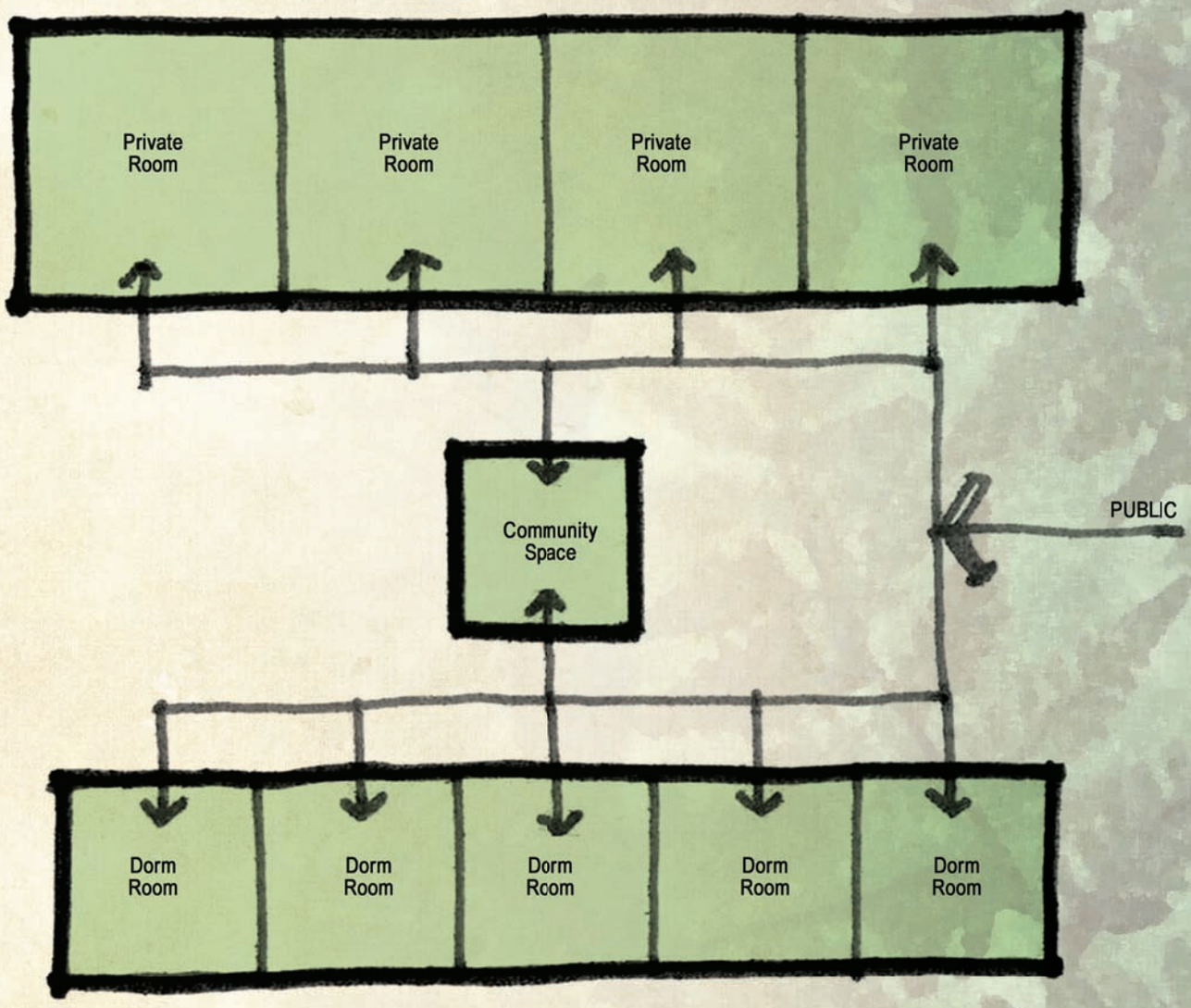


STUDENT UNION
FACULTY SERVICES & OFFICE SPACES

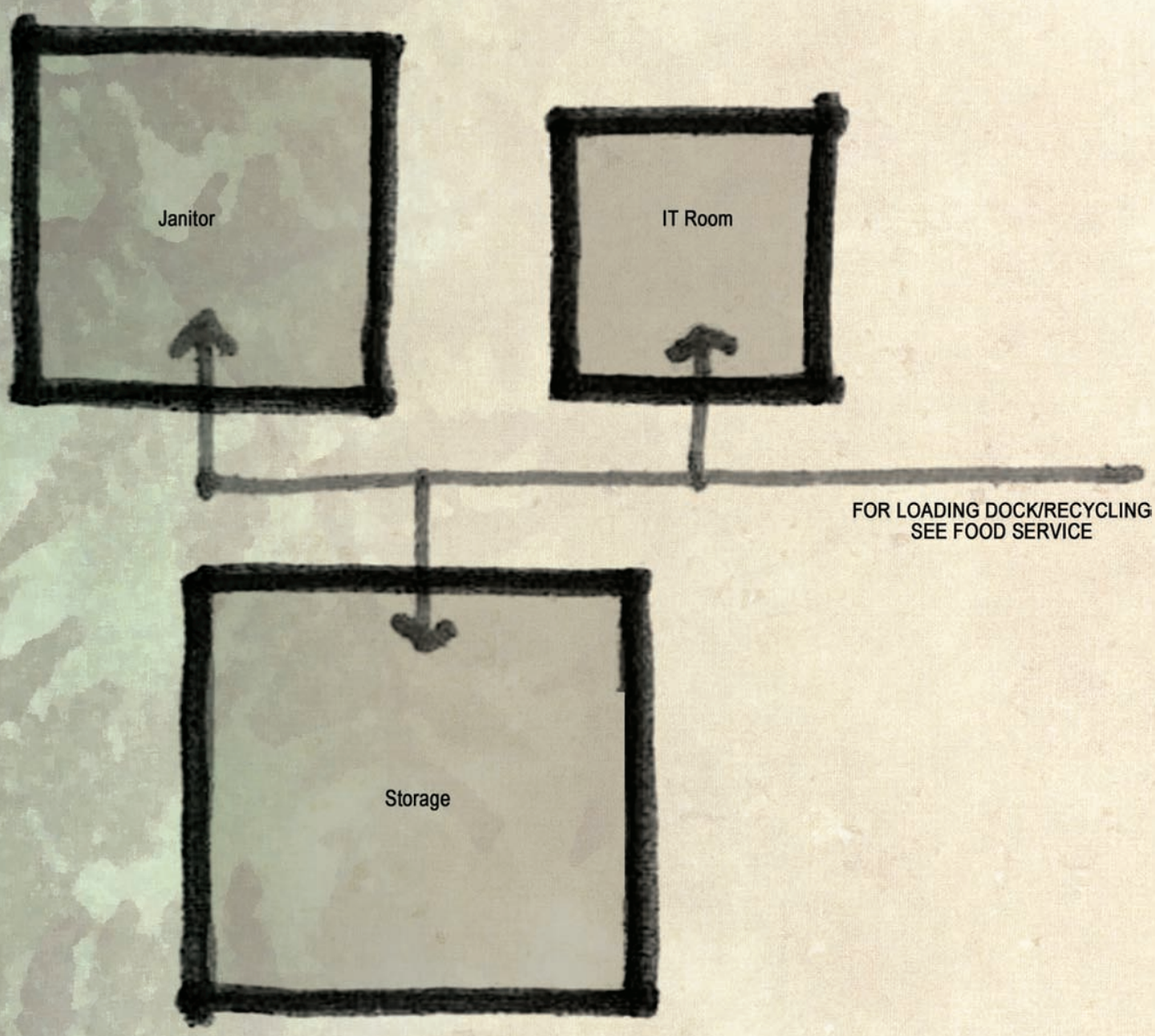


STUDENT UNION

FACULTY/ARTISTS & STUDENTS IN RESIDENCE



STUDENT UNION
SUPPORT



Future Building Sites

Future building sites indicated in the Master Plan allow for expansion of existing buildings and/or the creation of new buildings that expand on or support the campus curriculum. These identified sites will complete the Master Plan and help frame and define the heart of the campus - the Central Green.

ATTACHMENT 1
(By Reference Only)

University of Idaho Design & Construction Project Document Standards, Revised February 2007

ATTACHMENT 2
(By Reference Only)

- Section 1700, Telecommunications & Data Systems
- Telecommunications/Data Room Guidelines

Programming Participants and Acknowledgments

University of Idaho
Moscow, Idaho

Wildrose Foundation
Sandpoint, Idaho

ALSC Architects
Spokane, Washington

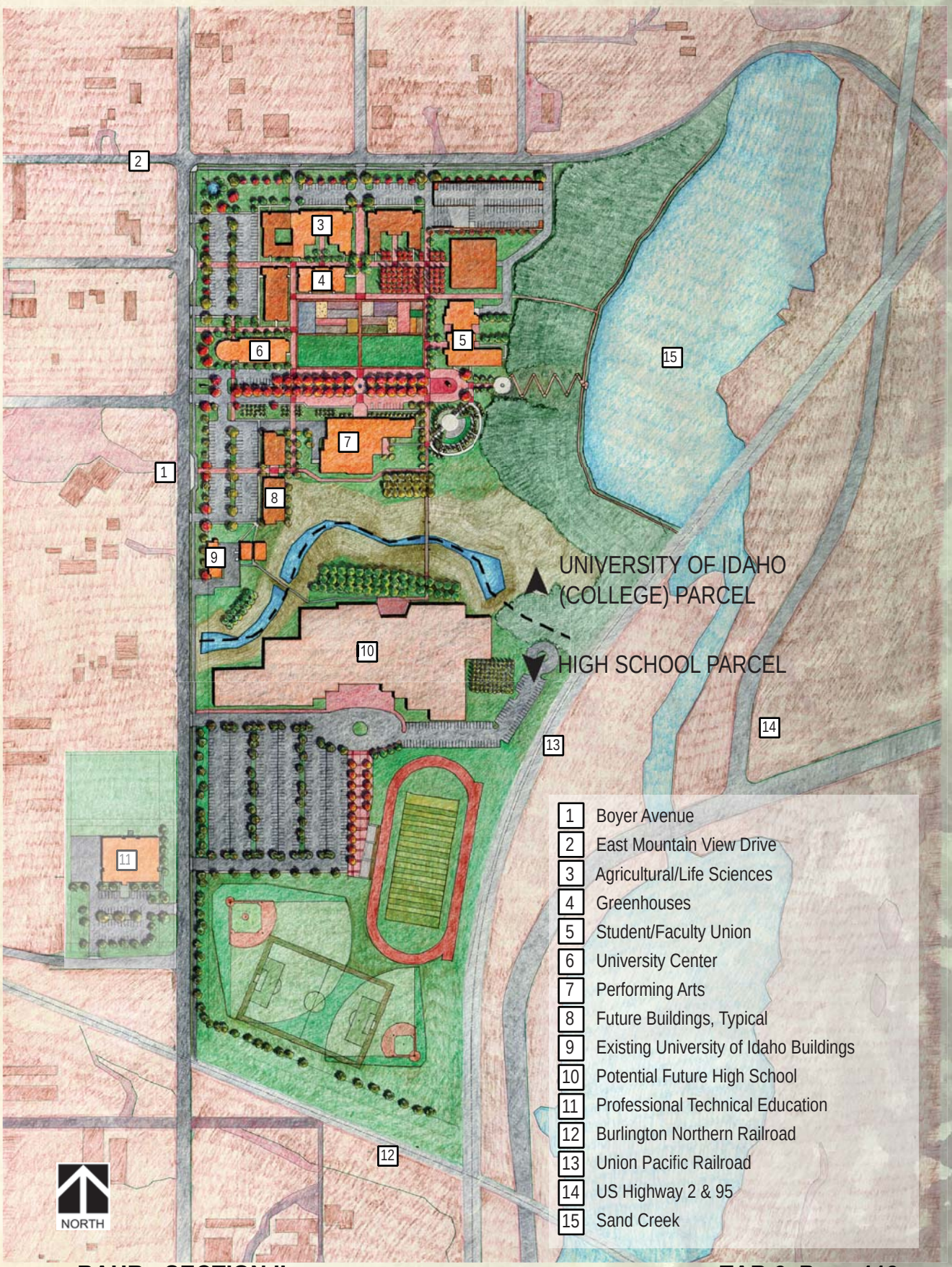
Ford Elsaesser
Elsaesser Jarzabek Anderson Marks Elliott & McHugh
Sandpoint, Idaho

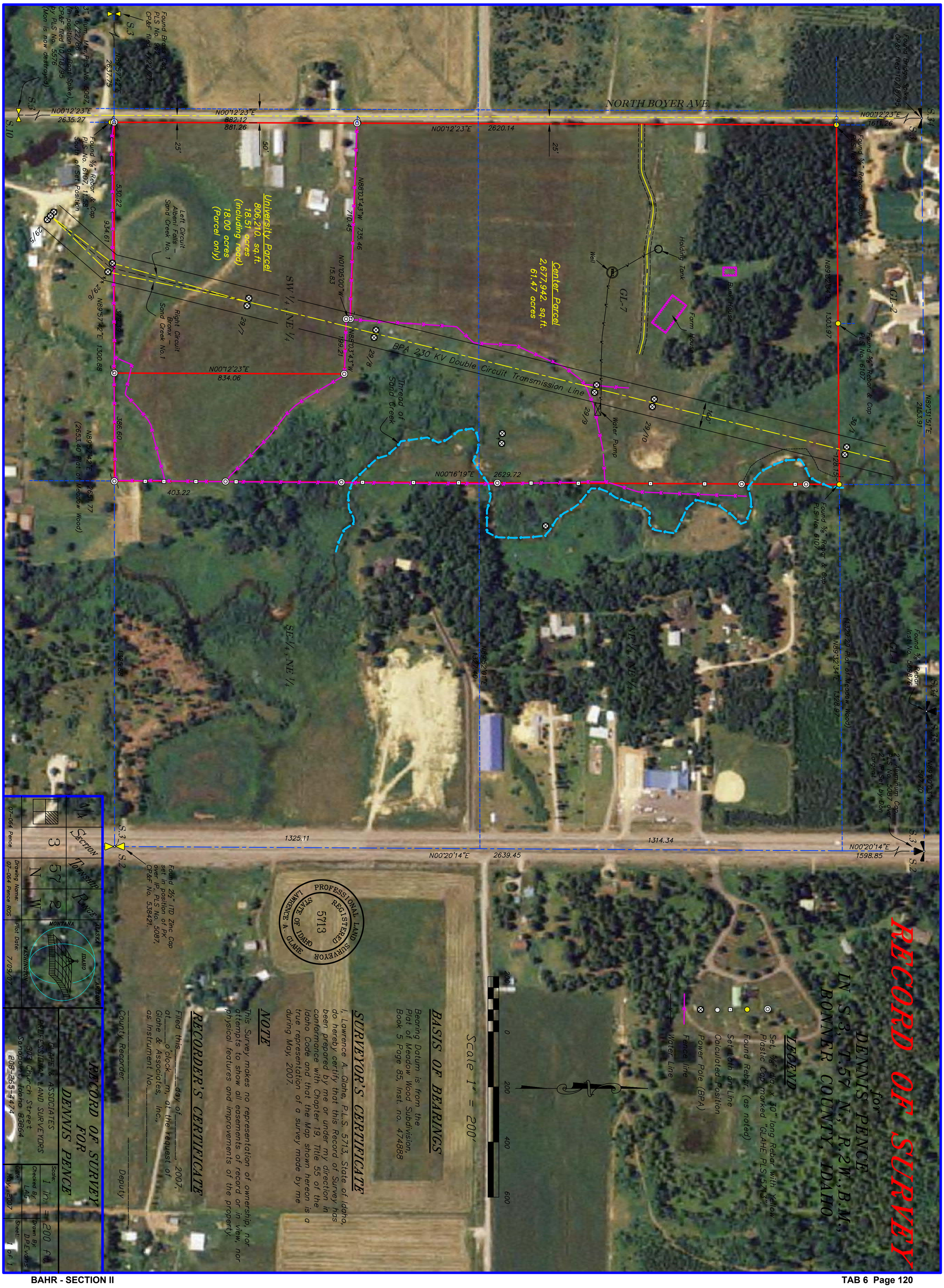
3D Renderings
Anita Lehmann
Seattle, Washington

Cover
Gilbert Oxford 130# Duplex Cover
30% Post Consumer Waste – 60% Total Recycled Fiber

Text
Knightkote 80# Matte Text
30% Post Consumer Waste – 50% Total Recycled Fiber

Division of Campus Parcel




RECORD OF SURVEY
for
DENNIS PENCE
S.3, T.57 N., R.2W.,B.M.,
BONNER COUNTY, IDAHO
LEGEND
Set, 5/8" dia. x 30" long Rebar with Yellow Plastic Cap marked "GLAHE PLS 5713".
Found Rebar, (as noted)
Set Lath on Line
Calculated Position
Power Pole (BPA)
Fence line
Water Line
Scale 1" = 200'
BASIS OF BEARINGS
Bearing Datum is from the Plat of Meadow Wood Subdivision, Book 5 Page 85, Inst. no. 474888
SURVEYOR'S CERTIFICATE
I, Lawrence A. Glahe, P.L.S. 5713, State of Idaho, do hereby certify that this Record of Survey has been prepared by me or under my direction in conformance with Chapter 19, Title 55 of the Idaho Code and that the Map shown hereon is a true representation of a survey made by me during May, 2007.
NOTE
This Survey makes no representation of ownership, nor attempts to show all easements of record or in view, nor physical features and improvements of the property.
RECORDER'S CERTIFICATE
Filed this____day of_____, 2007, at____o'clock__m, at the request of Glahe & Associates, Inc., as Instrument No._____
County Recorder
Deputy
RECORD OF SURVEY FOR DENNIS PENCE
GLAHE & ASSOCIATES
PROFESSIONAL LAND SURVEYORS
303 Church Street
Sandpoint, Idaho 83864
208-265-4474
Scale: 1 in. = 200 ft.
Checked By: LAG
Drawn By: D.P.Evans
Date: May, 2007
Sheet: 1 of 1
PROFESSIONAL LAND SURVEYOR
REGISTERED
STATE OF IDAHO
5713
LAWRENCE A. GLAHE
NORTH BOYER AVE.
University Parcel
806,210. sq.ft.
18.51 acres
(including road)
18.00 acres
(Parcel only)
Center Parcel
2,677,942. sq.ft.
61.47 acres
BPA 230 KV Double Circuit Transmission Line
Thread of Sand Creek
Left Circuit Albeni Falls – Sand Creek No. 1
Right Circuit Bronx – Sand Creek No.1
Holding Tank
Farm House
Bunk House
Well
Water Pump
GL-1
GL-2
GL-7
SW 1/4, NE 1/4
SE 1/4, NE 1/4
NE 1/4, NE 1/4
Found Brass Cap PLS No. 962 CP&F filed 4/22/77
3" Alum. Mon. PLS No. 5087, set 6/22/86 (in position of Boat Spike), CP&F filed 10/18/95 by PLS No. 5576 (Mon is now destroyed)
Found 5/8" Rebar & Cap PLS No. 6107, 11.58' South of Set Position
Found Bridge Spike CP&F filed 10/18/95
Found 5/8" Rebar & Cap PLS No. 5713
Found 5/8" Rebar & Cap PLS No. 6107
Found 5/8" Rebar & Cap PLS No. 6107
Found 5/8" Rebar Inst No. 569876
2" Aluminum Cap PLS No. 5087 over 2" IP Set by Don Largent
Found 2 1/2" ITD Zinc Cap set in position of PK over IP, PLS No. 5087, CP&F No. 538421.
(1329.29 Plat of Meadow Wood)
(2653.40 Plat of Meadow Wood)
N00°12'23"E 2635.27
N00°12'23"E 882.12 881.26
N00°12'23"E 2620.14
N00°12'23"E 1611.26
N00°16'19"E 2629.72
N00°20'14"E 2639.45
N00°20'14"E 1598.85
N89°57'42"E 2637.75
N89°57'42"E 1300.88
N89°57'42"E 2651.77
N89°32'34"E 1303.97
N89°31'51"E 2153.91
N89°32'34"E 1328.97
N89°52'01"E 1327.40
N89°00'03"W 507.70
N88°03'43"W 710.45
N88°03'43"W 735.46
N01°05'00"W 15.83
N88°03'43"W 199.21
1325.11
1314.34
1325.88
530.22
934.61
379.39
834.06
386.60
403.22
128.15
100'
25'
50'
S.3
S.10
S.34
S.35
S.2

GLAHE & ASSOCIATES, Professional Land Surveyors

P.O. Box 1863
303 Church St., Ste. A
Sandpoint, ID 83864

Phone: (208) 265-4474
Fax: (208) 265-0675
Website: glaheinc.com

Legal Description
For Dennis Pence

That portion of Section 3, Township 57 North, Range 2 West , BM, Bonner County, Idaho described as follows;
Beginning at the Center Quarter Corner of said Section 3;
Thence North 00°12'23" East, along the North – South centerline of said Section 3, a distance of 882.12 feet;
Thence leaving said North – South centerline, South 88°03'43" East, 735.46 feet;
Thence South 01°05'00" East, 15.83 feet;
Thence South 88°03'43" East, 199.21 feet;
Thence South 00°12'23" West, 834.06 feet to a point of intersection with the East - West centerline of said Section 3;
Thence South 89°57'42" West, along said East - West centerline, a distance of 934.61 feet to the Point of Beginning.
Except the West 25 feet thereof for County Road.

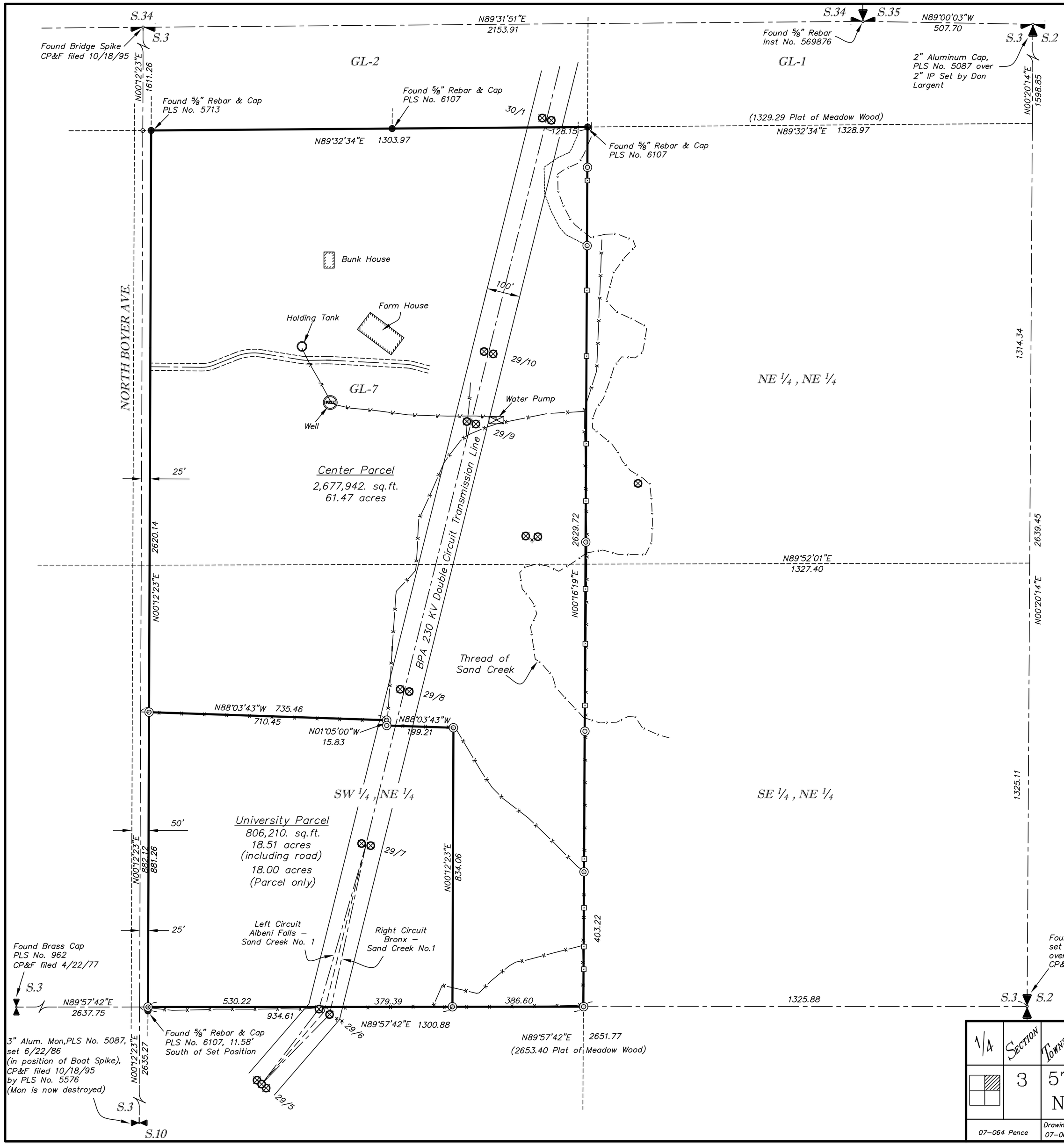
Said tract contains 806,210 Sq. ft. or 18.51 Acres (Including road)

DPE-7/09/07 -07064

RECORD OF SURVEY

for

DENNIS PENCE
IN S.3, T.57 N., R.2W.,B.M.,
BONNER COUNTY, IDAHO



LEGEND

- Set, 5/8" dia. x 30" long Rebar with Yellow Plastic Cap marked "GLAHE PLS 5713".
- Found Rebar, (as noted)
- Set Lath on Line
- Calculated Position
- Power Pole (BPA)
- Fence line
- Water Line

200 0 200 400 600

Scale 1" = 200'

BASIS OF BEARINGS

Bearing Datum is from the Plat of Meadow Wood Subdivision, Book 5 Page 85, Inst. no. 474888

SURVEYOR'S CERTIFICATE

I, Lawrence A. Glahe, P.L.S. 5713, State of Idaho, do hereby certify that this Record of Survey has been prepared by me or under my direction in conformance with Chapter 19, Title 55 of the Idaho Code and that the Map shown hereon is a true representation of a survey made by me during May, 2007.

PROFESSIONAL LAND SURVEYOR
REGISTERED
5713
STATE OF IDAHO
LAWRENCE A. GLAHE

NOTE

This Survey makes no representation of ownership, nor attempts to show all easements of record or in view, nor physical features and improvements of the property.

RECORDER'S CERTIFICATE

Filed this_____day of_____, 2007,
at_____o'clock___m, at the request of
Glahe & Associates, Inc.,
as Instrument No._____

_____ _____
County Recorder Deputy

1/4	Section	Township	Range	
	3	57 N	2 W	
07-064 Pence		Drawing Name: 07-064 Pence ROS		Plot Date: 7/09/07

ALASKA ARIZONA IDAHO MONTANA WASHINGTON

RECORD OF SURVEY FOR DENNIS PENCE

GLAHE & ASSOCIATES
PROFESSIONAL LAND SURVEYORS
303 Church Street
Sandpoint, Idaho 83864
208-265-4474

Scale: 1 in. = 200 ft.	
Checked By: LAG	Drawn By: D.P.Evans
Date: May, 2007	Sheet: 1 of 1

Sources and Uses of Funds (Appendix 3 Schedule A-1)

Attachment 1

Sources of Revenue:	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Current Funding at Center[1] (See Schedule E for detail.)			443,967	457,286	471,005	485,135	499,689	514,679	530,120	546,023
Research Grants[2] (See Schedule E for detail.)										
Program support			200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Overhead			36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000
Sale Proceeds from Land sale to Wild Rose[3]										
Endowment from sale proceeds		258,750	263,925	269,204	274,588	280,079	285,681	291,395	297,222	303,167
Sale proceeds reserve	500,000									
Educational Fees[4] (See Schedule D for detail.)										
Outreach-Center Operations			234,310	345,901	462,247	580,983	600,792	621,388	642,807	665,092
College Core Residential Faculty			406,406	743,342	1,137,372	1,497,629	1,542,011	1,587,725	1,634,810	1,683,307
College Contractual Faculty			729,204	786,078	837,785	929,445	965,508	1,003,365	1,043,128	1,084,915
Facilities/computing/activity			134,143	198,028	264,636	332,613	343,954	355,744	368,007	380,765
Nonresident tuition			50,400	100,800	100,800	151,200	151,200	151,200	151,200	151,200
Special fees including fees for conferences and courses offered on-site			41,263	40,251	39,209	38,135	37,029	35,890	34,717	33,508
Wild Rose/Community Core faculty support			800,000	800,000	800,000	800,000	800,000	0	0	0
Ongoing University funding (EWA, new or reallocated positions)[5]			250,000	250,000	250,000	250,000	250,000	750,000	772,500	795,675
One-time University Funding[6]		150,000	150,000	150,000						
Occupancy Costs[7]			723,700	723,700	723,700	723,700	723,700	723,700	723,700	723,700
Phone rental			16,560	17,057	17,569	18,096	18,638	19,198	19,774	20,367
Rental of SUB units/performing arts[8]			86,312	172,624	172,624	172,624	172,624	172,624	172,624	172,624
Reserve		500,000	558,750	316,210	483,489	625,718	1,179,665	1,697,870	1,879,506	2,046,242
Total	**500,000**	**908,750**	**5,124,940**	**5,606,479**	**6,271,023**	**7,121,356**	**7,806,492**	**8,160,778**	**8,506,114**	**8,842,585**
Uses:										
Administration (See Schedule E for detail.)			392,000	403,760	415,873	428,349	441,199	454,435	468,069	482,111
Added administrative Support[9]					200,000	206,000	212,180	218,545	225,102	231,855
Academic Programs										
Current Staff			443,967	457,286	471,005	485,135	499,689	514,679	530,120	546,023
Grant Supported Faculty and Staff			200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Contractual Faculty and Staff			729,204	786,078	837,785	929,445	965,508	1,003,365	1,043,128	1,084,915
Core Residential Faculty, staff, and operating (See Schedule E for detail.)			1,629,000	1,677,870	1,728,206	1,780,052	1,833,454	1,888,457	1,945,111	2,003,465
One-time funding marketing/recruitment/moving funding[10]			300,000							
New Core Residential faculty[11]					160,000	244,800	252,144	259,708	267,500	275,525
Infrastructure Costs										
Operations and Maintenance[12]			900,000	927,000	954,810	983,454	1,012,958	1,043,347	1,074,647	1,106,886
Technology (Phone and data)[13]										
Network including bandwidth and /R&R-Cisco support			173,000	178,190	183,536	189,042	194,713	200,554	206,571	212,768
Classrooms (4)/Compressed video (2) support			25,000	25,750	26,523	27,318	28,138	28,982	29,851	30,747
Phone system			16,560	17,057	17,569	18,096	18,638	19,198	19,774	20,367
Capital Renewal[14]			0	450,000	450,000	450,000	450,000	450,000	450,000	450,000
Building Furniture, Fixtures and Equipment[15]										
Initial Infrastructure Costs at new R & E Center[16]		350,000								
Total	**0**	**350,000**	**4,808,731**	**5,122,990**	**5,645,305**	**5,941,691**	**6,108,621**	**6,281,272**	**6,459,871**	**6,644,661**
Net Revenue	**500,000**	**558,750**	**316,210**	**483,489**	**625,718**	**1,179,665**	**1,697,870**	**1,879,506**	**2,046,242**	**2,197,925**

[1]Based on FY07 funding for faculty, staff and operating expenses at CALS R&E Center and Bonner County Extension. Estimated annual increase included at 3% per year in subsequent years.

[2]Based on 18% of overhead of $200,000 annually in grants and contracts.

[3]$6.25 million will be received for the sale of the current UI land. $500,000 will be placed in a cash reserve and the remaining $5.75 mill will be placed in an endowment with the UI Foundation. Annual payout to the UI will be a minimum of 4.5% and any return above that will be reinvested in the endowment.

Estimated returns shown are based on an expected return on investment of 7.5%.

[4] Based on estimated enrollments for proposed programs and calculated revenue based on current off-campus fee rates increased by 3% per year (See Appendix 3 Schedule D). To account for full-time reduced rates and other discounts, estimated revenue has been reduced by 10%.

[5]Ongoing funding for faculty/staff positions through reallocation from colleges and university or new funding received.

[6]One-time funding of $150,000 in FY09 from CALS for building at new experiment station and $150,000 from university in FY10 and FY11.

[7]Calculated occupancy costs based on UI gross sq. ft. of 81,627 and $26.5mill value. 23,823 sq. ft. not included since potential use for non-academic space. Funding must be approved by SBOE and legislature. See Appendix 3 Schedule B.

[8]Rental for 12,280 sq. ft. in SUB at $10.80 per year per sq ft. plus $40,000 per year in usage fees for Performing Arts learning Center (6 mo. Only in FY10)

[9]Based on predicted growth of programs, additional funding would be provided for administrative support in each of the college programs and buildings.

[10]One-time funding will be needed to recruit both students and faculty and to provide startup and moving costs for new faculty recruited.

[11]Based on predicted growth of programs, an additional 2 faculty positions would be added in FY12 and one additional in FY13 @$80,000 each.

[12]Based on estimated occupancy costs rate plus off campus costs estimates for 105,450 sq. ft. and $34.2 mill value. Annual increase included at 3% per annum.

[13]Estimate of costs done by UI ITS in June, 2007. Includes annual operating and repair and replacement for data, video and classrooms Annual increase included at 3% per annum.

[14]Calculated at 1.5% of estimated construction costs of $30 million. Funds are for major system repair and replacement as well as minor capital replacement furnishings needed on an annual basis. No funding included in FY10 since building will be under 1 year warranty.

[15]Turn-key facilities will be provided by Wild Rose including FF&E in all areas. (Units may be responsible for furniture in some areas.)

[16]New land for center will require the demolition and/or upgrade of facilities, addition of roads, water and sewage systems. $150,000 for a storage/warehouse facility.

Sources and Uses of Funds (Without Occupancy Cost Funding) (Appendix 3 Schedule A-2)

Attachment 1

Sources of Revenue:	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Current Funding at Center[1] (See Schedule E for detail.)			443,967	457,286	471,005	485,135	499,689	514,679	530,120	546,023
Research Grants[2] (See Schedule E for detail.)										
Program support			200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Overhead			36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000
Sale Proceeds from Land sale to Wild Rose[3]										
Endowment from sale proceeds		258,750	263,925	269,204	274,588	280,079	285,681	291,395	297,222	303,167
Sale proceeds reserve	500,000									
Educational Fees[4] (See Schedule D for detail.)										
Outreach-Center Operations			234,310	345,901	462,247	580,983	600,792	621,388	642,807	665,092
College Core Residential Faculty			406,406	743,342	1,137,372	1,497,629	1,542,011	1,587,725	1,634,810	1,683,307
College Contractual Faculty			729,204	786,078	837,785	929,445	965,508	1,003,365	1,043,128	1,084,915
Facilities/computing/activity			134,143	198,028	264,636	332,613	343,954	355,744	368,007	380,765
Nonresident tuition			50,400	100,800	100,800	151,200	151,200	151,200	151,200	151,200
Special fees including fees for conferences and courses offered on-site			41,263	40,251	39,209	38,135	37,029	35,890	34,717	33,508
Wild Rose/Community Core faculty support			800,000	800,000	800,000	800,000	800,000	0	0	0
Ongoing University funding (EWA, new or reallocated positions)[5]			250,000	250,000	250,000	250,000	250,000	850,000	875,500	901,765
One-time University Funding[6]		150,000	500,000	500,000						
Occupancy Costs[7]			0	0	0	0	0	0	0	0
Phone rental			16,560	17,057	17,569	18,096	18,638	19,198	19,774	20,367
Rental of SUB units/performing arts[8]			86,312	172,624	172,624	172,624	172,624	172,624	172,624	172,624
Reserve		500,000	558,750	102,510	407,889	640,072	824,883	987,588	927,771	870,521
Total	**500,000**	**908,750**	**4,751,240**	**5,019,079**	**5,471,723**	**6,412,010**	**6,728,009**	**6,826,796**	**6,933,678**	**7,049,254**
Uses:										
Administration (See Schedule E for detail.)			332,000	341,960	352,219	362,785	373,669	384,879	396,425	408,318
Added administrative Support[9]					60,000	61,800	63,654	65,564	67,531	69,556
Academic Programs										
Current Staff			443,967	457,286	471,005	485,135	499,689	514,679	530,120	546,023
Grant Supported Faculty and Staff			200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Contractual Faculty and Staff			729,204	786,078	837,785	929,445	965,508	1,003,365	1,043,128	1,084,915
Core Residential Faculty, staff, and operating (See Schedule E for detail.)			1,629,000	1,677,870	1,728,206	1,780,052	1,833,454	1,888,457	1,945,111	2,003,465
One-time funding marketing/recruitment/moving funding[10]			200,000							
New Core Residential faculty[11]						100,000	100,000	100,000	100,000	100,000
Infrastructure Costs										
Operations and Maintenance[12]			900,000	927,000	954,810	983,454	1,012,958	1,043,347	1,074,647	1,106,886
Technology (Phone and data)[13]										
Network including bandwidth and /R&R-Cisco support			173,000	178,190	183,536	189,042	194,713	200,554	206,571	212,768
Classrooms (4)/Compressed video (2) support			25,000	25,750	26,523	27,318	28,138	28,982	29,851	30,747
Phone system			16,560	17,057	17,569	18,096	18,638	19,198	19,774	20,367
Capital Renewal[14]			0	0	0	450,000	450,000	450,000	450,000	450,000
Building Furniture, Fixtures and Equipment[15]										
Initial Infrastructure Costs at new R & E Center[16]		350,000								
Total	**0**	**350,000**	**4,648,731**	**4,611,190**	**4,831,651**	**5,587,127**	**5,740,421**	**5,899,025**	**6,063,158**	**6,233,045**
Net Revenue	**500,000**	**558,750**	**102,510**	**407,889**	**640,072**	**824,883**	**987,588**	**927,771**	**870,521**	**816,209**

[1]Based on FY07 funding for faculty, staff and operating expenses at CALS R&E Center and Bonner County Extension. Estimated annual increase included at 3% per year in subsequent years.

[2]Based on 18% of overhead of $200,000 annually in grants and contracts.

[3]$6.25 million will be received for the sale of the current UI land. $500,000 will be placed in a cash reserve and the remaining $5.75 mill will be placed in an endowment with the UI Foundation. Annual payout to the UI will be a minimum of 4.5% and any return above that will be reinvested in the endowment. Estimated returns shown are based on an expected return on investment of 7.5%.

[4] Based on estimated enrollments for proposed programs and calculated revenue based on current off-campus fee rates increased by 3% per year (See Appendix 3 Schedule D). To account for full-time reduced rates and other discounts, estimated revenue has been reduced by 10%.

[5]Ongoing funding for faculty/staff positions through reallocation from colleges and university or new funding received.

[6]One-time funding of $150,000 in FY09 from CALS for building at new experiment station and $500,000 from university in both FY10 and FY11.

[7]Assumes no funding is received to cover occupancy costs.

[8]Rental for 12,280 sq. ft. in SUB at $10.80 per year per sq ft. plus $40,000 per year in usage fees for Performing Arts learning Center (6 mo. Only in FY10)

[9]Support would be phased in for IT support. Funding for one $60,000 IT support position would be delayed until FY12.

[10]One-time funding will be needed to recruit both students and faculty and to provide startup and moving costs for new faculty recruited.

[11]Based on predicted growth of programs, additional support is added in FY13 to hire adjunct and affiliate faculty members to support new courses.

[12]Based on estimated occupancy costs rate plus off campus costs estimates for 105,450 sq. ft. and $34.2 mill value. Annual increase included at 3% per annum.

[13]Estimate of costs done by UI ITS in June, 2007. Includes annual operating and repair and replacement for data, video and classrooms Annual increase included at 3% per annum.

[14]Calculated at 1.5% of estimated construction costs of $30 million. Funds are for major system repair and replacement as well as minor capital replacement furnishings needed on an annual basis. Funding is initiated in FY13. Building under 1 year warranty and expenses expected to minimal in first 3 years of occupancy.

[15]Assumes facilities will be provided by Wild Rose including FF&E in all areas. (Units may be responsible for furniture in some areas.)

[16]New land for center will require the demolition and/or upgrade of facilities, addition of roads, water and sewage systems. $150,000 for a storage/warehouse facility.

Estimated Occupancy Costs for Sandpoint Campus in FY2010 (Appendix 3 Schedule B)

Facility all added facilities:		% Academic	GSF	Replacement Costs	Beneficial Occupancy	Percent Requested in FY2010	FY2010 Request
Performing Arts	32,080	80.0%	25,664	$26,500,844	7/1/2010	100.0%	$ 723,700
Ag/Bio Sciences	27,300	100.0%	27,300				
AD/Classroom	20,090	100.0%	20,090				
SUB	25,980	33.0%	8,573				
			81,627	$ 26,500,844	**Facility Increases**		**$ 723,700**
					Less: Facility Deductions		
					Net Request	**=====>>>>>**	**$ 723,700**
					Facility Increases - gsf		**81,627**
					Less: Facility Deductions - gsf		
					Net Increase in gsf		**81,627**
					Custodial Total @ 29,020/FTE		**3.14**

Occupancy Costs Calculation - Full-Year				
Cost Component		**Rate**		**Total**
Electricity		$ 1.00	81,627	$ 81,627
Heat		$ 0.75	81,627	$ 61,221
Other (IT,Security,Safety)		$ 0.77	81,627	$ 62,853
Building Maintenance		1.50%		$ 397,513
Landscape		0.03%		$ 7,950
Insurance		0.05%		$ 13,250
Custodial Operating Expense				
($.1X GSF)		$ 0.1000	81,627	$ 8,163
Custodial Personnel Costs (PG C)				$ 91,109
(1.00 FTE/26,000 GSF)				
	FTE	3.14	$ 20,000	
	Fr Ben	45.1%	9,020	
		Per FTE	$ 29,020	
Total Occupancy Costs Request (annual amount)				**$ 723,700**

Summary of Assets (Appendix 3 Schedule C-1)

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Initial Commitment Wild Rose for Campus Buildings [1]			31,735,000	31,735,000	31,735,000	31,735,000	31,735,000	31,735,000	31,735,000	31,735,000
Value of land for new R & E Center[2]			1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Accumulated Capital Renewal Fund				450,000	900,000	1,350,000	1,800,000	2,250,000	2,700,000	3,150,000
Accumulated Net Revenue - Operating reserve	500,000	558,750	316,210	483,489	625,718	1,179,665	1,697,870	1,879,506	2,046,242	2,197,925
Summary of assets at year end	**500,000**	**558,750**	**33,051,210**	**33,668,489**	**34,260,718**	**35,264,665**	**36,232,870**	**36,864,506**	**37,481,242**	**38,082,925**

[1]Value of initial capital improvements to be completed and transferred to the university. Does not include value of the new campus land to be transferred.

[2]Value of this land based on estimates from donor. Per the MOU, an appraisal will be completed on the land before transfer.

Summary of Assets (Without Occupancy Cost Funding) (Appendix 3 Schedule C-2)

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Initial Commitment Wild Rose for Campus Buildings [1]			31,735,000	31,735,000	31,735,000	31,735,000	31,735,000	31,735,000	31,735,000	31,735,000
Value of land for new R & E Center[2]			1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Accumulated Capital Renewal Fund						450,000	900,000	1,350,000	1,800,000	2,250,000
Accumulated Net Revenue - Operating reserve	500,000	558,750	102,510	407,889	640,072	824,883	987,588	927,771	870,521	816,209
Summary of assets at year end	**500,000**	**558,750**	**32,837,510**	**33,142,889**	**33,375,072**	**34,009,883**	**34,622,588**	**35,012,771**	**35,405,521**	**35,801,209**

[1]Value of initial capital improvements to be completed and transferred to the university. Does not include value of the new campus land to be transferred.

[2]Value of this land based on estimates from donor. Per the MOU, an appraisal will be completed on the land before transfer.

Projected Enrollments and Program Revenue (Appendix 3 Schedule D)

Degree	Estimated FY10 Fee Rate per Credit Hr	Fiscal Year Fee Revenue							
		FY10	FY11	FY12	FY 13	FY14	FY15	FY16	FY17
Bachelor's Degrees									
Student credit hours Total		3,085	5,535	7,860	10,200	10,200	10,200	10,200	10,200
Core Resident Total		2,205	4,335	6,660	8,760	8,760	8,760	8,760	8,760
Contractual Total		880	1,200	1,200	1,440	1,440	1,440	1,440	1,440
Educational Fees									
Outreach-Center Operations	42.44	130,915	241,930	353,860	472,984	487,173	501,789	516,842	532,347
College-Core Faculty	158.18	348,787	706,282	1,117,637	1,514,146	1,559,571	1,606,358	1,654,549	1,704,185
College-Contractual	158.18	139,199	195,511	201,376	248,901	256,368	264,059	271,981	280,140
Facilities/computing/activity	24.29	74,949	138,505	202,585	270,783	278,907	287,274	295,892	304,769
Nonresident tuition (per nonresident student)	10,080.00	50,400	100,800	100,800	151,200	151,200	151,200	151,200	151,200
Total		**744,250**	**1,383,028**	**1,976,258**	**2,658,014**	**2,733,219**	**2,810,679**	**2,890,464**	**2,972,642**
Masters Degrees									
Student credit hours		1,260	1,381	1,622	1,744	1,745	1,746	1,748	1,749
Core Resident Total		555	630	750	750	750	750	750	750
Contractual Total		705	751	872	994	995	996	998	999
Educational Fees									
Outreach-Center Operations	42.44	53,469	60,371	73,043	80,857	83,346	85,913	88,561	91,292
College-Core Faculty	185.18	102,775	119,653	146,110	149,886	153,775	157,781	161,907	166,156
College-Contractual Faculty	185.18	130,552	142,672	169,962	198,591	204,012	209,611	215,392	221,363
Facilities/computing/activity	24.29	30,611	34,562	41,817	46,291	47,715	49,185	50,701	52,265
Nonresident tuition	10,080.00	0	0	0	0	0	0	0	0
Total		**317,408**	**357,259**	**430,932**	**475,625**	**488,848**	**502,489**	**516,560**	**531,076**
EMBA (Contractual Only)									
Student credit hours		360	360	360	360	360	360	360	360
Educational Fees									
Outreach-Center Operations	42.44	15,277	15,735	16,207	16,694	17,194	17,710	18,241	18,789
College (Fee per student-Contractual)	19,559.92	269,376	277,457	285,781	294,354	303,185	312,280	321,649	331,298
Facilities/computing/activity	24.29	8,746	9,008	9,279	9,557	9,844	10,139	10,443	10,757
Nonresident tuition		0	0	0	0	0	0	0	0
Total		**293,399**	**302,201**	**311,267**	**320,605**	**330,223**	**340,130**	**350,334**	**360,844**
Certificates (Contractual Only)									
Student credit hours		380	422	424	426	428	430	432	434
Educational Fees									
Outreach-Center Operations	42.44	16,126	18,436	19,073	19,734	20,420	21,132	21,872	22,640
College	185.18	70,368	68,722	71,095	73,558	76,115	78,770	81,527	84,391
Facilities/computing/activity	24.29	9,232	10,555	10,919	11,298	11,690	12,098	12,522	12,961
Nonresident tuition	10,080.00	0	0	0	0	0	0	0	0
Total		**95,726**	**97,713**	**101,087**	**104,589**	**108,225**	**112,000**	**115,920**	**119,992**

Projected Enrollments and Program Revenue (Appendix 3 Schedule D)

Degree	Estimated FY10 Fee Rate per Credit Hr	Fiscal Year Fee Revenue							
		FY10	FY11	FY12	FY 13	FY14	FY15	FY16	FY17
Professional Programs (Contractual Only)									
Student credit hours		150	150	150	150	150	150	150	150
Educational Fees									
College*	68.95	10,343	10,654	10,974	11,303	11,642	11,991	12,351	12,722
Total		**10,343**	**10,654**	**10,974**	**11,303**	**11,642**	**11,991**	**12,351**	**12,722**
Special Conferences (Contractual Only)									
Student credit hours		150	150	150	150	150	150	150	150
Educational Fees									
Outreach-Center Operations	42.44	6,365	6,556	6,753	6,956	7,164	7,379	7,601	7,829
College	158.18	23,727	24,439	25,172	25,927	26,705	27,506	28,331	29,181
Facilities/computing/activity	24.29	3,644	3,754	3,866	3,982	4,102	4,225	4,351	4,482
Nonresident tuition		0	0	0	0	0	0	0	0
Special Fees (Estimated $500 minus other educational fees)	275.09	41,263	40,251	39,209	38,135	37,029	35,890	34,717	33,508
Total		**75,000**	**75,000**	**75,000**	**75,000**	**75,000**	**75,000**	**75,000**	**75,000**
Summer Programs (Contractual Only)									
Student credit hours		900	945	992	1,042	1,094	1,149	1,206	1,266
Educational Fees									
Outreach-Center Operations	42.44	38,192	41,305	44,671	48,312	52,250	56,508	61,113	66,094
College	185.18	166,662	153,965	166,513	180,084	194,760	210,633	227,800	246,366
Facilities/computing/activity	24.29	21,865	23,647	25,574	27,659	29,913	32,351	34,987	37,839
Nonresident tuition	10,080.00	0	0	0	0	0	0	0	0
Total		**226,720**	**218,917**	**236,759**	**256,054**	**276,923**	**299,492**	**323,901**	**350,299**
Totals									
Student credit hours		6,285	8,943	11,558	14,071	14,127	14,185	14,245	14,309
Core Resident Total		2,760	4,965	7,410	9,510	9,510	9,510	9,510	9,510
Contractual Total		3,525	3,978	4,148	4,561	4,617	4,675	4,735	4,799
Educational Fees									
Outreach-Center Operations		260,345	384,334	513,607	645,536	667,547	690,431	714,230	738,991
College-Core Faculty		451,562	825,936	1,263,747	1,664,032	1,713,346	1,764,139	1,816,455	1,870,341
College-Contractual Faculty		810,227	873,419	930,872	1,032,717	1,072,787	1,114,850	1,159,031	1,205,461
Facilities/computing/activity		149,047	220,031	294,040	369,570	382,171	395,271	408,897	423,072
Nonresident tuition		50,400	100,800	100,800	151,200	151,200	151,200	151,200	151,200
Special Fees		41,263	40,251	39,209	38,135	37,029	35,890	34,717	33,508
Total		**1,762,845**	**2,444,771**	**3,142,276**	**3,901,190**	**4,024,080**	**4,151,781**	**4,284,529**	**4,422,574**
Adjusted by 10% for full-time									
Totals									
Educational Fees									
Outreach-Center Operations		234,310	345,901	462,247	580,983	600,792	621,388	642,807	665,092
College-Core Faculty		406,406	743,342	1,137,372	1,497,629	1,542,011	1,587,725	1,634,810	1,683,307
College-Contractual Faculty		729,204	786,078	837,785	929,445	965,508	1,003,365	1,043,128	1,084,915
Facilities/computing/activity		134,143	198,028	264,636	332,613	343,954	355,744	368,007	380,765

***Current Professional Development Fee is $65 per credit.**

Fees Inflated 3% per year

	FY08	FY09	FY10	FY11	FY12	FY 13	FY14	FY15	FY16	FY17
Outreach-Center Operations	40.00	41.20	42.44	43.71	45.02	46.37	47.76	49.19	50.67	52.19
College	149.10	153.57	158.18	162.93	167.81	172.85	178.03	183.37	188.88	194.54
Facilities/computing/activity	22.90	23.59	24.29	25.02	25.77	26.55	27.34	28.16	29.01	29.88
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11
Outreach-Center Operations	40.00	41.20	42.44	43.71	45.02	46.37	47.76	49.19	50.67	52.19
College	149.10	153.57	158.18	162.93	167.81	172.85	178.03	183.37	188.88	194.54
Facilities/computing/activity	22.90	23.59	24.29	25.02	25.77	26.55	27.34	28.16	29.01	29.88
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11
Outreach-Center Operations	40.00	41.20	42.44	43.71	45.02	46.37	47.76	49.19	50.67	52.19
EMBA Special Fee	**18,437.10**	**18,990.21**	**19,559.92**	**20,146.72**	**20,751.12**	**21,373.65**	**22,014.86**	**22,675.31**	**23,355.57**	**24,056.23**
Facilities/computing/activity	22.90	23.59	24.29	25.02	25.77	26.55	27.34	28.16	29.01	29.88
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11
Outreach-Center Operations	40.00	41.20	42.44	43.71	45.02	46.37	47.76	49.19	50.67	52.19
College	**149.10**	**153.57**	**158.18**	**162.93**	**167.81**	**172.85**	**178.03**	**183.37**	**188.88**	**194.54**
Facilities/computing/activity	22.90	23.59	24.29	25.02	25.77	26.55	27.34	28.16	29.01	29.88
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11
Professional Fee	65.00	66.95	68.96	71.03	73.16	75.35	77.61	79.94	82.34	84.81
College	**149.10**	**153.57**	**158.18**	**162.93**	**167.81**	**172.85**	**178.03**	**183.37**	**188.88**	**194.54**
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11

Fees Inflated 3% per year

	FY08	FY09	FY10	FY11	FY12	FY 13	FY14	FY15	FY16	FY17
Outreach-Center Operations	40.00	41.20	42.44	43.71	45.02	46.37	47.76	49.19	50.67	52.19
College	**149.10**	**153.57**	**158.18**	**162.93**	**167.81**	**172.85**	**178.03**	**183.37**	**188.88**	**194.54**
Facilities/computing/activity	22.90	23.59	24.29	25.02	25.77	26.55	27.34	28.16	29.01	29.88
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11
Outreach-Center Operations	40.00	41.20	42.44	43.71	45.02	46.37	47.76	49.19	50.67	52.19
College	149.10	153.57	158.18	162.93	167.81	172.85	178.03	183.37	188.88	194.54
Facilities/computing/activity	22.90	23.59	24.29	25.02	25.77	26.55	27.34	28.16	29.01	29.88
Nonresident tuition (per nonresident student)	10,080.00	10,382.40	10,693.87	11,014.69	11,345.13	11,685.48	12,036.05	12,397.13	12,769.04	13,152.11

Annual projected costs and revenue sources for resident faculty and staff and programs (Appendix 3 Schedule E)

Program	Projected FY10 Costs	Projected FY10 Revenue Sources				
		Current Funding	University/ Student Fees	Wild Rose	Grants	County
Administration						
Center administration (AVP& UI Northern Idaho administrative staff in CDA will provide major oversight for these programs)						
Support: Local site operations director	60,000		60,000			
Local facilities maintenance foreman	43,500		43,500			
Local registration coordinator	43,500		43,500			
Local IT Lead and support associate (2 FTE)	120,000		120,000			
Local library/information professional/ and other support services	50,000		50,000			
Operating: OE, CO	75,000		75,000			
Totals	**392,000**		**392,000**	**0**		**0**
College of Agricultural and Life Sciences						
Horticultural Research and Extension Program (Currently funded through ARES Funding)						
Faculty: 1 FTE horticulture professor (Director of R&E Center)	100,562	100,562				
Support: 1 FTE farm manager and 1 FTE administrative assistant	86,847	86,847				
Operating: OE, CO	43,000	43,000				
Bonner County Extension (Currently funded through ARES and Bonner County Funding)						
Faculty: 1 FTE community development extension educator	53,179	51,679				1,500
1 FTE horticulture/master gardener extension educator	42,814	42,814				
Support: 1 FTE 4-H program assistant; 1 FTE Admin. Asst.; 1 FTE Receptionist	82,565					82,565
Operating: OE, CO	35,000					35,000
Food Science, Integrated program, Nanotechnology program						
Faculty: 1 FTE food science professor (research and teaching)	90,000	0	45,000	45,000	0	
Operating and technical support: OE, CO, personnel	26,500		1,500		25,000	
Foods and Nutrition, Core and Integrated program						
Faculty: 1 FTE foods and nutrition professor (research and teaching)	90,000	0	45,000	45,000	0	
Operating and technical support: OE, CO, personnel	26,500		1,500		25,000	
Plant Science, Horticulture Center, and Integrated program						
Faculty: 1 FTE molecular genetics professor (research and teaching)	90,000	0	45,000	45,000	0	
Operating and technical support: OE, CO, personnel	26,500		1,500		50,000	
Soils/Water Quality/Environmental Sciences, Core, Integrated program						
Faculty: 1 FTE soils/water quality professor (research and teaching)	90,000	0	45,000	45,000	0	
Operating and technical support: OE, CO, personnel	26,500		1,500		25,000	
Totals	**909,967**	**324,902**	**186,000**	**180,000**	**125,000**	**119,065**
College of Education						
Curriculum & Instruction/Conservation Biology, Integrated program						
Faculty: 1 FTE curriculum and instruction professor	80,000		40,000	40,000		
Operating: OE, CO	1,500		1,500			
Interdisciplinary Studies Integrated Program, Education program, Core						
Faculty: 1 FTE outdoor recreation professor	80,000		40,000	40,000		
1 FTE special ed/ed psychology professor	80,000		40,000	40,000		
Operating: OE, CO	3,000		3,000			
Industrial Technology						
Faculty: 1 FTE industrial technology professor	80,000		40,000	40,000		
Operating: OE, CO	1,500		1,500			
Totals	**326,000**	**0**	**166,000**	**160,000**	**0**	**0**

Annual projected costs and revenue sources for resident faculty and staff and programs (Appendix 3 Schedule E)

Program	Projected FY10 Costs	Projected FY10 Revenue Sources				
		Current Funding	University/ Student Fees	Wild Rose	Grants	County
College of Letters, Arts and Social Sciences						
Music Theatre, Core, Integrated program						
Faculty: 1 FTE music professor	80,000		40,000	40,000		
1 FTE theatre professor	80,000		40,000	40,000		
Operating: OE, CO	3,000		3,000			
Integrated program, Core						
Faculty: 1 FTE history/political science professor	80,000		40,000	40,000		
1 FTE English professor	80,000		40,000	40,000		
1 FTE communications professor	80,000		40,000	40,000		
Operating: OE, CO	4,500		4,500			
Totals	**403,000**	**0**	**203,000**	**200,000**	**0**	**0**
College of Natural Resources						
Conservation Biology-Science Certification, Integrated program, Core						
Faculty: 1 FTE natural resources professor	90,000		45,000	45,000	0	
Operating: OE, CO	1,500		1,500			
Center for Conservation Impacts and Solutions, Integrated program, Core						
Faculty: 1 FTE natural resources Faculty	90,000		45,000	45,000		
Operating: OE, CO	26,500		1,500		25,000	
Conservation Administration, Core, Integrated program						
Faculty: 1 FTE natural resources Faculty	90,000		45,000	45,000		
Operating: OE, CO	26,500		1,500		25,000	
Totals	**324,500**	**0**	**139,500**	**135,000**	**50,000**	**0**
College of Business and Economics						
Executive MBA*						
Faculty: 1 FTE Marketing Professor	134,045		134,045			
Totals	**134,045**	**0**	**134,045**	**0**	**0**	**0**
College of Art and Architecture						
Integrated program, Core, Art						
Faculty: 1 FTE art professor	80,000		40,000	40,000		
Operating: OE, CO	1,500		1,500			
Totals	**81,500**	**0**	**41,500**	**40,000**	**0**	**0**
College of Science						
Integrated program, Core, Biology, Math						
Faculty: 1 FTE biology professor	90,000		45,000	45,000		
1 FTE math/statistics professor	85,000		45,000	40,000		
Operating: OE, CO	28,000		3,000		25,000	
Totals	**203,000**	**0**	**93,000**	**85,000**	**25,000**	**0**
All Colleges						
Contractual Faculty for all programs except Integrated program						
Faculty and Staff salaries/operating**	595,159		595,159	0		
Totals	**595,159**	**0**	**595,159**	**0**	**0**	**0**
Overall Totals	**3,369,171**	**324,902**	**1,950,204**	**800,000**	**200,000**	**119,065**

***Marketing Professor salary is paid via the fees generated from the EMBA.**

****Based on fees derived from the college portion of the fees generated by contractual faculty. Total value excludes marketing professor salary above.**

University of Idaho Sandpoint Campus

Budget and Operational Feasibility

July, 2007

Table of Contents

DESCRIPTION **Page**

Introduction……..…3

Current Role of University of Idaho Sandpoint Center……...3

University of Idaho Sandpoint Campus Plan……...4

Mission, Goals and Objectives for the Sandpoint Campus…….....5

Proposed Programs at the Sandpoint Campus…….....6

Management and Personnel at the Sandpoint Campus…….....9

Sandpoint Campus Financial Overview…….....11

Appendix 1. Program Plans for the Sandpoint Campus…….....14

Appendix 2. Assumptions used for Financial Projections

- Sources and Uses of Funds (Appendix 3 Schedule A-1 and A-2)……27
- Estimated Occupancy Costs for Sandpoint Campus in FY2010 (Appendix 3 Schedule B)……...31
- Summary of Assets (Appendix 3 Schedule C-1 and C-2)…….....31
- Projected Enrollments and Fee Revenue (Appendix 3, Schedule D)……....31
- Annual projected costs and revenue sources for faculty, staff and programs (Appendix 3 Schedule E)…….……...32

Appendix 3. Schedules

- Sources and Uses of Funds (Appendix 3 Schedule A-1).....35
- Sources and Uses of Funds (Without Occupancy Cost Funding) (Appendix 3 Schedule A-2)…….…….....36
- Estimated Occupancy Costs for Sandpoint Campus in FY2010 (Appendix 3 Schedule B)……....37
- Summary of Assets (Appendix 3 Schedule C-1)……38
- Summary of Assets (Without Occupancy Cost Funding) (Appendix 3 Schedule C-2)…….…...38
- Projected Enrollments and Program Revenue (Appendix 3, Schedule D)…..39
- Annual projected costs and revenue sources for faculty and staff and programs (Appendix 3 Schedule E)…….….41

Introduction

The University of Idaho has built a strong programming effort in the northern Idaho Panhandle (northern 5 counties of Idaho) through University of Idaho Coeur d'Alene, the University of Idaho Research Park, and University of Idaho extension programs. The northern Idaho Panhandle is one of the fastest growing areas of the state and educational programming is expected to play a major role in the development of the area in the next 10-20 years. With the successful development of programs in the region and a strong infrastructure of faculty, staff and facilities already in place, the University of Idaho is expected to play a lead role in the development of educational programming for the region.

The University of Idaho's action plan for the northern Panhandle calls for significant growth in academics, research, and outreach programs. To achieve these goals will require development of additional infrastructure and funding. The UI must maintain the quality of program offerings while at the same time develop the quantity of offerings needed in the region. Consistent with the Land Grant mission of the University of Idaho, we have chosen to respond to the educational programming needs of this region through the development of educational centers at distinct locations throughout the Northern Idaho Panhandle. This "dispersed" location approach assures access at the local level and allows the university to take advantage of unique local characteristics and support throughout the region. Through the organization of a common administrative structure for all programs and the use of these unique facilities and locations, fiscal, programmatic and administrative efficiencies can be achieved while at the same time providing local access. The University of Idaho will take advantage of existing extension and university facilities, infrastructure, and programs at three center sites (Post Falls, Sandpoint, and Coeur d'Alene) and 5 county extension office sites in the NI Panhandle to develop programming for the future.

Current Role of University of Idaho Sandpoint Center

The University of Idaho has delivered programming to the Sandpoint area since the early 1900's. The primary programming in Sandpoint has been through the research and extension programs provided through the College of Agricultural and Life Sciences and the college has maintained a Research & Extension Center in Sandpoint since 1912. The current station is located on 63 acres within the City of Sandpoint and includes a research laboratory, greenhouse, and field plots. Research at Sandpoint currently focuses on commercial and home horticulture, small-scale farming, specialty crops, and agroforestry. In addition to research, the center provides extension workshops and demonstrations and technical assistance to established and prospective commercial farmers.

In cooperation with Bonner County, UI Cooperative Extension has been in Bonner County since the 1920's and continues to provide active extension programs in youth and family programs, master gardening and community development. Two extension educators and three staff are located in the county office. A compressed video center opened in the county office in 2001 and is currently funded through state dollars, Bonner

County dollars, and user fees. The center offers academic credit courses through UI and NIC. It also is used by a variety of private/public entities.

In the fall of 2006, the College of Education established an M.S. program in educational leadership that is delivered in Sandpoint. Thirty seven students are enrolled in this "tailored-for-the-district" degree cohort. Two faculty members located at University of Idaho Coeur d'Alene provide on-site instruction, with one serving as overall coordinator. On-site program facilitation is provided by a College of Education selected affiliate who is an administrator in the District.

University of Idaho Sandpoint Campus Plan

The new Sandpoint Campus will build on the existing programs at University of Idaho Coeur d'Alene and the UI Research Park and the existing programs at the Sandpoint Research and Extension Center and Bonner County Extension to provide access to the growing population in the Bonner County area (> 50,000) for general higher education programs. The Campus will also provide unique programs that are based on the local business, community and natural resource assets and take advantage of the local research and extension programs already existing at the site. NIC already has a presence in the area and discussions are underway to locate the local high school adjacent to the new campus thus increasing the synergism and collaboration between secondary and higher education in the area. With this combination, the new campus is expected to be a unique model for higher education which combines the resources in higher education, extension, research and secondary education to create a campus responsive to local and statewide economic and educational needs.

Consistent with the vision and strategic action plan of the University of Idaho[1], the new campus will be built around the land grant concept with programs provided in teaching and learning, scholarly and creative activity, and outreach and engagement. The new Sandpoint Campus will be developed to create a 21st Century environment that fosters innovative, interdisciplinary, interactive, integrated, collaborative, and sustainable programs. Reflecting our Strategic Action Plan, the Sandpoint Campus will:

- ✓ emphasize quality and access, focusing efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world.
- ✓ through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

The campus objectives are also congruent with the five inter- and multidisciplinary academic thematic areas that have been identified by the university for investments in the

[1] Strategic Action Plan 2006-2020. Vision, Values, and Directions

future.[1] The academic themes are responsive to the needs of the people of Idaho and are believed to provide challenges to, and opportunities for, Idaho's future. The five thematic areas are:

1. **Promoting Science and Technology – advancing Idaho's core competencies in science, technology, and engineering areas of imaging, power and energy, biosciences, and nanoscience and materials.**
2. **Advancing Liberal Arts and Sciences - strengthening the arts and sciences to improve scientific discovery, social and cultural enhancement, and progress in the applied professions.**
3. **Catalyzing Entrepreneurial Innovation - using ideas, creativity, innovation and engagement to inspire enterprise and technological change.**
4. **Stewarding the Environment - sustaining Idaho's natural resources that contribute to our quality of life and natural resources-based industries.**
5. **Understanding Sustainable Design and Life Style - the integration of architecture, creative arts, and law in urban, rural, and frontier environments.**

Mission, Goals and Objectives for the Sandpoint Campus

Complete details of the mission, goals and objectives of the project are found in the Program Planning Guide and Master Plan for the Sandpoint Campus. They are summarized here.

Mission. The mission of the project is to create a 21st Century environment that fosters innovative, interdisciplinary, interactive, integrated, collaborative, and sustainable programs that reflect the land grant concept with programs provided in teaching and learning, scholarly and creative activity, and outreach and engagement.

Physically the campus will reflect innovation and excellence in all programs and make use of the natural environment and the campus infrastructure to develop new programs and educational approaches.

Programmatically, the facility will support technology enhanced teaching and learning, scholarship and creativity, outreach and engagement, social interaction, interdisciplinary activities, sensitivity to environmental sustainability and recognize centers of excellence in selected areas of emphasis according to the University strategic themes. All programs and facilities should reflect the campus theme, "Developing healthier and more sustainable lives and communities through education".

Project Goals and Objectives. The University of Idaho has an opportunity to create a unique place with a unique architectural expression that speaks to the mission/vision of the University of Idaho and the Wildrose Foundation. The buildings are to be considered

[1] University of Idaho Strategic Directions, A Plan for Renewal of People, Programs, and Place, February, 2005.

as "background buildings" that shape the campus and create unique spaces between building edges. The goals and objectives are focused on three categories:

- **Educational**
  - Plan and design the facilities and campus to create both a unified location and identity for the University of Idaho yet foster closer link-ages with the community, all other educational institutions and other enterprises that enhance the campus community.
  - Develop a campus that promotes collegiality among units and creates a sense of community for students and faculty.
  - Develop a campus that is a recruitment tool for future faculty, staff, students and potential donors with quality offices, student spaces and state-of-the art instructional and research spaces.
  - The campus should respect the environment and remain open and intimate.
  - The campus shall be a laboratory to exhibit sustainable practices.

- **Campus**
  - Provide instructional spaces that support interdisciplinary, collaborative and interactive teaching and learning that are complemented by appropriate technology features. Team-teaching, student presentations, and small group interactions are integral to innovative curriculum delivery and require flexible and creative space layouts for teaching and learning. Flexibility will be essential in all environments and informal learning spaces should be included to complement formal spaces.
  - Enhance the campus with technologies that support, maintain, and improve the learning and scholarly activity of the campus. Create an adaptable building whose infrastructure allows for future technologies and changes in uses.
  - Expand the capacity for delivery of outreach programs and services. Buildings should provide state-of-the-art telecommunication capabilities for interactive program delivery.
  - Create laboratory buildings that provide state-of-the-art equipment and provide for interactive research projects and flexibility in the use of the spaces.

- **Architectural**
  - The architecture shall be human scaled and memorable.
  - The architecture shall be consistent yet authentic to the specific program.
  - The architecture shall be uniquely Sandpoint and foster a collegiate feel.
  - The architecture shall focus on creating place, space and an interactive environment.

Proposed Programs at the Sandpoint Campus

Complete details of the programs to be offered are in Appendix 1. In summary, the following programs are planned for the campus:

Scholarly and Creative Activity (Research)
As stated in the Strategic Action Plan of the University, the objectives of the Campus are to achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration and emphasizes scholarly and creative activities that support the University's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs. Scholarly and creative activity will be a component of all faculty programs at the campus and three areas have been selected for developing excellence at the campus:

- Value Added Horticultural Research
- Conservation Impacts and Solutions
- Applied Nanotechnology

Outreach and Engagement (Extension)
The goal of the University of Idaho in outreach and engagement is to engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity. A major emphasis at the campus will be to engage the public in all programs. Initial programming in outreach will include the following:

- **Horticulture and Master Gardening**
- **Community development**
- **Youth and family Development**
- **Forestry, natural resources, and water quality**
- **Service Learning**
- **Music and theatre**

Teaching and Learning (Academic Degree Programs)
A major goal of the UI Strategic Action Plan is to engage students in a transformational experience of discovery, understanding, and global citizenship. The objectives include building and sustaining innovative curricula and developing effective integrative learning activities. Access to programs is also a major objective in the Outreach and Engagement goal with an objective to promote access to program/course delivery statewide. The new campus will play a major role in implementing these plans for the university.

As indicated in the program plan, several needs assessments have been completed in the area and the assessment of the growth population in the area, indicates a significant increase in population in the next few years. Our plan for academic programs includes offering courses at both the undergraduate and graduate degree level in select areas in response to local needs as well the recognized assets of the area and the community. Programs are planned to be synergistic and complementary to the programs currently offered at University of Idaho Coeur d'Alene and Post Falls. Although emphasis will be on live delivery of select programs at the campus, we will also provide easy access to programs via web based and web assisted delivery, compressed video delivery, and DVD video delivery. Interdisciplinary and integrated approaches will be the hallmark of all programs with a unique combination of sciences, education, business and the fine arts being incorporated in all areas.

Academic programs will include:

- **Core Curriculum.** The core will be designed to meet the UI and SBOE core requirements thus allowing students to pursue degrees at any state institution after completion of the core as well as continue at the Sandpoint Campus.

- **Undergraduate degrees.** The following undergraduate degrees will be available at the Sandpoint campus.

  - **B.S. Elementary and Secondary Education**
  - **B.S. Environmental Sciences**
  - **B.S. Foods and Nutrition (culinology & nutrition)**
  - **B.G.S. General Studies**
  - **B.S. Industrial Technology (2 +2 +2)**
  - **B.A. and B.S. Interdisciplinary Studies**
  - **B.F.A. Music Theatre (one semester at Sandpoint)**
  - **B.S. Psychology**
  - **Minor in Business**

Most of the above degrees will be delivered to Sandpoint through a combination of compressed video and DVD delivery from other UI campuses, web courses, and local and visiting faculty. In all cases on-site faculty will be available to assist in the delivery and advising for all of these programs. Most will also focus on the last two years.

The Interdisciplinary Studies degrees will be the only programs totally delivered at Sandpoint and will emphasize live delivery and a student-centered, student directed approach with strong involvement of local faculty mentors/advisor and the use of a strongly integrated approach, the Integrated Interdisciplinary Studies Curriculum (IISC). The program will offer three emphasis areas: Arts and Community, Health and Wellness, and Natural Resources and Sustainability.

- **Graduate Degrees.** As with the undergraduate degrees, most of the above degrees will be delivered to Sandpoint through a combination of compressed video and DVD delivery from other UI campuses, web courses, and local affiliate and visiting faculty. In all cases on-site faculty will be assist in the delivery and advising for all of these programs. The following graduate degrees will be offered at the Sandpoint campus:

  - **M.F.A. Musical Theatre**
  - **M.S. Bioregional Planning**
  - **M.S. Curriculum and Instruction**
    - **Standard**
    - **Conservation Biology**
  - **M.S. Educational Leadership**
  - **M.S. Environmental Sciences**
  - **Executive M.B.A.**
  - **M.S. Food Science**

- **M.S. Foods and Nutrition**
- **M.S. Natural Resources Conservation Management**
- **M.S. Plant Science/Soil Science**

- **Certificates.** Certificates in Arts Management, Natural Resources, Geographical Information Systems (GIS), Graphic Arts, Organizational Dynamics, Diversity and Stratification, Natural Resources, and Food Science will be offered in association with programs at UI CDA.

Collaboration with other Institutions. North Idaho College, Lewis and Clark State College, and the Northern Idaho Center for Higher Education (NICHE) will have access to dedicated offices and classrooms at the campus and will provide programs related to their mission and goals in Northern Idaho.

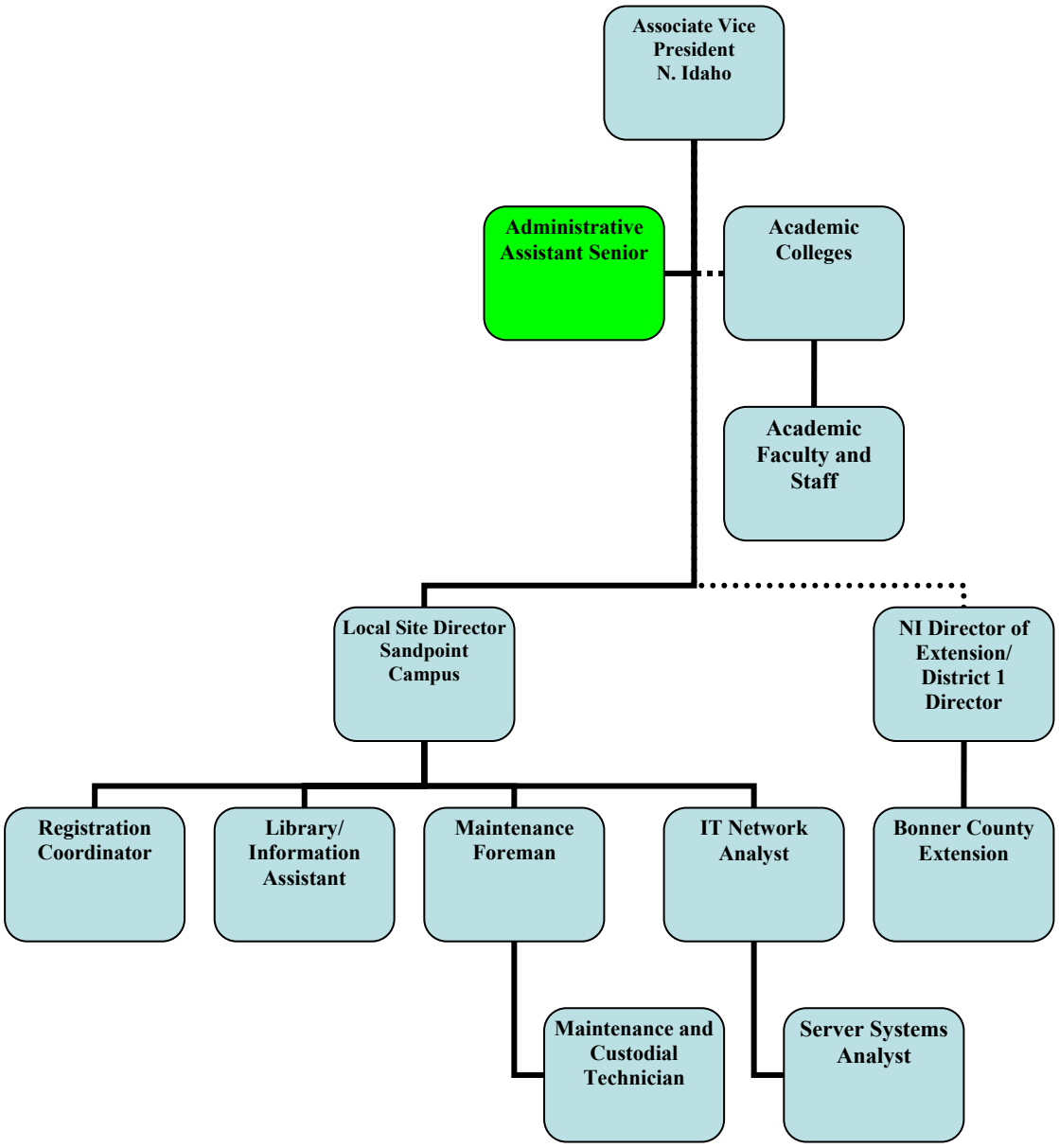
Projected Enrollments. The total headcount is expected to be approximately 350 at startup with student FTE of 180. Total student credit hours for the FY10 academic year are expected to be approximately 5,400 with an additional 900 credit hours generated in the summer. Regular growth of 3% is anticipated in enrollments with most of the startup programs; however the core and integrated program is expected to grow each year as new students are added to new incoming classes. The program could grow to a larger extent with the addition of new faculty to the Campus. Within 5 years the headcount at the campus is expected to approach 600-1000.

Management and Personnel at the Sandpoint Campus

Management. The overall management structure for the Sandpoint Campus is outlined in Figure 1. As indicated from the chart, the Associate Vice President for Northern Idaho and other administrative staff at UI Coeur d'Alene will provide the major oversight of all programs at the Sandpoint Campus. The new support positions added in FY10 are necessary for local management. Student services, library support, facilities and maintenance, and IT support are expected to be provided locally but will be closely coordinated with the services at the main campus in Moscow as well as those at the Coeur d'Alene Center.

Faculty and staff. To support the academic programs at the campus 23 faculty and 12 staff are planned for the initial opening of the campus in 2010. Faculty programs including the Bonner County Extension faculty and staff are administratively responsible to the academic departments and colleges. Some of the programming and faculty positions are dependant upon receiving funding from Wildrose and the Sandpoint Community as is outlined in the Financial plan below.

Figure 1. Management Structure at the University of Idaho Sandpoint Campus.



Sandpoint Campus Financial Overview

Attached in Appendix 2 (Financial Assumptions) are the assumptions for the financial projections found in Appendix 3. Appendix 3 contains the following: Sources and Uses of Funds (Schedule A-1), Sources and Uses of Funds without Occupancy Cost Funding (Schedule A-2), Estimated Occupancy Costs for the Sandpoint Campus in FY2010 (Schedule B), Summary of Assets (Schedule C-1), Summary of Assets without Occupancy Cost Funding (Schedule C-2), Enrollments and Program Revenue (Schedule D), and Annual projected costs and revenue sources for resident faculty and staff and programs (Schedule E).

It is assumed that the costs of all facilities are including the associated infrastructure and Furnishings, Fixtures & Equipment (FF&E) including significant telecommunications technology will be paid for by the donor per the development agreement. Thus the Sources and Uses of Funds information does not address costs of construction since all facilities will be donated to the university in a "turn-key" fashion. The information thus focuses on the operational costs for the campus since the University will be responsible for all operating, maintenance and repairs, and programs at the campus. Costs of college programs including laboratory equipment and some operating expenses are not included in the information since these are college responsibilities. The major challenge is to provide the time needed to grow enrollment on the campus thus allowing revenue to grow. Thus one-time funding is essential early in the development of the campus, which is phased out as the enrollment and fees increase providing a stabilized budget at the campus.

Because of the uncertainty of receiving funds from the legislature to cover Occupancy Costs for the building in FY10, two scenarios are included on the Sources and Uses of Funds Appendixes. Scenario 1 (with funding of occupancy) is illustrated in Appendix 3 Schedule A-1 while scenario 2 (without occupancy funding) is illustrated in Appendix 3, Schedule A-2. Overall we are able to show a balanced budget for the Campus under either scenario. Scenario 2, however, requires a higher level of start-up one-time funding and a reduction in the cost side. We are convinced that either scenario will allow us to build a viable campus; however, the occupancy funding would help us achieve quality much sooner in the process and provide greater access to students.

Assuming Receipt of Occupancy Funding from the Legislature. (Appendix 3 Schedule A-1**)**
The revenue streams are estimated using a conservative approach for both fee revenue and state funding. The total revenue exceeds expected expenses in all years and we have attempted to maintain a 5-10% reserve at all times. The revenue for the operations of the campus is based on the following:

- Continuation of the current funding for the programs currently operated by the College of Agricultural and Life Sciences at the Sandpoint Research and Extension Center and the Bonner County Extension Office. This funding and the associated faculty and staff will be transferred to the new campus.
- An endowment from sale of the Sandpoint Research and Extension Center land and the ongoing proceeds from the endowment.

- Grants related to the competitive research programs to be located at the campus primarily in the Colleges of Ag and Life Sciences, Natural Resources and Science. With the exception of the overhead, grant funding is used directly by the colleges.
- Student fees for the programs delivered at the campus. It is assumed that all student fees will be returned for use at the campus and distributed according to the current fee distribution for off-campus fees. It is expected that the college portion of the fees will be made available to the respective colleges for support of faculty and programs delivered by the colleges at the campus. In addition it is expected that the outreach fees as well as the facilities, computer, and activity fees will be used for the operations at the campus.
- One-time funding from the University and the College of Ag and Life Sciences.
- Ongoing University funds received from new funding from the legislature as well as from reallocation of funding and positions to the site.
- Occupancy costs for operation of the buildings which will be requested from the legislature in FY10 based on SBOE calculations.
- An additional $500,000 for faculty support in FY 15 as the Wildrose/Community support is phased out.
- Rental of space in the student union and the performing arts learning center as well as internally for use of the phone system (pass through costs and revenue).

Major costs at the campus are as follows:

- Administrative costs for operation of the campus. After enrollment increases in FY13, additional funding is added to support administrative costs for colleges and departments located at the campus.
- Ongoing salary and operating support for faculty and staff, which are the key to operations and success for funding the operations of the campus.
- One-time costs in FY10 for recruitment, marketing, and start-up costs for faculty.
- Infrastructure costs for operation of the campus. Significant telecommunications are included at the campus due to the nature of the campus in offering courses and programs to and from other University of Idaho campus locations. An unusual feature of the costs is the development of a reserve to cover the capital renewal for the buildings that is initiated after the one year warranty for the buildings expires.
- It is assumed that the costs of the construction of all buildings and the costs for telecommunication infrastructure and FF &E for all buildings including telecommunications hardware and software will be provided by Wildrose.

Assuming No Occupancy Funding Received from the Legislature. (Appendix 3 Schedule A-2**)**

As with the above, the revenue streams are estimated using a conservative approach for both fee revenue and state funding. Similar assumptions are made as outlined above for the sources and uses of funds, however, to achieve the same level of reserve, increased revenue must be provided by the University and expenditures must be delayed or eliminated. The goal of a 5-10% reserve drops below this in FY11 but remains above this level at all other times. Although no changes are made in FY08 and FY09, the following major changes are made starting in FY10:

- One-time funding from the University is increased from $150,000 in FY10 and FY11 to $500,000 in each of those years.
- Administrative costs are reduced at startup by delaying the hiring of one IT support position. This position is phased in FY12.
- The additional $200,000 in annual administrative costs for departments is omitted and **not** phased in as it was in Scenario 1.
- One-time funding for marketing and recruitment is reduced from a one-time allocation of $300,000 to $200,000.
- The ongoing funding for new core faculty is reduced from an ongoing $160,000 in FY12 and an increase to $240,000 in FY 13 to an annual $100,000 to hire adjunct and affiliate faculty to do the teaching of the added courses.
- The start-up of the accumulation of a reserve for capital renewal is delayed until FY13.

Overall, the financial plan indicates that the University of Idaho has the feasibility of financially meeting all obligations for the operation of the campus as long as the above assumptions can be met. Based on the estimates of the costs for providing the programs and for covering costs for operating, maintenance and repairs, the campus can operate on a balanced budget and should be able to maintain a reserve to meet unexpected changes in the financial environment throughout the next 10 years as well as to fund potentially needed capital renewal. The major challenge is to provide the time needed to grow enrollment and other programs on the campus thus allowing revenue to grow. The University is committed to reallocating sufficient one-time funding in the first few years of operation and development of the campus to allow time for the programs to develop. The University has a unique opportunity to leverage the use of a significant amount of private funding for both faculty and buildings to build the ongoing support needed to operate a world class campus for Idaho.

Appendix 1. Program Plans for the Sandpoint Campus

Program Plan for Proposed Sandpoint Campus

Vision and Goals

Consistent with the vision and strategic action plan of the University of Idaho[1], the new Campus will be built around the land grant concept with programs provided in teaching and learning, scholarly and creative activity, and outreach and engagement. The new Sandpoint Campus will be developed to create a 21st Century environment that fosters innovative, interdisciplinary, interactive, integrated, collaborative, and sustainable programs. Reflecting our Strategic Action Plan, the Sandpoint Campus will:

- ✓ emphasize quality and access, focusing efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world.
- ✓ through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

The campus objectives are also congruent with the five inter- and multidisciplinary academic thematic areas that have been identified by the university for investments in the future.[2] The academic themes are responsive to the needs of the people of Idaho and are believed to provide challenges to, and opportunities for, Idaho's future. The five thematic areas are:

1. **Promoting Science and Technology – advancing Idaho's core competencies in science, technology, and engineering areas of imaging, power and energy, biosciences, and nanoscience and materials.**
2. **Advancing Liberal Arts and Sciences - strengthening the arts and sciences to improve scientific discovery, social and cultural enhancement, and progress in the applied professions.**
3. **Catalyzing Entrepreneurial Innovation - using ideas, creativity, innovation and engagement to inspire enterprise and technological change.**
4. **Stewarding the Environment - sustaining Idaho's natural resources that contribute to our quality of life and natural resources-based industries.**
5. **Understanding Sustainable Design and Life Style - the integration of architecture, creative arts, and law in urban, rural, and frontier environments.**

Emphasis will be placed on a campus that reflects innovation and excellence in all programs and makes use of the natural environment and the campus infrastructure to develop innovative new programs and educational approaches. A major theme of the

[1] Strategic Action Plan 2006-2020. Vision, Values, and Directions

[2] University of Idaho Strategic Directions, A Plan for Renewal of People, Programs, and Place, February, 2005.

campus will be, "Developing healthier and more sustainable lives and communities through education". Programs in all areas will be built around the themes of art and community; natural resources and sustainability; and health, nutrition and wellness. Community and economic development as well learning and leadership will be overarching themes across these areas.

Proposed Programs at the Sandpoint Campus

Scholarly and Creative Activity (Research)

As stated in the Strategic Action Plan of the University, the objectives of the Campus are to achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration and emphasizes scholarly and creative activities that support the University's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs. Scholarly and creative activity will be a component of all faculty programs at the campus and three areas have been selected for developing excellence at the campus:

- **Value Added Horticultural Research.** This emphasis area builds on the University of Idaho Strategic Theme to **promote science and technology by advancing Idaho's core competencies in biosciences.** Over the last century, the UI has built a unique program in horticultural research at the Sandpoint Campus. Through addition of new laboratories, greenhouses, and faculty, the program will be built into a nationally recognized center for value added horticultural research in the biosciences. The university will add faculty in horticultural molecular biology, soil science and food science to create a unique interdisciplinary team, facility and program. In partnership with other institutions and businesses, the campus will provide basic and applied research to serve the local and statewide nursery and horticultural industries. The campus laboratory will provide interactive spaces for experimenting with and demonstrating new horticultural crops and practices that will be important to 21st century sustainable landscaping and farming practices.

- **Conservation Impacts and Solutions.** This emphasis area will focus on research, outreach and professional development on the causes, implications and opportunities in a region being shaped by climate change, rapid development and conservation stewardship. Programs will focus on climate change in northern and central Idaho and surrounding region with research at the Priest River Experimental Forest, Mica Creek Paired Watershed, etc. Outreach and professional development offerings will be made available on the challenges and opportunities of achieving sustainable resource allocation and constructive conservation planning in the dynamic environment of climate change and rapid population growth with an emphasis on the science-policy interface. Target audience is practicing professionals and decision makers in natural resources, landscape architecture, land development, government and policy, resource industries, etc. Other audiences include K-12 teachers and students and the general public. This research area will not only meet the strategic themes in science and technology but will be a major contributor to the themes in **Stewarding the Environment and Understanding Sustainable Design and**

Life Style. The program will be developed in association with the horticultural program providing additional synergism.

- **Applied Nanotechnology.** This emphasis area will focus on the applications of nanotechnology to the agricultural food, health and environmental sciences. The program has been initiated at the UI Research Park in Post Falls and is an active participant in BANTech, one of the funded strategic initiatives of the University. The area is consistent with all 5 themes of the university with significant applications to the Strategic Theme to **promote science and technology by advancing Idaho's core competencies in biosciences and nanosciences** and the theme **Catalyzing Entrepreneurial Innovation.** The Bonner Economic Development Center, adjacent to the new Sandpoint Campus, provides an opportunity for strong technology spin-offs in Sandpoint from the nanotechnology laboratories.

Outreach and Engagement (Extension)

The goal of the University of Idaho in outreach and engagement is to engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity. A major emphasis at the campus will be to engage the public in all programs. The Sandpoint Center has a long history of engaging the public in the programs offered in horticulture and enhancement of these programs will also enhance engagement and extension programs. The University of Idaho **Bonner County extension faculty** will be co-located with other programs at the site thus increasing both the efficiency and synergism in program delivery and administrative support. The new location provides a significant upgrade in facilities for extension and will allow extension to better meet its mission to provide assistance to individuals, families and communities. It will also allow the university to broaden outreach and engagement to other areas of the university to better link all academic areas of the University with the needs of constituents and stakeholders throughout Idaho.

Programming in outreach will include the following:

- **Horticulture and Master Gardening.** The co-location of the existing extension programs in horticulture and Master Gardening, with its extensive group of volunteers and service to the green industries of the area, will be a great asset to the proposed center in horticulture. The unique central campus garden will provide a unique educational laboratory for use in these extension programs. The programs will play a major role in assisting the nursery industry in northern Idaho.
- **Community development**. Extension has built a significant community and economic development effort in northern Idaho including Bonner County. Programs in community development will include leadership development, customer relations classes for employers and employees, conflict management, team building, and other employment enhancing opportunities for businesses and employees. The new facilities will allow these programs to be more readily available to the community and also provide opportunities to involve students at the campus in these important community programs. The bioregional planning initiative is also expected to play a major outreach function on the campus.

- **Youth and family Development**. Programming includes nutrition, family and youth programs with 4-H programs playing a major role in youth development in Bonner County. 4-H programs will create significant synergism on the campus and bringing a greater outreach to youth in the area. Co-location on the university campus will provide significant new programming opportunities related to the themes of the campus including significant involvement in science education. The 4-H programs will also be provided access to needed facilities and the adjacent location of the local high school will allow additional opportunities for in-school 4-H programs.
- **Forestry and natural resources.** Programs are currently offered on forest ecology, silviculture and other forestry topics to private forest owners, loggers and foresters by extension. The proposed center for conservation impacts and solutions will provide additional outreach in natural resources.
- **Service Learning.** As a part of the academic programs offered at Sandpoint, service learning will be incorporated as a requirement. Extension will play a major role in coordinating these opportunities for students. In return, extension will benefit by these increased resources to deliver programs.
- **Music and theatre.** Music and theatre programs will be provided to the public through the music theatre faculty and programs located at the campus. Plans are to move the Summer Repertory Theater to Sandpoint as well.

Teaching and Learning (Academic Degree Programs)
A major goal of the UI Strategic Action Plan is to engage students in a transformational experience of discovery, understanding, and global citizenship. The objectives include building and sustaining innovative curricula and developing effective integrative learning activities. Access to programs is also a major objective in the Outreach and Engagement goal with an objective to promote access to program/course delivery statewide. The new campus will play a major role in implementing these plans for the university.

Market Assessment for Programs. Several needs assessments have been carried out over the last few years to help identify educational needs in Northern Idaho. In 2005, a phone survey of the general public showed high interest in continuing education throughout the region.[1] Forty percent of those surveyed showed an interest in continuing their education with a high interest shown in business, general studies, organizational leadership, food and nutrition, medicine, recreation and education. To further assess the interest in increased higher education academic offerings of programs in the Bonner County area, in November of 2006, the UI contracted with MGT Associates to do a higher education needs assessment for Bonner and Boundary Counties.[2] Local business leaders, teachers and high school and local North Idaho students were surveyed. Surveys indicated that lack of access to a comprehensive higher education opportunity in the two northern counties of Idaho was a concern to all of those surveyed and that many business leaders saw the lack of higher educational opportunities as a mega factor in limiting the

[1] Evaluation: Interest for Master's Degree in Organizational Leadership Survey, Social Survey Research Unit, Fall, 2005.
[2] Evaluation of the higher education needs in Bonner and Boundary Counties of Idaho. MGT of America, Inc., November, 2006.

economic diversity and long-term economic stability of Sandpoint and the surrounding region. MGT recommended that the **University of Idaho establish a greater physical academic presence in the Sandpoint area** through development of additional programs that are responsive to the greatest community educational needs.

Our plan for academic programs includes offering courses at both the undergraduate and graduate degree level in select areas in response to local needs as well building on the recognized assets of the area and the community. Programs are planned to be synergistic and complementary to the programs currently offered at UI Coeur d'Alene and Post Falls and consistent with our role and mission statewide as well as in Northern Idaho. Our plan includes several undergraduate completion degrees as well as a new four-year integrated undergraduate degree program. Although emphasis will be on live delivery of select programs at the campus, we will also provide easy access to programs via web based and web assisted delivery, compressed video delivery, and DVD video delivery. Interdisciplinary and integrated approaches will be the hallmark of all programs with a unique combination of sciences, education, business and the fine arts being incorporated in all areas.

Core Curriculum. **The core discovery courses** are a key component of the UI core curriculum and are the basis of the core that will be delivered at Sandpoint. These year-long courses are designed for first-year students and taught in small sections. Consistent with the overall goals and focus of the Sandpoint campus, we will develop and offer core discovery courses to meet the international and the humanities/social sciences requirements of the core around the following three theme areas: Arts and Community; Natural Resources and Sustainability; and Health, Nutrition, and Wellness. An overriding theme area of learning and leadership will also be included. These courses will be directly linked each semester to English and communications courses to provide the writing and communication skills expected. Courses will be team taught by a cross-disciplinary faculty team including the involvement of local businesses and agencies and focus on problem solving and application to real world problems. Each student will have a faculty advisor who will assist in developing the overall program unique to the student. **Science and math** will also be delivered via a year long integrated science/math course that will incorporate biological, math, physics, and chemistry principles. The core will be designed to meet the UI and SBOE core requirements thus allowing students to pursue degrees at any state institution after completion of the core, including transfer to other University of Idaho campuses.

Undergraduate degrees. The following undergraduate degrees will be available at the Sandpoint campus.

- **B.S. Elementary and Secondary Education**
- **B.S. Environmental Sciences**
- **B.S. Foods and Nutrition (culinology & nutrition)**
- **B.G.S. General Studies**
- **B.S. Industrial Technology (2 +2 +2 program with PTE)**
- **B.A. and B.S. Interdisciplinary Studies**

- **B.F.A. Music Theatre (one semester at Sandpoint)**
- **B.S. Psychology**
- **Minor in Business**

Most of the above degrees will be delivered to Sandpoint through a combination of compressed video and DVD delivery from other UI campuses, web courses, and local and visiting faculty. In all cases on-site faculty will be available to assist in the delivery and advising for all of these programs.

The Interdisciplinary Studies degrees will be the only programs totally delivered at Sandpoint and will emphasize live delivery and a student-centered, student directed approach with strong involvement of local faculty mentors/advisors. The Interdisciplinary degrees at Sandpoint will be based on using a strongly integrated approach, the Integrated Interdisciplinary Studies Curriculum (IISC). The integrated interdisciplinary studies program will be the marquee undergraduate program offered at Sandpoint. The program is intended as a 4 year program and consistent with the Sandpoint Campus, the program will offer three emphasis areas: Arts and Community, Health and Wellness, and Natural Resources and Sustainability. A forth area in Learning and Leadership will overlay these areas providing the opportunity for students to receive certification as a teacher in any of the three areas.

Due to the strong local community support and activity in music and theatre, a Bachelor's completion degree in Fine Arts will be provided in music theatre. Fine arts students from UI in Moscow and other schools will spend at least one semester of their senior year in Sandpoint to complete this program.

A B.S. in Technology will also be offered which will provide the ability of graduates of professional-technical programs to complete a bachelor's degree. The program is being planned as a 2 plus 2 plus 2 year program in association with the local high school and North Idaho College. Initiation of this program will depend on the availably of graduates from the Professional Technical programs.

Graduate Degrees. The following graduate degrees will be offered at the Sandpoint campus:

- **M.F.A. in Music Theatre**
- **M.S. Bioregional Planning**
- **M.S. Curriculum and Instruction**
    - Standard
    - Conservation Biology
- **M.S. Educational Leadership**
- **M.S. Environmental Sciences**
- **Executive M.B.A.**
- **M.S. Food Science**
- **M.S. Foods and Nutrition**
- **M.S. Natural Resources Conservation Management**

- **M.S. Plant Science/Soil Science**

As with the undergraduate degrees, most of the above degrees will be delivered to Sandpoint through a combination of compressed video and DVD delivery from other UI campuses, web courses, and local affiliate and visiting faculty. In all cases on-site faculty will assist in the delivery and advising for all of these programs.

As with the B.F.A., an M.F.A. in music theatre will also be provided. The existing Panida theatre in Sandpoint and the

Performing Arts Learning Center proposed for the campus provide a unique venue for these degrees. The M.F.A. students will spend at least one year on the Sandpoint campus and work in association with the local community in gaining skills in theatre. As noted below, we will also be providing a certificate in arts management. Students will be able to work with local performing and visual art groups and the EMBA to develop skills in management of both theatres and art galleries.

The Executive MBA will be delivered on-site in Sandpoint and will be introduced in Sandpoint in the fall of 2007. The next cohort will be initiated at the in the fall of 2009 at the Sandpoint Campus. The M.S. in Education with Conservation Biology will also be delivered on site by the colleges of Education and Natural Resources and is designed to provide certification for science teaching. This would be a unique program that combines the assets of the local natural resources of water and forests with the adjacency to the local Sandpoint High School.

The Master of Natural Resources degree in Conservation Administration will be a non-thesis degree with administrative internship/project in northern Idaho. Target audience is practicing professionals tooling up for leadership and administration positions in natural resource agencies, government, non-profits and industry. The program would draw on courses in the EMBA and could be pursued as a joint degree with the new EMBA.

Certificates. Certificates in Arts Management, Natural Resources, Geographical Information Systems (GIS), Graphic Arts, Organizational Dynamics, Diversity and Stratification, Natural Resources and Food Science will be offered in association with programs at UI CDA and at the Sandpoint and Moscow campuses.

Collaboration with other Institutions. North Idaho College, Lewis and Clark State College, and the Northern Idaho Center for Higher Education (NICHE) will have access to dedicated offices and classrooms at the campus and will provide programs related to their mission and goals in Northern Idaho.

Projected Enrollments. **Table 1** provides the projected academic year enrollments of all academic programs at the time of implementation in FY10 and the projected growth in subsequent years. The estimated enrollments and credit loads are consistent with the credit load expected for the listed faculty positions and the knowledge of the local and regional market. Relatively low estimates of the enrollment are included at the start-up and it is anticipated that these are the minimum numbers expected for most areas. Many

of the programs are already in existence in Northern Idaho and will be extended to Sandpoint over the next two years. Based on these estimates, the total headcount is expected to be approximately 350 at startup with student FTE of 180. Total student credit hours for the academic year are expected to be approximately 5,400 with an additional 900 credit hours generated in the summer. Regular growth of 3% is anticipated in enrollments with most of the startup programs; however the core and integrated program is expected to grow each year as new students are added to new incoming classes. The program could grow to a larger extent with the addition of new faculty to the Campus. The greatest growth is predicted for the integrated programs and we expect rapid growth in the first three years after the campus opens reaching the highest level at FY13. With the addition of additional faculty to respond to this growth as well as expected growth in new programs within 5 years the headcount at the campus is expected to approach 600-1000.

Teaching Faculty. Marketing of the programs will be essential to assure the growth expected. However, the greatest impact will be the availability of faculty and staff to deliver the programs. The number of faculty will drive the overall programs and provide the service to the students that is essential in recruitment and retention of students. The preliminary list of teaching faculty to be located at the campus is given in Table 2. All of these positions are dependant upon generating significant fee revenue at the campus. Portions of some positions will be funded via reallocation or new funding from within the university. The ability to start these positions in FY10 has been made possible by the agreement of the community and Wildrose to provide $800,000 a year in matching funds for the first 5 years after the campus opens. The faculty positions listed in Table 2 will contribute to all aspects of the campus including the research and outreach programs as well as the teaching programs. Initial disciplines selected are based on the campus and university themes and based on support from the colleges to deliver programs.

Table 1. Preliminary Projected Head Count and Credit Hour Production at Sandpoint Campus

	FY10			Projected Growth in SCH						
Program	**Student #**	**Credits**	**SCH**	**FY11**	**FY12**	**FY 13**	**FY14**	**FY15**	**FY16**	**FY17**
Bachelors programs										
Core program	35	30	1,050	2,250	3,000	4,500	4,500	4,500	4,500	4,500
B.F.A. Music Theatre	15	15	225	225	300	300	300	300	300	300
B.A. /B.S. Interdisciplinary Studies	25	30	750	1,500	3,000	3,600	3,600	3,600	3,600	3,600
B.S. Elementary Education	10	10	100	120	120	180	180	180	180	180
B.S. Environmental Sciences	10	10	100	120	120	180	180	180	180	180
B.S. Foods and Nutrition (Nutrition option)	20	6	120	240	240	240	240	240	240	240
B.S. Foods and Nutrition (Culinology options)	20	6	120	240	240	240	240	240	240	240
Bachelor of General Studies (B.G.S.)	10	15	150	150	150	150	150	150	150	150
B.S. Industrial Technology	10	12	120	240	240	360	360	360	360	360
B.S. Psychology	20	10	200	300	300	300	300	300	300	300
B.S. in Secondary Education	10	6	60	60	60	60	60	60	60	60
Minor in Business (on-line)	15	6	90	90	90	90	90	90	90	90
Totals	**200**	**156**	**3,085**	**5,535**	**7,860**	**10,200**	**10,200**	**10,200**	**10,200**	**10,200**
Graduate Programs										
M.F.A. Music Theatre	10	24	240	240	360	480	480	480	480	480
M.S. Bioregional Planning	4	10	40	41	42	44	45	46	48	49
M.S. Curriculum and Instruction (Standard)	15	8	120	120	120	120	120	120	120	120
Conservation Biology-Science Certification	15	24	360	360	480	480	480	480	480	480
M.S. Educational Leadership	15	10	150	150	150	150	150	150	150	150
M.S. Environmental Sciences	2	10	20	20	20	20	20	20	20	20
M.S. Foods and Nutrition	2	10	20	30	30	30	30	30	30	30
M.S. Food Science	2	10	20	30	30	30	30	30	30	30
M.S. Nat. Res. Conservation Administration	15	18	270	360	360	360	360	360	360	360
M.S. Plant Science	2	10	20	30	30	30	30	30	30	30
Totals	**82**	**134**	**1,260**	**1,381**	**1,622**	**1,744**	**1,745**	**1,746**	**1,748**	**1,749**

Table 1. Preliminary Projected Head Count and Credit Hour Production at Sandpoint Campus (Continued)										
				Projected Growth in SCH						
Program	FY10			FY11	FY12	FY 13	FY14	FY15	FY16	FY17
Executive MBA	15	24	360	360	360	360	360	360	360	360
Totals	**15**	**24**	**360**	**360**	**360**	**360**	**360**	**360**	**360**	**360**
Certificates										
Arts Management	10	6	60	60	60	60	60	60	60	60
Diversity and Stratification	5	6	30	30	30	30	30	30	30	30
Food Science	5	6	30	30	30	30	30	30	30	30
Geographic Information Systems (GIS)	10	6	60	62	64	66	68	70	72	74
Natural Resources	10	10	100	120	120	120	120	120	120	120
Organizational Dynamics	10	10	100	120	120	120	120	120	120	120
Totals	**50**	**44**	**380**	**422**	**424**	**426**	**428**	**430**	**432**	**434**
Summer School	150	6	900	945	992	1,042	1,094	1,149	1,206	1,266
Totals	**150**	**6**	**900**	**945**	**992**	**1,042**	**1,094**	**1,149**	**1,206**	**1,266**
Professional Development and Continuing Education										
Ongoing professional development	50	3	150	150	150	150	150	150	150	150
Special Conferences	50	3	150	150	150	150	150	150	150	150
Totals	**100**	**6**	**300**	**300**	**300**	**300**	**300**	**300**	**300**	**300**
Overall Totals	**597**	**370**	**6,285**	**8,943**	**11,558**	**14,071**	**14,127**	**14,185**	**14,245**	**14,309**

Table 2. Proposed Core Resident Teaching Faculty Positions at the Sandpoint Campus

College and Positions	Department	Emphasis
Ag and Life Sciences		
Professor of Food Science	Food Science and Toxicology	Health, Nutrition, and Wellness/CORS
Professor of Foods and Nutrition	Family and Consumer Sciences	Health, Nutrition, and Wellness/CORS
Professor of Soil Sciences	Plant, Soil & Entomological Sci.	Natural Resources and Sustainability/CORS
Professor of Plant Science (Molecular Biol.)	Plant, Soil & Entomological Sci.	Natural Resources and Sustainability/CORS
Business		
Professor of Marketing	Business	EMBA
Education		
Professor of Curriculum &Instruction	Curriculum & Instruction	Natural Resources and Sustainability
Prof. of Health/Outdoor Recreation	HPERD	Health, Nutrition, and Wellness/CORS
Professor of Industrial Technology	ACTE	Natural Resources and Sustainability
Professor of Special Education	CASPEL	Health, Nutrition, and Wellness/CORS
Letters, Arts and Social Sciences		
Professor of Music	Music	Arts and Community
Professor of Theatre	Theatre	Arts and Community
Professor of History/Political Science	History/Political Science	Arts and Community
Professor of English	English	Core
Professor of Communications	Communications	Core
Natural Resources		
Professor of Conservation	Conservation Social Sciences	Natural Resources and Sustainability
Professor of Natural Resources	Forest Resources	Natural Resources and Sustainability
Professor of Natural Resources	Fisheries and Wildlife	Natural Resources and Sustainability
Art and Architecture		
Professor of Art	Art	Arts and Community
Science		
Professor of Biology	Biology	CORS/ Health, Nutrition, and Wellness
Professor of Statistics/Math	Math/Statistics	CORS/all emphasis Areas

Appendix 2. Assumptions used for Financial Projections for the Sandpoint Campus

Assumptions to Final Projections

Sources and Uses of Funds (Appendix 3 Schedule A-1 and A-2):

The sources and uses of funds have been compiled from numerous meetings with faculty and staff at the University of Idaho. The sources and uses of funds will become more definitive as the design moves forward for the campus and buildings. It is assumed that the costs of all facilities including the associated infrastructure and FF&E including significant telecommunications technology will be paid for by the donor per the development agreement. Thus the Sources and Uses of Funds information does not address costs of construction since all facilities will be donated to the university in a "turn-key" fashion. The information thus focuses on the operational costs for the campus since the University will be responsible for all operating, maintenance and repairs, and programs at the campus. Costs of college programs including laboratory equipment and some operating expenses are not included in the information since these are college responsibilities.

One of the major assumptions is that the legislature will fund occupancy funds for the new buildings in FY10. Since this cannot be guaranteed, we have developed two scenarios looking at the Sources and Uses of Funds. Scenario 1 (with funding of occupancy) is illustrated in Appendix 3 Schedule A-1 while scenario 2 (without occupancy funding) is illustrated in Appendix 3 Schedule A-2.

Some important assumptions regarding revenue include the following:

- In both scenarios, **start-up funding** for the campus will come from the sale of the land for $6.25 mill. $500,000 of these funds will be used as an initial reserve for the operations and the remaining $5.75 mill will be placed in an endowment with the UI Foundation to provide an ongoing source of funding. Annual payout of the endowment is based on a minimum and 4.5% and any returns beyond this and a 1% management fee are reinvested in the endowment. Estimated returns are based on an expected return on investment of 7.5%.
- In both scenarios, **fee revenue** will play an important role in the support of all programs and based on the currently approved off-campus fee rate, $1,762,845 would be generated based on the estimated enrollments in FY10 (see Appendix 1 Table 2 and Appendix 3 Schedule D). Due to reduction in fees as a result of reduced fees for full-time rates and waivers, in subsequent charts, the total fee revenue (exclusive of nonresident tuition) has been reduced by 10% to a total of $1,595,726. Enrollments and the fee rate are projected to grow over time; however, the projections of fee revenue are based on the expected increases in enrollments and a 3% increase annually in the student fees. The Integrated Interdisciplinary 4 year degrees are expected to grow the greatest with an increase in both full-time and nonresident students reaching a high level in FY 13 of 270 students. Significant income is expected from professional conferences that will be at the campus and this income is indicated in the revenue as special fees. The funds received from the resident faculty are the key to the funding for faculty but

all credit generation at the campus generates support funds for the infrastructure of the campus. The Appendix shows the fees generated for the colleges both from contractual as well as resident faculty. The college directly receives the college portion of the fees and thus an identical line is recorded in the uses side for those fees. **Both scenarios include the fees at the same level, however, due to fewer faculty added in FY13 in Scenario 2, this may impair enrollment.**

- The community and Wildrose have committed $800,000 annually for 5 years to be used to match university funding for core faculty located at the Sandpoint Campus. Development of the academic degree programs at Sandpoint are dependant on this funding. **This is the same in both scenarios.**
- Occupancy funding will be sought in FY10 to provide support for the ongoing operations of the campus. The level of $723,700 is based on the FY07 state calculation rates for occupancy costs. (See Appendix 3 Schedule B) Areas that are intended for some private use have been excluded in this calculation thus of the total square footage projected to be 105,450, only 81,627 were included in the calculation. The reduction is a result of the potential use of ~23% (23,823 square feet) of the space in the Student Union Building (67%) and the Performing Arts Learning Center (20%) for potential non-academic uses. The total value of the buildings used in the formula was also reduced 23% from the expected total estimated costs of $34.1 million. Final calculations of occupancy costs will depend on the final construction square footage and value determined at the time of construction as well as usage for academic purposes. **This area is zeroed out in Scenario 2 assuming no occupancy funding is received from the legislature.**
- Rental income is expected for the food service, residential and bookstore and other retail areas of the student union building. This has been included at $10.80 per square foot per year for the usable square footage of 12,280 (does not include the 40% unassigned space). It is anticipated that the performing arts learning center could be used up to a maximum of 20% time for non-academic uses. $40,000 in annual revenue has been estimated from these uses. Only 6 month of rent is included in the table for FY10. **The rental income is the same in both scenarios.**
- Revenue generated from research grants will increase the support for many of the positions shown and potentially add several additional support positions. The $36,000 shown in the plan reflects only the portion of the overhead that would be returned to the campus based on $200,000 in grants annually received at the campus. **This is the same in both scenarios.**
- University funding is projected based on new state funding beyond the occupancy funding plus reallocated funds for operating and positions. One-time funds of $150,000 shown in FY09 are from the College of Ag and Life Sciences and are set aside for a new building on the new experiment station property. An additional $150,000 in one-time money is set aside in both FY10 and FY11 by the university are to address the expected lower enrollments in the first 3 years. **In Scenario 2, this one-time funding must be increased by $350,000 each year to bring the total to $500,000 in each year.**
- An annual ongoing commitment of $250,000 in new state funding or reallocated funding will be needed starting in FY10. A portion of this has already been

committed by the College of Agricultural and Life Sciences and the College of Natural Resources. **This is the same in both scenarios.**

- **The annual commitment of state funds is increased by an additional $500,000 to $750,000 in Scenario 1 and by an additional $600,000 to $850,000 in FY15 in Scenario 2.** The additional annual support reflects the loss of the community support which runs out at the end of 5 years. The state funding will be requested in the form of new positions as well as Enrollment Workload Adjustment. Based on the estimated enrollments and EWA value, the addition of the Sandpoint Campus adds an equivalent value of $700,000 annually to the EWA of the UI.
- Addition of new programs beyond those shown could increase the total revenue significantly. **This is the same in both scenarios, although the lack of additional faculty in Scenario 2 could hamper our ability to add programs.**
- Our goal is to maintain the reserve at 5-15% at all times to maintain a hedge against the loss of and/or lack of increased enrollment as well as other revenue shortfalls. **Our goal is achieved in both scenarios in all years except the start-up year of FY10. The reserve is increased thereafter in both scenarios but at a much higher rate in scenario 1.**

Some important assumptions on the cost side include:

- A core resident faculty of 23 and a staff of 12 staff at the Sandpoint Campus are included within the administrative and academic program expenses in the Business Plan in FY 10 and as outlined in Appendix 3 Schedule D. The combination of new funding from fees, grants, and gifts and existing state and county funding will allow us to develop this core group. The $800,000 in matching funds from the community allows us to develop a significant core teaching faculty. An annual allocation of $1,500 is included for operating funds for each faculty member. **The core group is the same in both scenarios.**
- Contractual faculty play an important role in the delivery of all programs and we expect 20-30 faculty from other sites to be providing course to Sandpoint. This is especially important the delivery of the EMBA. These faculty will come from all UI campuses and may also include faculty from our partner colleges and universities. As indicated above, these funds are pass through to the colleges and serve as an incentive to bring programs to Sandpoint. **Both scenarios make the same assumptions in regard to the contractual faculty.**
- The core resident faculty are the key to the total campus development with a total of 20 teaching faculty located on the campus. These faculty may also be involved in teaching at other UI campuses until the programs are established. The number of core faculty will need to be increased, if the enrollments increase in FY 12 as projected. An additional $160,000 is included for addition of three faculty starting in FY12 and one faculty member in FY13. **This is not done in Scenario 2, however. Due to lack of funding instead of adding new core faculty the additional load will be covered using adjunct or affiliate faculty which allows us to do this at a much lower cost of $100,000 starting in FY13.**
- Costs for administration assume that a significant amount of support will be provided from both UI Moscow and UI Coeur d'Alene per the administration plan described above. The IT support included within the plan is based on inclusion of

a high level telecommunications system and including both data and video use. In Scenario 1 two positions are included to support the IT system at the onset. **In Scenario 2, one position is delayed until FY12.** Janitorial positions are not listed but would be included within the operations and maintenance budget.

- **In Scenario 1, additional administrative staff and operating are added in FY 12 to assist in the higher student load on the campus especially with individual departments and colleges. In Scenario 2, these costs are not included thus sacrificing this support.**
- One time costs of $350,000 are expected in FY09 to cover infrastructure costs at the new experiment station. New land for the center will require the demolition and or upgrade of existing facilities and addition of roads, water and sewage systems and other infrastructure needs. This might be reduced significantly through grants, gifts, and other sources of income to cover these costs.
- One-time funding is included at $300,000 in Scenario 1 to provide marketing of programs and recruitment and star-up for the 19 new faculty positions that will be hired in FY10. **In Scenario 2 this is reduced to $200,000.**
- The estimated construction costs are $34.2 million for Phase 1, including >$30 million for the buildings. We have based the estimated operations and maintenance budget on the estimated $31 million value and a total of 105,450 square feet. The $900,000 per year is slightly above the estimated $800,000 in occupancy costs due to the off-campus site for this development and the need to maintain significant grounds. It is expected that some support for the grounds will be provided by the current funding for the CALS experiment station especially for maintenance of the areas dedicated to horticultural experiments. It is also expected that much of the grounds will utilize drought tolerant and low maintenance plantings in most areas. Cost savings for utilities are also expected in the buildings due to the numerous energy saving features used in design of the buildings. **This is the same in both scenarios.**
- The telecommunications systems built into the costs are for a system that will support the building for several years and includes the costs for a DS3 data network and significant technology enhanced classrooms. The costs include replacement and renewal for all equipment and annual maintenance contracts, where needed. **This is the same in both scenarios.**
- An unusual feature of the costs is the annual inclusion of $450,000 in capital renewal funding (1.5% of the $30 mill value) to assure that funds are available for future maintenance and repair of these buildings. This is accumulated as an asset until utilized. This fund is started in FY11 since the warranty is expected to cover all of the costs of repair in the first year. This also allows the additional $450,000 in FY10 to be applied to cover the expected low enrollment in the first year. **In Scenario 2, the delay is extended until FY13.**
- Turn-key facilities will be provided by Wild Rose including FF&E in all areas. The colleges, however, are responsible for providing all laboratory equipment and units may be required to provide furniture in some areas. **This is the same in both scenarios.**
- New land for the new experiment station will require the demolition and or upgrade of existing facilities and addition of roads, water and sewage systems and

other infrastructure needs. The $150,000 has been set aside by the College of Agricultural and Life Sciences to build a storage/warehouse facility. **This is the same in both scenarios.**

Estimated Occupancy Costs for Sandpoint Campus in FY10 (Appendix 3 Schedule B)

Estimated occupancy costs are based on the FY07 rates. The food service, residential, bookstore, and other retail areas have not been included in the calculation thus removing 67% of the space from the calculation. It is anticipated that the use of the performing arts learning center for non-academic uses will be about 20% so only 80% of that space has been included. Final calculated occupancy costs will be based on actual academic uses and may vary. It is anticipated that the buildings will be occupied by the beginning of FY10.

Summary of Assets (Appendix 3 Schedule C-1 and C-2)

The assets are based on the final construction costs with the expected donation of the facilities to the University in FY10 and based on the estimated costs of construction. Total assets are expected to exceed $35 million on an annual basis. Assumptions are as follows:

- Currently the value of $31.7 million is included to reflect the value of initial capital improvements to be completed and transferred to the university. This value does not include value of the new campus land to be transferred with the buildings and the value is not inflated over time.
- One million dollars of value is included for the new R & E Center land (~18 acres). Value of this land based on estimates from donor. Per the MOU, an appraisal will be completed on the land before transfer. As with the other estimates this value is not inflated over the time given.
- The capital renewal fund is shown with annual increase of $450,000 and would reach $3.1 million by FY17 if no expenses were incurred over that period of time. **The fund only reaches $2.25 million in Scenario 2.**
- The reserve varies, but exceeds the 5-10% goal in both scenarios throughout the time period shown except in FY10. Although a low is reached in FY10, once the enrollment levels are reached, the reserve continues to increase and exceeds the $1 million mark throughout the time period.
- The endowment of $5.75 million is not shown as an asset of the University since it is held by the UI Foundation.

Projected Enrollments and Fee Revenue (Appendix 3 Schedule D)

Total fee revenue is based on the projected total credit hours produced based on the estimated enrollments given in Table 1 of the Program plan in Appendix 1. Assumptions are as follows:

- Fees are calculated based on the estimated FY10 fee for off-campus fees of $225 per credit hour for undergraduate courses and $252 per credit hour for graduate courses. This is based on an estimated increase of 3% per year from the current FY08 level of $212 and $239. The estimated fees are increased each year for the

calculation shown in the table. Nonresident tuition is included at $10,080 per year per student and is not increased throughout the time period.

- The EMBA includes a special fee of $18,500 per year for each of the two years of the program and numbers shown are based on that fee for the EMBA.
- Distribution of fees are as follows:
  - Outreach-Campus-$42.44 per credit
  - College-$158.18 for undergraduate and $176.1 for graduate credits
  - Facilities/computing/activity- $24.29 per credit
- A significant increase in fulltime students in the 4 year program is predicted in the first three years and reaching a total of 270 in FY12.
- Most programs have been kept at a low level and not increased throughout the time period.
- Due to waivers and the lower cost for fulltime students who take more than 8 credits, total estimated revenue is reduced by 10%.
- Information is provided on the level of fee revenue from both contractual and resident faculty to give a better understanding of the fee generation and its application to the center. The college portion of the contractual faculty is listed at the same level as both a source and a use and is thus a flow through. As such a significant increase or decrease does not affect staffing needs. However, the administrative fees associated with these credits do have an important impact on the infrastructure support at the campus.
- Significant funding is achieved through the development of special conferences which are expected to charge at least $500 per credit. Professional development programs are at the other extreme with a generation of only $69 per credit, all going back to the college that presents it.
- The EMBA is a totally self-supporting program based on the use of generated fees. A total of 30 students are used to support the program in 2 cohorts with one in Coeur d'Alene and one in Sandpoint. Only the Sandpoint cohort is included in the calculations for the Sandpoint campus and thus only half of the salary costs are reflected.

Annual projected costs and revenue sources for faculty, staff and programs (Appendix 3 Schedule E)

This schedule delineates the revenue sources for support of the resident faculty located at the campus. These projected costs also reflect the costs for delivering the academic, research and extension programs and represent the operating costs for all programs and personnel. The revenue is based on the expected current funding and university funding generated from the university in reallocation, new funding, and student fees as well as the Wildrose/community support pledged and the county support that is used to support county faculty and staff.

- Costs for fulltime faculty and staff reflect cost for salary plus projected fringe benefits costs. Salary levels for new faculty are based on the current market costs for these positions.
- Current funding is for the faculty currently located at the Sandpoint Center and Bonner County Extension.

- Only one business faculty member is listed and that salary is totally funded through the fees generated from the EMBA program. Salaries for her and for her colleagues in the program are included in the $729,204 included for contractual faculty in Schedule A. The $134,045 of that salary reduces the contractual faculty amount to $595,159 in Schedule D.
- Current costs for county faculty include the Bonner county contribution.
- The revenue source reflects the matching that is done by university funding and the community funding for the 19 new positions added. Operating funds of $1,500 are also included for each of these positions.

Appendix 3. Schedules of Sources and Uses of Funds, Occupancy Costs Calculations, Summary of Assets, Projected Enrollments and Program Revenue, and Annual Projected Costs and Revenue Sources for Resident Faculty and Staff and Programs.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is by and between the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing pursuant to the Constitution and laws of the State of Idaho, (hereinafter "University"); and The Wild Rose Foundation, Inc., a not-for-profit charitable foundation (hereinafter "Wild Rose"), collectively "the Parties."

This MOU sets out the Parties' intentions with regard to the construction of a campus facility and other uses with regard to certain real property located in Sandpoint, Bonner County, Idaho. The Parties specifically acknowledge that this MOU is a statement of intent and is not binding on the Parties and that all actions of the University described herein that require approval by the University's Board of Regents ("Board"), including but not limited to disposal of the University's real property, entering into a Development Agreement and associated real property agreements, and certain programmatic decisions, will require subsequent presentation to and approval by the Board notwithstanding the Board's acknowledgement of this MOU.

1. Subject to completion of the necessary transactional documents, including, but not limited to a Development Agreement and future real property agreements, covenants, and reversions, University shall transfer to Wild Rose that certain parcel of property located in Sandpoint, Bonner County, Idaho, comprised of approximately 77 acres, generally depicted in Exhibit "A" attached hereto, for a purchase price of the fair market appraised value of $6.25 million. If this transaction occurs more than one year

after the date of execution of this MOU, then the property shall be reappraised and the purchase price shall be the then current appraised value.

2. Contemporaneously or within 60 days of said transfer, Wild Rose shall cause to be transferred to University a parcel approximately 15 acres in size, located on a southerly portion of an 80-acre parcel owned by a related party to Wild Rose, on North Boyer Avenue, near Sandpoint, Bonner County, Idaho. The value of such parcel shall be established by a subsequent appraisal of fair market value to be conducted by Wild Rose. A map of the 80-acre parcel, with no delineations yet of the parcel to be transferred to University is attached hereto as Exhibit "B." This parcel shall be transferred to University as a gift without any consideration paid for such gift.

3. The parcel depicted in Exhibit A, hereinafter described as the "Campus Parcel," upon its transfer, shall be impressed with a covenant restricting the use of said Campus Parcel for public educational, research, and supporting purposes only, and such restriction shall remain in force through December, 31, 2056. The 15-acre parcel gifted to University by Wild Rose, described in Paragraph 2 above, hereinafter described as the "Research Parcel," shall likewise contain a covenant restricting the use of said parcel for public educational, research, and supporting purposes only, and said covenant shall remain in force through December 31, 2056. Such restrictions shall not limit the extent or operation of the Research Parcel for experimental agricultural or other research uses as approved by University, nor shall such restrictions obligate University to continue or maintain programs on the Research Parcel.

4. The Campus Parcel as further depicted in Exhibit "C" is divided by a natural swale/slough that runs in an easterly-westerly direction. On the Campus Parcel north of said natural swale/slough division, hereinafter referred to as the "College Parcel," Wild Rose agrees to provide all capital improvements in accordance with the general description provided below in Paragraph 5. As used herein, capital improvements shall include the campus facilities, including all interior roads, buildings, structures, and other related improvements and infrastructure. More precise specifications shall be detailed and described in the Development Agreement to be entered into by the Parties. The Development Agreement shall be executed prior to conveyance of real property. Wild Rose's commitment for funding and constructing such capital improvements shall be no less than Twenty Million Dollars ($20,000,000), which may include up to Two Million, Five Hundred Thousand Dollars ($2,500,000) dedicated for improvements for programs coordinated with other institutions on adjacent and/or nearby property acquired by Wild Rose or related parties. With the exception of said $2,500,000 commitment, these capital improvements shall be for the exclusive use of University so that University, and such other educational institutions, particularly including North Idaho College, as well as other institutions of higher learning, may provide curriculum and programs as established or coordinated by University. Under no circumstances shall this MOU be construed to obligate the University to provide any funding for capital improvements in the event the sum provided by Wild Rose is inadequate to complete all of the capital improvements specified and agreed to in the Development Agreement.

5. Wild Rose will design and build capital improvements to enhance educational offerings, as well as allow for future growth potential. Initial education programs to be accommodated at the site will be in general education, general studies, teacher education, business, horticulture and plant sciences, environmental sciences, psychology, natural resources and fine arts. Capital improvements also will be provided to accommodate Bonner County Extension programs in horticulture and community and youth development, as well as research and extension programs in horticulture, natural resources, food science and molecular biology, including greenhouses and plot space needed to accommodate these programs. With the completion of the capital improvements to the point where they have developed adequate campus facilities, University will expand on the current research, extension and teaching programs that it provides in Bonner County by adding new faculty and programs to the campus facility. University will collaborate with key representatives from Bonner and Boundary Counties, Lake Pend Oreille School District, North Idaho College, and other appropriate colleges and universities to develop a comprehensive educational master plan to identify specific educational programs and degrees that will be offered at the campus facilities for the next five years.

6. The College Parcel and facilities, including land, buildings, and all other related improvements, ("Educational Property"), subject to the provisions set out below, shall be owned and operated by Wild Rose until such time as they are transferred to University under appropriate covenants for the continued operation of said educational property, consistent with this MOU. It is specifically understood that such conveyances may be in phases as such capital improvements are completed and ready for use.

7. The Parties will work together to create an advisory board for the overall program to be offered at the College Parcel. Such board shall have a membership representative of University, the community, and Wild Rose, including local public officials. Wild Rose, at its sole cost and discretion, may appoint an executive director responsible for identifying and advocating for the delivery of community higher education needs, and reporting such needs to said advisory board and through said board to University and community. The executive director and board will assist in identifying the higher educational needs and opportunities in the community, and facilitate communication and implementation strategies among the various parties to advance the programs on the College Parcel. Any tasks undertaken by an executive director or board would be subject to and would not supersede the responsibility and authority of the educational institutions or Wild Rose.

8. To the extent any portion of the Educational Property is completed and ready for occupancy by University under this MOU and related agreements, including a Development Agreement, Wild Rose shall gift and grant said property to University; provided, however, that for the period of no less than through December 31, 2028, or twenty (20) years from the date of such transfer of any portion of the Educational Property or any phase thereof, such property shall be subject to covenants that provide for the reasonable restriction of the use of such property by University and other institutions of higher learning for the educational purposes contemplated hereunder. Provided that University has continually delivered educational services at the Educational Property through December 31, 2028, or twenty (20) years from any subsequent transfers of other

phases, then such property shall revert to the ownership of University, without restriction. Said covenants and restrictions for transfers under this paragraph shall provide, otherwise, that should University be unable or unwilling to deliver educational services at the Educational Property during the period of the covenants, then and in that event, said property shall revert to Wild Rose, but shall continue to be subject to the covenants set out in Paragraph 3, above.

9. Except for Five Hundred Thousand ($500,000) of the sale proceeds, all funds paid to University for the purchase of the Campus Parcel pursuant to Paragraph 1 hereof, shall be invested by University in an endowment in the University of Idaho Foundation, with the return from said investment committed exclusively to the operations and staffing of University on the College Parcel. The $500,000 withheld from the endowment shall be available for operations and staffing of University on the College Parcel during the first five years of operations.

10. With regard to the professional staff to be employed by University and located on the College Parcel, and in addition to any existing staffing now present for University operations located in Bonner County, the Parties agree as follows:

10.1 Core Faculty Staffing. The University commits to maintaining a core staffing level of University professors fully dedicated to the delivery of higher education programs and identified as being essential to the delivery of the comprehensive master educational plan identified in Paragraph 5 above. Wild Rose and/or members of the local business community shall contribute up to Five Hundred Thousand ($500,000) per year to match the amount of funding allocated

by University for program delivery. The matching funds shall be provided for a period of at least five (5) years. Wild Rose shall seek to have all or a substantial portion of its contribution come from the local business community. All funding from the business community shall be donated to the University of Idaho Foundation, for the purpose described herein. The Parties understand that to the extent University's obligations and liabilities are subject to annual funding from the appropriation of funds from the state of Idaho, such appropriation shall be in the state of Idaho's sole discretion, from revenues legally available to University for the ensuing fiscal year(s) for the purposes of this Project and that appropriated funds cannot be committed outside of the fiscal year for which they are appropriated.

10.2 Program Faculty Staffing. Additional staffing to support other programs not covered by the core faculty would be funded by University and any other educational institution present at their discretion, based on current or future needs assessment surveys, course enrollments, and their own resource availability. The three College of Agricultural and Life Sciences extension faculty positions currently located at the Sandpoint Research and Extension Center and the Bonner County Extension Office would be considered to be Program Faculty Staffing, not Core Faculty Staffing.

10.3 Support Staffing. Support staffing will be determined based on programs and needs. University acknowledges that the income from the endowment from the sale of the Campus Parcel will be available to cover a

portion of the anticipated operational and support costs for its deliverables, including staffing. Shared support staffing with other educational institutions would be cost expensed pro rata to such institutions for their share of the use of said support staffing.

11. With regard to the property south of the swale/slough on the Campus Parcel, said property, hereinafter referred to as the "High School Parcel," shall be offered by Wild Rose to Lake Pend Oreille School District (hereinafter "School District") for the purposes of construction of a high school campus. Said property shall be offered upon the condition that School District has satisfactorily obtained the financial backing to construct such a campus through an appropriate levy, bond election, or other appropriate means. Said transfer to School District shall further be contingent upon School District making agreements, as appropriate, with the owner of the land, University, and other entities as necessary, to maximize utilization of the entire Campus Parcel for pubic educational purposes.

(SPACE INTENTIONALLY BLANK)

12. In the event School District is unwilling or unable to construct a high school campus facility on the High School Parcel within twenty (20) years from the date of acquisition of the Campus Parcel by Wild Rose from University, then and in that event, ownership of the High School Parcel shall revert to University, subject to the covenant that the property shall not be utilized for purposes other than public educational, research, and supporting purposes. This covenant shall be terminated on December 31, 2056. In the event of reversion after twenty (20) years, University shall not be obligated to introduce any new uses on the former High School Parcel or continue or maintain programs, and University may maintain the property as vacant but subject to the use restrictions of this Section.

Dated March 1, 2007

University of Idaho

By Timothy P. White

Timothy P. White

Its President

Dated 3/1/07

The Wild Rose Foundation, Inc.

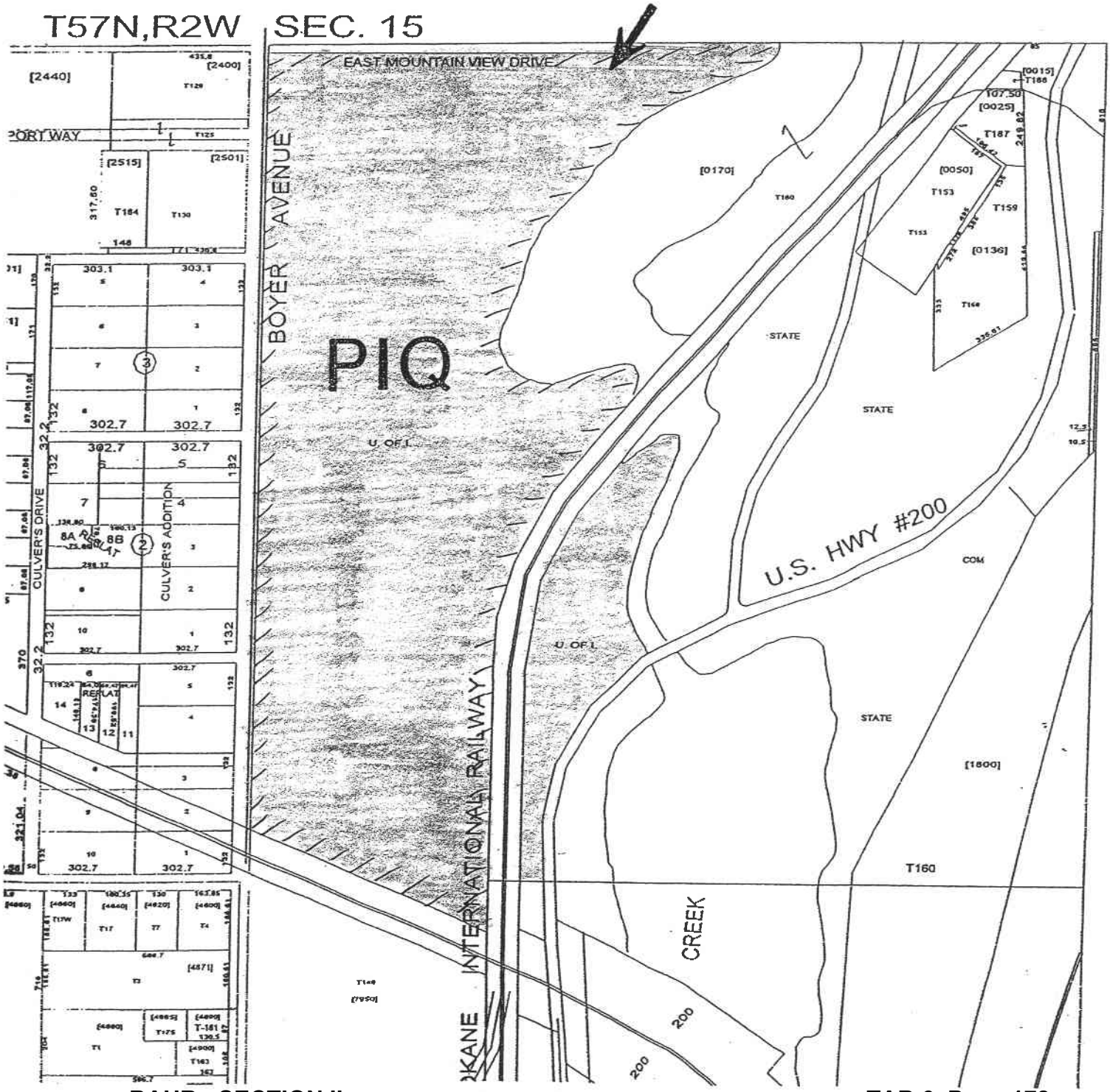
By Dennis Pence

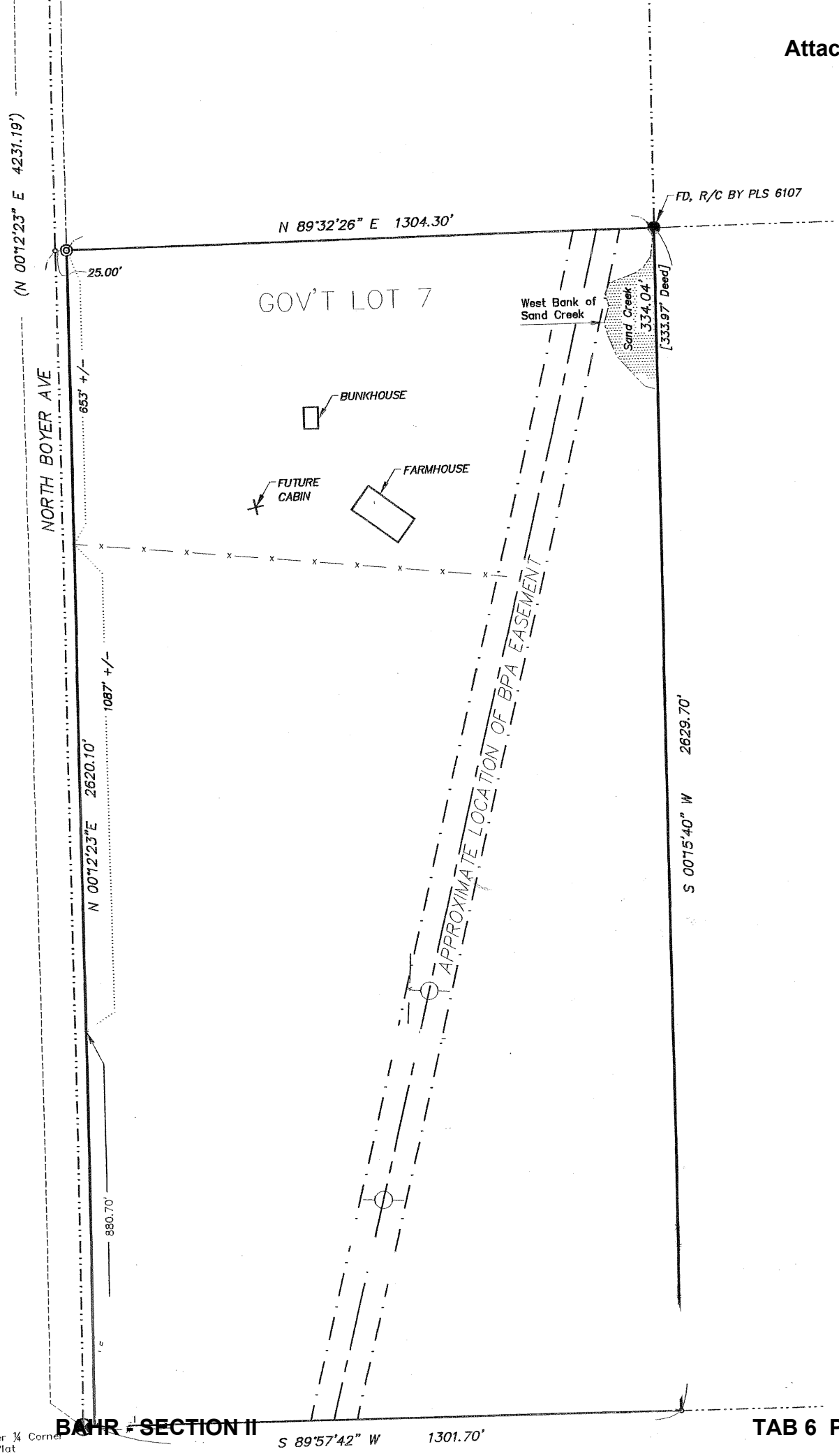
Dennis Pence

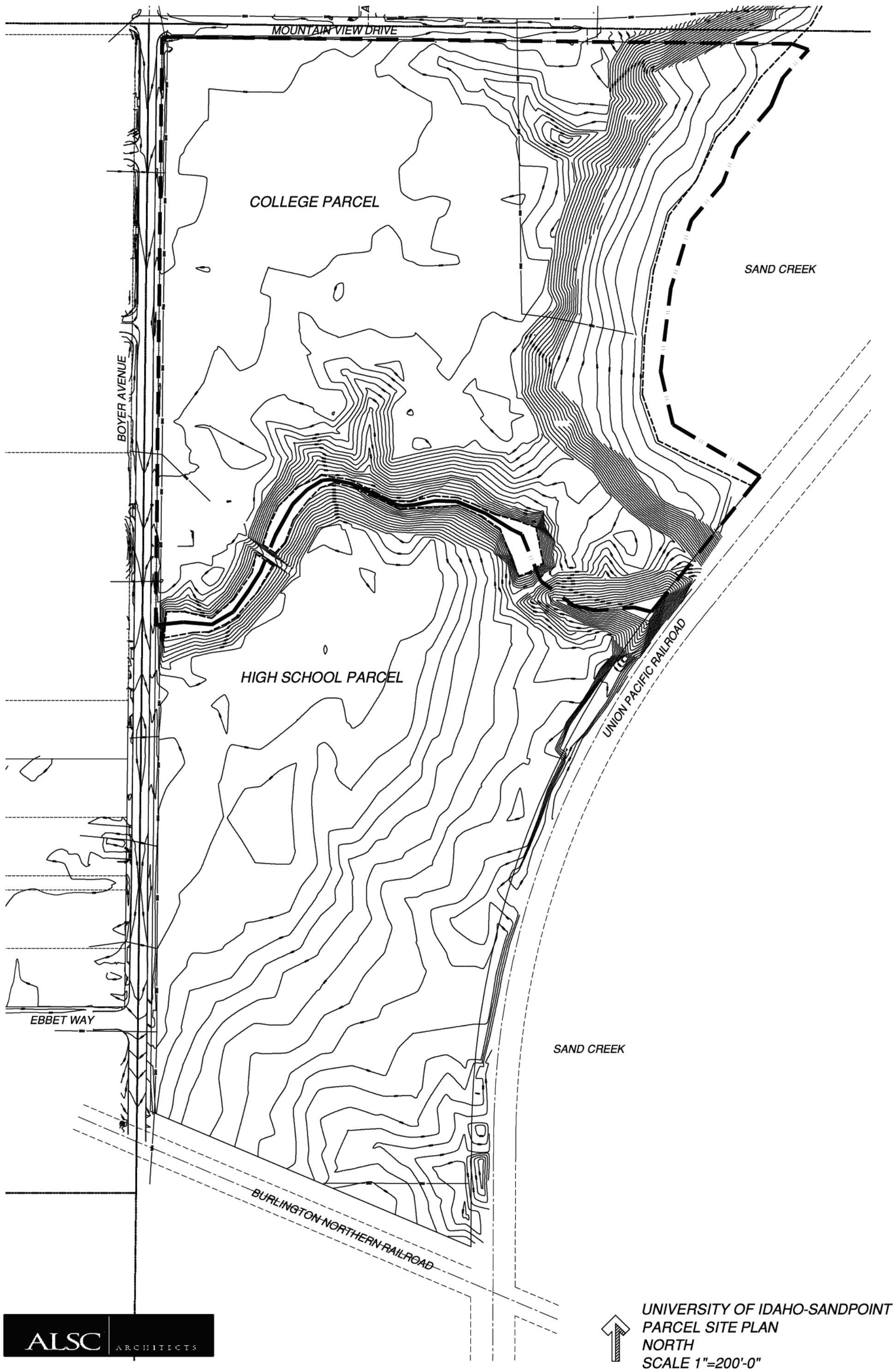
Its President

Exhibit A
University/Wild Rose MOU

"This plat is made solely for the purpose of assisting in locating the land and the Company assumes no liability for variations, if any, with an actual survey."




(N 00°12'23" E 4231.19')
N 89°32'26" E 1304.30'
FD, R/C BY PLS 6107
25.00'
GOV'T LOT 7
West Bank of Sand Creek
Sand Creek 334.04' [333.97' Deed]
NORTH BOYER AVE
653' +/-
BUNKHOUSE
FARMHOUSE
FUTURE CABIN
APPROXIMATE LOCATION OF BPA EASEMENT
1087' +/-
N 00°12'23"E 2620.10'
S 00°15'40" W 2629.70'
880.70'
S 89°57'42" W 1301.70'
Center ¼ Corner per Plat


MOUNTAIN VIEW DRIVE
COLLEGE PARCEL
SAND CREEK
BOYER AVENUE
HIGH SCHOOL PARCEL
UNION PACIFIC RAILROAD
EBBET WAY
SAND CREEK
BURLINGTON NORTHERN RAILROAD
ALSC ARCHITECTS
UNIVERSITY OF IDAHO-SANDPOINT
PARCEL SITE PLAN
NORTH
SCALE 1"=200'-0"

QUITCLAIM DEED

THIS QUITCLAIM DEED made this ____ day of _____, 2007, between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a body corporate organized and existing under the laws and constitution of the State of Idaho, herein referred to as "**Grantor**," and WILD ROSE FOUNDATION, INC. an Idaho corporation, herein referred to as "**Grantee"** witnesseth:

That Grantor, for good and valuable consideration, the receipt whereof is hereby acknowledged, does hereby REMISE, RELEASE, and QUITCLAIM, unto Grantee and its successors and assigns forever, real property situated in the County of Latah, State of Idaho and more particularly described in Exhibit 'A' attached hereto and by this reference incorporated herein.

Provided that Grantee shall only utilize property for public education, research and supporting purposes. If Grantee or its successors or assigns in ownership initiate use the property for purposes other than public education, research, and supporting purposes, Grantor may notify Grantee in writing of such violation of this condition of grant. If Grantee's violation of the condition or restriction is for any reason other than (a) strikes, lockouts or other labor difficulties, (b) fire or other casualty, (c) condemnation, (d) war, riot, or insurrection, (e) acts of God, (f) the requirements of any local, state or federal law, rule or regulation, or (g) the preparation of the Property for subsequent educational or research purposes; and if Grantee fails to remedy the violation within 180 days of receipt of notice of the violation, Grantor shall have the right to exercise a right of reversion.

Together with all estate, right, title, interest, property, possession, claim and demand whatsoever, in law as well as in equity of the Grantor in or to the said property, and all and singular the tenements, hereditaments, and appurtenances thereunto belonging.

IN WITNESS WHEREOF, Grantor has hereunto set its hand on the day and year first above written.

GRANTOR: **Board of Regents of the University of Idaho**

By:_____
Lloyd E. Mues, Vice President,
Finance & Administration

STATE OF IDAHO)
) ss.
County of Latah)

On this ____ day of _____, 2007, before me, the undersigned, a Notary Public in and for said State, personally appeared Lloyd E. Mues, known to me to be the Vice President for Finance &

Administration of the University of Idaho, the University that executed the instrument, and acknowledged to me that he executed the same for and on behalf of the Board of Regents of the University of Idaho.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Residing at _____
My Commission Expires: _____

EXHIBIT A

Recording Requested By and
When Recorded Return to:

Board of Regents of the University of Idaho
Office of Finance and Administration
Administration Building Room 211
P.O. Box 443168
Moscow, ID 83844-3168

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

GIFT DEED

Wild Rose Foundation, Inc. ("**Grantor**") whose current address is , for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, does hereby give, grant, convey, and confirm unto the BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO ("**Grantee**"), whose current address is Office of Finance and Administration, Administration Building Room 211, PO Box 443168, Moscow, ID 83844-3168, that certain real estate situated in Bonner County, Idaho, more particularly described in Exhibit 'A' attached hereto and by this reference incorporated herein ("**Property**").

Except as otherwise expressly reserved herein, Grantor grants the Property to Grantee together with all and singular the tenements, hereditaments, and appurtenances thereunto belonging or in anywise appertaining, the reversion and reversions, remainder and remainders, rents, issues, water rights and profits thereof; and all estate, right, title, and interest in and to the Property, as well in law as in equity.

Provided that Grantee shall only utilize property for public education, research and supporting purposes. If Grantee or its successors or assigns in ownership initiate use the property for purposes other than public education, research, and supporting purposes, Grantor may notify Grantee in writing of such violation of this condition of grant. If Grantee's violation of the condition or restriction is for any reason other than (a) strikes, lockouts or other labor difficulties, (b) fire or other casualty, (c) condemnation, (d) war, riot, or insurrection, (e) acts of God, (f) the requirements of any local, state or federal law, rule or regulation, (g) the preparation of the Property for subsequent educational or research purposes, or (h) temporary closure or vacancy due to temporary program suspension, or the restoration, reconstruction, expansion, alteration or remodeling of improvements; and if Grantee fails to remedy the violation within 180 days of receipt of notice of the violation, Grantor shall have the right to exercise a right of reversion.

Grantee and its successors and assigns forever shall have and hold, all and singular the above-described Property together with the appurtenances unto.

Witness the hand of said Grantors this ____ day of _____, 2004.

_____ _____
Wild Rose, President Wild Rose, Secretary

STATE OF IDAHO)
) ss
County of _____)

On this _____ day of _____, 2004, before me the undersigned, a Notary Public in and for said state, personally appeared_____, known to me to be the person whose name is subscribed to the above and foregoing instrument, and acknowledged to me that they executed the same.

IN WITNESS WHEREOF, I have set my hand and notarial seal the date last above written.

_____
NOTARY PUBLIC in and for the state of Idaho,
residing at _____
Commission expires _____

EXHIBIT 'A'

Legal Description of Property

ALSC ARCHITECTS

University of Idaho Sandpoint

SUMMARY PROGRAM AREA - April 10, 2007

Revised May 21, 2007
Revised May 31, 2007

			Construction Costs	Construction Costs per sq.ft.	Project Costs	Project Costs per sq.ft.
Performing Arts Learning Center Program	**32,080**	s.f.	$ 7,962,000	$ 248	$ 10,749,000	$ 335
College of Agriculture & Life Sciences Program	**27,300**	s.f.	$ 6,234,000	$ 228	$ 8,416,000	$ 308
Administration/Center Operations/Classrooms	**20,090**	s.f.	$ 4,040,000	$ 201	$ 5,455,000	$ 272
Student Union Program	**25,980**	s.f.	$ 5,270,400	$ 203	$ 7,115,000	$ 274
Total Program Area	**105,450**	s.f.	$ 23,506,400	$ 223	$ 31,735,000	$ 301
Site development costs (31 acres x $80,000/acre)					$ 2,500,000	$ 24
Total Project costs					$34,235,000	$325

35% Project Cost components

A/E Fees	**7.5%**
Furnishings, Fixtures & Equipment	**10%**
Cabeling	**5%**
Technology	**2%**
Impact fees	**.5%**
Contingency	**10%**

ALSC ARCHITECTS

University of Idaho Sandpoint Performing Arts Learning Center Program

PROGRAM AREA - December, 2006

Revised March 26, 2007
Re-Revised May 9, 2007

Program Element	Qty	Program Area Ea.	Program Area Sub-Total		
1.00 Performance Spaces					
1.01 Theater House	1	2,500 s.f.	2,500 s.f.		
1.02 Main Stage	1	2,500 s.f.	2,500 s.f.		
1.03 Lighting and Sound Control Booth	1	250 s.f.	250 s.f.		
1.04 Catwalk System	1	500 s.f.	500 s.f.		
1.05 Orchestra Pit	1	400 s.f.	400 s.f.		
1.06 Black Box Theater	1	2,200 s.f.	2,200 s.f.		
1.07 Small Light/Sound Booth	1	100 s.f.	100 s.f.		
1.08 Dance Studio	1	1,800 s.f.	1,800 s.f.		
1.09 Viewing Room	1	150 s.f.	150 s.f.		
2.00 Public Areas					
2.01 Lobby/Foyer/Gallery	1	2,700 s.f.	2,700 s.f.		
2.02 Box Office	1	120 s.f.	120 s.f.		
2.03 Concessions	1	400 s.f.	400 s.f.		
2.04 Lobby and Event Storage	1	400 s.f.	400 s.f.		
3.00 Backstage Spaces					
3.01 Green Room	1	500 s.f.	500 s.f.		
3.02 Dressing Room	1	900 s.f.	900 s.f.		
3.03 Makeup room	1	400 s.f.	400 s.f.		
3.04 Laundry Room/Dyeing	1	250 s.f.	250 s.f.		
3.05 Costume Studio	1	650 s.f.	650 s.f.		
3.06 Costume Storage	1	1,000 s.f.	1,000 s.f.		
3.07 Scene Shop/ Paint and Welding (possibly in exiting U of I shop)	1	1,000 s.f.	1,000 s.f.		
3.09 Prop and Furniture Storage	1	500 s.f.	500 s.f.		
3.10 Portable Stage & Seating Storage	1	500 s.f.	500 s.f.		
3.11 Receiving Dock	1	200 s.f.	200 s.f.		
4.00 Academic Spaces					
4.01 Set and Lighting Design Lab	1	500 s.f.	500 s.f.		
4.02 FA Open Office & Waiting Area	1	200 s.f.	200 s.f.		
4.03 FA Administration Office	1	130 s.f.	130 s.f.		
4.04 Faculty Offices	5	130 s.f.	650 s.f.		
4.05 Faculty Lounge	1	250 s.f.	250 s.f.		
4.06 Student Lounge (combined with Faculty Lounge)	1	0 s.f.	0 s.f.		
4.07 Practice Rooms	6	80 s.f.	480 s.f.		
4.07 Multi-Purpose Classroom	1	750 s.f.	750 s.f.		
5.0 Artists/Students in Residence (move to Student Union Building)					
Total Assigned Area			**22,880 s.f.**		
Unassigned Space (40% of Gross) [1]			9,200 s.f.		
Gross Building Area			**32,080 s.f.**	$ 7,162,000	$ 223
Outdoor space Amphitheater (seating for 200 w/ 200 in variety of informal seating arrangements)				$ 800,000	$ 25
Project cost Allocation			**35%**	$ 2,787,000	
Total Project costs				$ 10,749,000	$ 335

Notes:

[1] Includes circulation, toilet rooms and building service area.

ALSC ARCHITECTS

University of Idaho Sandpoint Agriculture & Life Sciences Program

PROGRAM AREA - April 10, 2007

Revised May 21, 2007

Program Element	Qty	Program Area Ea.	Program Area Sub-Total				
1.00 Laboratory Space							
1.01 Microbiology/Chemistry Instrument	3	1,200 s.f.	3,600 s.f.				
1.02 Laboratory Service Area (includes ultra cold freezer, clean room, dark room, radioactivity room, plant environ. chamber, etc.)	1	1,000 s.f.	1,000 s.f.				
1.03 Coolers	3	70 s.f.	210 s.f.				
1.04 Technician Cubicles plus 2 Graduate Carrols	2	140 s.f.	280 s.f.				
1.05 Interaction Space	1	200 s.f.	200 s.f.				
1.06 General Biology Lab	1	1,000 s.f.	1,000 s.f.				
1.07 General Chemistry Lab	1	1,000 s.f.	1,000 s.f.				
2.00 Classroom Spaces							
2.01 Small Conference Distance Learning	1	250 s.f.	250 s.f.				
2.02 Small Conference Standard	1	250 s.f.	250 s.f.				
2.03 24 Seat Medium Classroom	1	720 s.f.	720 s.f.				
2.05 24 Seat Medium Distance Learning	1	720 s.f.	720 s.f.				
2.07 40 Seat Large Classroom	1	1,000 s.f.	1,000 s.f.				
3.00 Greenhouse Spaces							
3.01 Head House	1	1,000 s.f.	1,000 s.f.				
3.02 Classrooms	1	800 s.f.	800 s.f.				
3.03 Greenhouse Pods	6	600 s.f.	3,600 s.f.				
3.04 Storage	1	400 s.f.	400 s.f.				
3.05 Cooler	1	200 s.f.	200 s.f.				
3.06 Laundry/Shower/Lockers	1	200 s.f.	200 s.f.				
4.00 Office Spaces							
4.01 Faculty Offices (Hort., FST, MMBB, ES)	8	140 s.f.	1,120 s.f.				
4.02 Staff Offices (Admin Asst, Farm Manager)	2	100 s.f.	200 s.f.				
4.03 Administration Office	1	130 s.f.	130 s.f.				
4.04 Lounge	1	260 s.f.	260 s.f.				
4.05 Work Room	1	200 s.f.	200 s.f.				
4.06 Building Reception Area	1	100 s.f.	100 s.f.				
4.07 Master Gardener Clinic	1	200 s.f.	200 s.f.				
5.00 Bonner County AG Extension							
5.01 Faculty	2	140 s.f.	280 s.f.				
5.02 Staff Offices (4-H, Admin Asst., Master Gardener)	3	140 s.f.	420 s.f.				
5.03 Clerical (workstations)	2	80 s.f.	160 s.f.				
5.04 Multi-Purpose Classroom Ag Extension	1	720 s.f.	720 s.f.				
5.05 Work Room	1	200 s.f.	200 s.f.				
5.06 File Room	1	200 s.f.	200 s.f.				
5.07 Remote Storage	1	1,000 s.f.	1,000 s.f.				
Total Assigned Area			**19,500 s.f.**				
Unassigned Space (40% of Gross)[1]			7,800 s.f.				
Gross Building Area			**27,300 s.f.**	**$**	**6,234,000**	$	228
Project Cost Allocations			**35%**	$	2,182,000		
Total Project Costs				**$**	**8,416,000**	$	308

Notes:

[1] Includes circulation, toilet rooms and building service area.

ALSC ARCHITECTS

University of Idaho Sandpoint Administration/Center Operations/Classrooms

PROGRAM AREA - April 10, 2007

Revised May 9, 2007
Revised May 21, 2007

Program Element	Qty	Program Area Ea.	Program Area Sub-Total		
1.00Center Operations/Administration					
1.01 U of I Director	1	250 s.f.	250 s.f.		
1.02 Facility manager	1	140 s.f.	140 s.f.		
1.03 Clerical open workstations	2	100 s.f.	200 s.f.		
1.04 Visitor Work Center open workstation	1	150 s.f.	150 s.f.		
1.05 Visiting Offices	2	140 s.f.	280 s.f.		
1.06 Reception open workstations	3	100 s.f.	300 s.f.		
106a Waiting Area	1	120 s.f.	120 s.f.		
1.07 Conference Rooms	1	360 s.f.	360 s.f.		
1.08 Files	1	180 s.f.	180 s.f.		
1.09 Storage	1	200 s.f.	200 s.f.		
1.10 Mail/Copier/Work Room	1	200 s.f.	200 s.f.		
2.00 Academic Spaces					
2.03 Small Conference Room standard	1	250 s.f.	250 s.f.		
2.04 24 seat medium Classroom	2	720 s.f.	1,440 s.f.		
2.05 24 seat Medium Computer Lab	1	720 s.f.	720 s.f.		
2.06 40 seat Large Classroom Distance Learning	1	1,000 s.f.	1,000 s.f.		
2.07 40 seat Large Classroom	1	1,000 s.f.	1,000 s.f.		
3.00 IT Support					
3.01 IT Support Associates	1	140 s.f.	140 s.f.		
3.01 IT Server Room	1	500 s.f.	500 s.f.		
4.00 Student Services					
4.01 Registration Coordinator	1	140 s.f.	140 s.f.		
4.02 Computer Work Room	1	700 s.f.	700 s.f.		
4.03 Testing Area	1	500 s.f.	500 s.f.		
4.04 Workroom	1	180 s.f.	180 s.f.		
4.05 U of I Files	1	180 s.f.	180 s.f.		
4.06 Files	1	180 s.f.	180 s.f.		
4.07 Clerical Records	2	140 s.f.	280 s.f.		
4.08 Student Services Records	1	160 s.f.	160 s.f.		
5.00 Library					
5.01 Library Resource Room	1	1,200 s.f.	1,200 s.f.		
5.02 Staff Offices	1	140 s.f.	140 s.f.		
5.03 Copy/fax	1	60 s.f.	60 s.f.		
5.04 Computer Stations	10	30 s.f.	300 s.f.		
6.00 Administration/Faculty					
6.01 Director	1	180 s.f.	180 s.f.		
6.02 General Faculty Office	8	140 s.f.	1,120 s.f.		
6.03 Associate Faculty Offices	6	100 s.f.	600 s.f.		
6.04 Faculty Offices	2	140 s.f.	280 s.f.		
6.05 Faculty Office	1	140 s.f.	140 s.f.		
6.06 Staff Offices	4	80 s.f.	320 s.f.		
6.07 Workroom/File room	1	200 s.f.	200 s.f.		
6.08 Copy/fax	1	60 s.f.	60 s.f.		
Total Assigned Area			**14,350 s.f.**		
Unassigned Space (40% of Gross)[1]			5,740 s.f.		
Gross Building Area			**20,090 s.f.**	**$ 4,040,000**	$ 201
Project Cost allocation			**35%**	$ 1,415,000	
Total project Costs				**$ 5,455,000**	$ 272

Notes:
[1] Includes circulation, toilet rooms and building service area.

ALSC ARCHITECTS

University of Idaho Sandpoint Student Union Program

PROGRAM AREA - April 10, 2007

Revised May 9, 2007
Revised May 21, 2007

Program Element	Qty	Program Area Ea.	Program Area Sub-Total		
1.00 Retail					
1.01 Bookstore	1	1,200 s.f.	1,200 s.f.		
1.02 Copy/Printing	1	200 s.f.	200 s.f.		
1.03 Computer Repairs	1	200 s.f.	200 s.f.		
1.03 Bank/ATM	1	100 s.f.	100 s.f.		
2.00 Food Service					
2.01 Food Court	1	2,400 s.f.	2,400 s.f.		
2.02 Servery/Cashier	1	400 s.f.	400 s.f.		
2.03 Dining/Seating	1	2,400 s.f.	2,400 s.f.		
2.04 Coffee House	1	150 s.f.	150 s.f.		
2.05 Refuse/Storage	1	400 s.f.	400 s.f.		
2.06 Food Service Office	1	180 s.f.	180 s.f.		
3.00 Student Services					
3.01 Career Center	1	500 s.f.	500 s.f.		
3.02 Student Lounge	1	600 s.f.	600 s.f.		
3.03 Conference/Meeting Rooms	6	150 s.f.	900 s.f.		
4.00 Faculty Services & Office Spaces					
4.01 EMBA Offices	1	420 s.f.	420 s.f.		
4.02 Education Offices	1	780 s.f.	780 s.f.		
4.03 Faculty Lounge	1	300 s.f.	300 s.f.		
4.03 Copy/Fax/Workroom	1	200 s.f.	200 s.f.		
4.10 Culinary Arts & Science Program					
4.11 Experimental Kitchen	1	1,000 s.f.	1,000 s.f.		
4.12 Food Storage	0	300 s.f.	0 s.f.		
4.13 Offices	0	140 s.f.	0 s.f.		
5.00 Faculty/Artists & Students in Residence					
5.01 Dorm Rooms	5	360 s.f.	1,800 s.f.		
5.02 Private Rooms	4	650 s.f.	2,600 s.f.		
5.03 Communal Space	1	250 s.f.	250 s.f.		
6.00 Suport					
6.01 Loading Dock/Recycling	1	400 s.f.	400 s.f.		
6.02 Storage	1	600 s.f.	600 s.f.		
6.03 IT Room	1	200 s.f.	200 s.f.		
6.04 Janitorial	1	400 s.f.	400 s.f.		
Total Assigned Area			**18,580 s.f.**		
Unassigned Space (40% of Gross)[1]			7,400 s.f.		
Gross Building Area			**25,980 s.f.**	$ 5,270,400	$ 203
Project Cost Allocations			**35%**	$ 1,844,600	
Total Project Costs				**$ 7,115,000**	$ 274

Notes:
[1] Includes circulation, toilet rooms and building service area.

University of Idaho Schedule milestones

Milestone	Date
Project Program Finalized	August 10,2007
Master site plan confirmed	August 10, 2007
Site Design and Construction Documents	August 10, 2007 to October 10, 2007
Site Utility Infrastructure Construction	October 30,2007 to November 30,2007
Schematic Design	August 10, 2007 to October 1, 2007
Design Development	October 8, 2007 to December 3, 2008
Construction Documents	December 10, 2007 to April 10, 2008
Bid/Negotiation	April 14, 2008 to May 14, 2008
Construction	May 15, 2008 to August 2009
Occupancy	End of August 2009

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Grant an easement for an existing irrigation canal across the University of Idaho Aberdeen Research and Extension Center

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section V.I.5.b.2.

BACKGROUND

A currently unutilized irrigation canal crossing the University of Idaho Aberdeen Research and Extension Center has served one adjoining private farm since the beginning of the UI's presence at the Aberdeen Center in about 1910. Although the canal has existed for many years there is no recorded easement establishing the right to utilize Regents property for an irrigation canal and the adjoining property owner actually uses other sources to provide agricultural irrigation for his farm. The unused canal does inconvenience operation at the UI Aberdeen Center and University managers would like to remove at least portions of the unused canal to eliminate the long-standing inconvenience. The adjoining property owner is agreeable to removing portions so long as he is provided an assurance that a right to utilize the canal in the future for the benefit of his property is preserved, and the University is willing to restore any removed sections of the canal so water delivery can be re-established in the event the adjoining property owner's current (more junior) water rights are terminated and the farm must rely upon the more senior rights associated with the old canal connected to an established local canal company system.

DISCUSSION

To serve the interest of the Aberdeen center, and accommodate the request of the adjoining land owner, the University of Idaho would like to grant an easement to the land owner. The easement will define the extent and limit of rights established by the canal, which currently are not documented, and provide a mechanism for the University to utilize the land, with the land owner's permission, when the canal is not practically needed in the future.

IMPACT

Restoration of the canal could be accomplished with equipment and staff available at the UI Aberdeen Research and Extension Center and work could be completed within approximately three hours of initiation. The benefit gained by being able to fill in the canal for temporary periods and have easier access

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

across it, far outweighs the minimal cost of the time and labor to restore the canal.

ATTACHMENTS

Attachment 1 – Proposed Easement Page 5
Attachment 2 – Photo Diagram Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the request and believes the proposal is in the best interests of the State Board of Education and University of Idaho.

Staff recommends approval.

BOARD ACTION

A motion to authorize the Vice President for Finance and Administration at the University of Idaho to execute a non-exclusive easement in substantial consistency with the draft submitted as part of this request.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: I. Real and Personal Property and Services **April 2002**

5. Disposal of Real Property

   a. Temporary Permits

      Permits to make a temporary and limited use of real property under the control of an institution, school or agency may be issued by the institution, school or agency without prior Board approval.

   b. Board approval of other transfers

      (1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars ($250,000).

      (2) Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.

      (3) The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

THIS PAGE INTENTIONALLY LEFT BLANK

Recording Requested By and
When Recorded Return to:

UNIVERSITY OF IDAHO
Real Estate Office
Attn: Gerard Billington
Moscow, Idaho 83844-3162

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

NON-EXCLUSIVE EASEMENT AGREEMENT

This NON-EXCLUSIVE GRANT OF EASEMENT (this "Grant") is made this ____ day of _____, 2007, by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose address is Vice President for Finance and Administration, University of Idaho, Moscow, Idaho 83844-3168 ("Grantor"), and JACKMAN GUY POULSON, whose address is 2720 W Hwy 39, Aberdeen ID 83210 ("Grantee").

RECITALS

A. Grantor has agreed to grant to Grantee a non-exclusive access easement through Grantor's property, which property is shown in Exhibit A ("Easement Parcel"), and which shall be no wider than 30 feet in total, in the location depicted in Exhibit A.

B. The Easement Parcel consists of real property to be utilized for the construction, operation, use, maintenance, repair, replacement, and removal of infrastructure needed for delivery of up to 3.2 cubic feet per second of irrigation water by pipe or open canal to Grantee's adjacent property as described on Exhibit B attached hereto and incorporated by reference herein ("Grantee's Property").

NOW, THEREFORE, in consideration of the recitals above which are incorporated below and made binding terms herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged:

1. GRANT: Grantor hereby grants and conveys to Grantee, its successors, agents, and assigns, subject to all the terms, conditions and warranties contained herein, a perpetual (subject to the terms of this Grant), non-exclusive easement through the Easement Parcel, for the purpose of construction, operation, use, maintenance, repair, replacement and removal of infrastructure needed for delivery of up to 3.2 cubic feet per second of irrigation water by pipe or

open canal to Grantee's Property ("Easement"). All construction, maintenance, operation, use, repair, replacement, and removal of the Easement shall be strictly limited to the Easement Parcel.

2. NOTICE: Any notice under this Grant shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time-to-time direct in writing:

If to Grantor:

Vice President for Finance and Administration
University of Idaho
PO Box 443168
Moscow, Idaho 83844-3168

If to Grantee:

Jackman Guy Poulson
2720 W Hwy 39
Aberdeen ID 83210

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whoever received, shall always be effective.

3. BINDING EFFECT: All provisions of this Grant, including the benefits and burdens, are binding upon and inure to the benefit, obligation, and use of the successors, agents, and assigns of the parties hereto. This Grant shall be a burden upon the Easement Parcel, for the benefit of and appurtenant to each and every part of Grantee's Property and shall run with the land.

4. NON-EXCLUSIVE RIGHT: Anything in this instrument to the contrary notwithstanding, Grantee agrees to the following conditions:

a. The Easement herein granted is subject to all easements and encumbrances of record and is non-exclusive, provided that later-granted easements shall be subject to Grantee's rights and uses;

b. All materials, equipment, and their related components and supports placed within the Easement Parcel by Grantee, or Grantee's agents or contractors pursuant to this instrument ("Grantee's Improvements") shall remain the property of the Grantee;

c. Grantor and its successors and assigns shall retain the right to full use of the surface and subsurface of the Easement Parcel, provided, however, that Grantor will not erect

any permanent structure within the Easement Parcel without the written permission of the Grantee, which permission shall not be unreasonably withheld.

5. INDEMNITY: Grantee shall indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses (including, without limitation, reasonable attorneys' fees) which Grantor may incur as a result of any act or omission of the Grantee, and Grantee's agents, contractors, tenants, licensees and invitees, in their use of the Easement Parcel under this Grant. If any action, claim or demand is made against Grantor for any act or omission of the Grantee or Grantee's agents, contractors, tenants, licensees and invitees, Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding.

6. REMEDIES: In the event of a breach hereunder by any party, the non-breaching party shall have all remedies available at law or in equity, including injunctive or other equitable relief. In any suit, action or appeal therefrom to enforce or interpret this Grant, the prevailing party shall be entitled to recover its costs incurred therein, including reasonable attorneys' fees and costs, and also including reasonable attorney's fees and costs associated with any appeal proceedings. The failure of Grantor to insist upon strict performance of any of the terms or conditions of this Grant shall not be deemed a waiver of any rights or remedies that Grantor may have, and shall not be deemed a waiver of any subsequent breach or default in the terms or conditions of the Grant by the same or any other person.

7. MODIFICATION: This Grant shall not be modified unless expressly agreed to by both parties in writing.

8. RELOCATION AND TEMPORARY REMOVAL: Grantee agrees that Grantor reserves the right to relocate Easement and Easement Parcel at the Grantor's sole option and expense. Furthermore, upon written permission from Grantee, Grantor may temporarily remove the water delivery infrastructure from the Easement for an indefinite period and until such time that Grantee notifies Grantor (in writing) of its order to restore the water delivery infrastructure to the Easement. Upon such written order from Grantee delivered to the Superintendent, University of Idaho Aberdeen Research & Extension Center, PO Box 870, Aberdeen ID 83210, the water delivery infrastructure shall be restored at Grantor's sole expense, to the condition it was in at the time of removal, and to the extent necessary to deliver not more than 3.2 cubic feet per second of irrigation water, within the Easement Parcel to Grantee's Parcel. Such written order shall provide Grantor seven days to restore infrastructure for water delivery across Easement Parcel to Grantee's Parcel. Upon restoration of the water delivery infrastructure, Grantee shall resume Grantee's rights and obligations as defined by this Agreement. It is understood by Grantee, that Grantor can not ensure the delivery of any quantity of water as it is not in possession of the water rights or other entitlements to ensure actual delivery of any quantity of water for use on Grantee's Parcel. Except for restoring the infrastructure to deliver water, Grantee is solely responsible for establishing, maintaining and preserving any entitlements to a volume of water that could be delivered across Easement Parcel.

9. EASEMENT IMPROVEMENTS: Except for replacement after temporary removal, as provided by Section 8 of this Agreement, Grantee shall, at its sole cost and expense, construct, operate, use, maintain, repair, replace, and remove the fixtures and improvements in and on the Easement as contemplated herein; provided however, prior to any such construction, maintenance, repair, replacement or removal, Grantee will make reasonable attempts to notify and coordinate with Grantor the construction, maintenance, repair, replacement, or removal.

10. RIGHT OF WAY CLEARING AND MAINTENANCE: Grantee shall have the right to cut, trim, and remove any and all brush, branches, and trees located within the Easement Parcel. Grantee shall also have the right to control, on a continuing basis and by any prudent and reasonable means, the establishment and growth of trees, brush, and other vegetation located within the Easement Parcel which could, in the opinion of the Grantee, interfere with the reliable operation of Grantee's fixtures and improvements or the exercise of Grantee's rights herein or create a hazard to Grantee's facilities. Grantee shall be responsible for all maintenance and repair of Easement.

11. CONDITION OF PARCEL: Following the construction, maintenance, repair, replacement, or removal of the Easement undertaken by Grantee, Grantee’s agents contractors, licensees, assigns, or invitees, Grantee shall repair and return the Easement Parcel, to the extent reasonably practical, to the same condition as the Easement Parcel was in prior to Grantee's construction, maintenance, repair, replacement, or removal activities. In the event that Grantee fails to repair and return the Easement Parcels to said same condition, then the Grantor, at its sole discretion, may restore the Easement Parcel, or any portion thereof, and Grantee shall reimburse Grantor for all costs associated therewith within thirty (30) days from receipt of an invoice therefor.

12. TITLE INSURANCE AND ESCROW: Should Grantee so desire, at its sole expense, Grantee may apply forthwith for a title insurance policy insuring the easement hereby granted and Grantor will make available for inspection by the title company any evidence of title in its possession.

13. REPRESENTATIONS AND WARRANTIES: Grantor and Grantee represent and warrant as of the date herein that they and the person(s) executing on their behalf have the power and authority to execute this Grant and to perform Grantor's and Grantee's obligations herein and if Grantor or Grantee are a corporation, all necessary corporate action to authorize this transaction has been taken.

14. COMPLIANCE WITH ALL LAWS AND INDUSTRY STANDARDS: Grantee hereby agrees to comply in all respects with any and all, applicable federal, state and local statutes, laws, ordinances, codes, regulations, and rules in connection with the use of the Easement and Easement Parcel. In addition, with respect to the construction, operation, use, maintenance, repair replacement, and removal of the Easement, Grantee agrees to comply with all applicable industry standards pertaining thereto.

15. RECORDING: After recording this instrument, Grantor shall provide Grantee with a certified copy of the recorded instrument showing the date, instrument number, book, and page of recording.

16. TERMINATION: Grantee may terminate this Grant upon express written consent by Grantor and by recording a release with the Bingham County Recorder's Office in recordable form with directions for delivery of the same to Grantor, whereupon all rights, duties, and liabilities hereby created shall terminate. If there is a termination or abandonment of the Easement, Grantee shall remove Grantee's Improvements and return the Easement Parcel to its pre-easement condition.

IN WITNESS WHEREOF, the undersigned have caused this Grant to be executed.

GRANTOR: The Board of Regents of the University of Idaho

By: _____
Lloyd E. Mues
Vice President for Finance & Administration
University of Idaho

STATE OF IDAHO)
) ss.
County of Latah)

On this _____ day of _____, 2007 before me, the undersigned, a Notary Public in and for said State of Idaho, personally appeared _____, known or identified to me to be authorized to sign on behalf of the Board of Regents of the University of Idaho.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC for Idaho
Residing at _____
My commission expires _____

GRANTEE: Jackman Guy Poulson

By: _____
Jackman Guy Poulson

Date: _____

STATE OF IDAHO)
) ss.
County of Bingham)

On this _____ day of _____, 2005, before me, the undersigned, a Notary Public in and for said State, personally appeared Jackman Guy Poulson who executed the instrument.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC for Idaho
Residing at _____
My commission expires:_____

EXHIBIT A

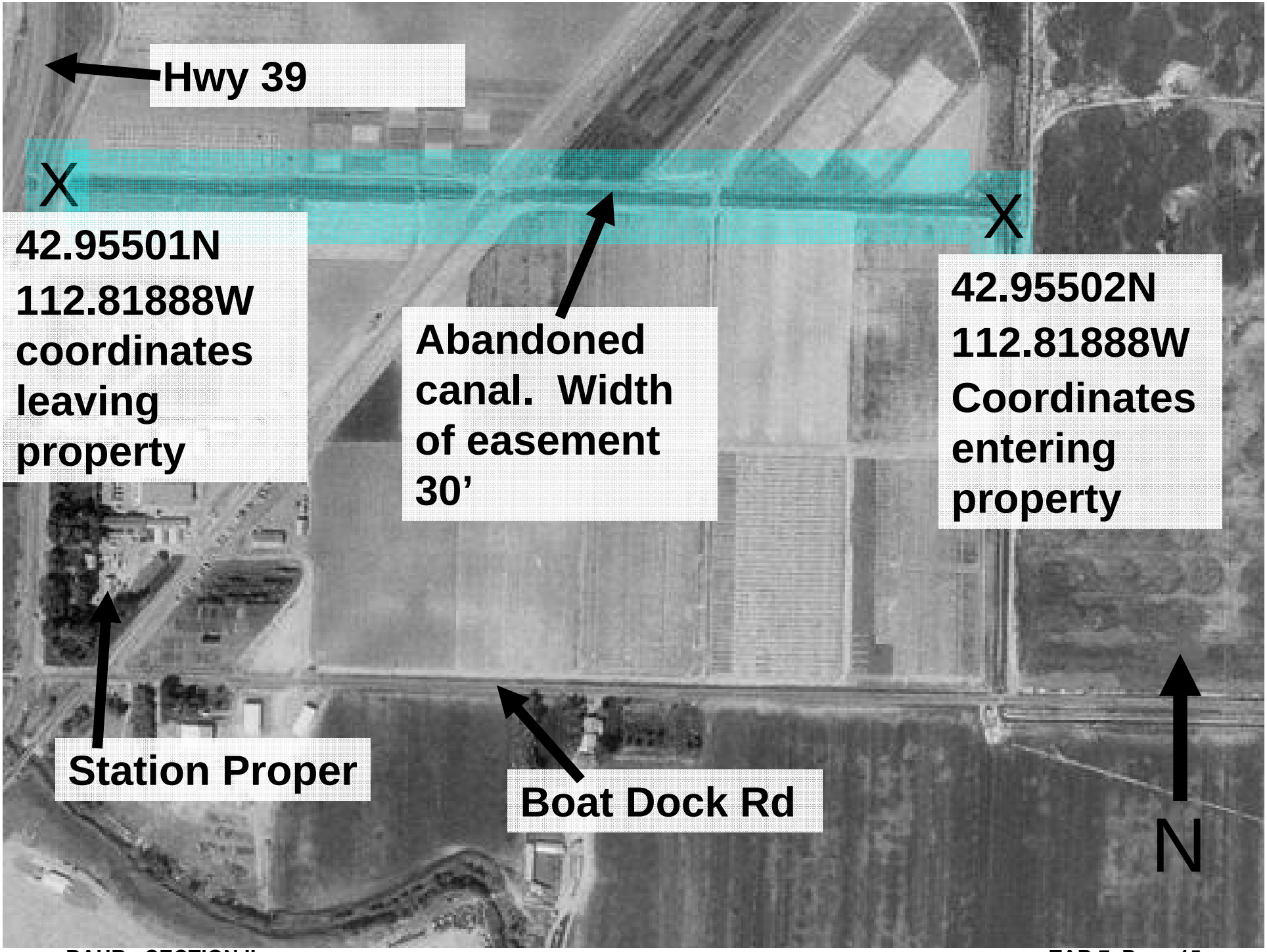
Easement Parcel Depiction

EXHIBIT B

Benefitted Parcel

All of that parcel more particularly described as the Southeast Quarter of Section 28, Township 5 South, Range 31 East, Boise Meridian, said parcel being located in Bingham County, Idaho.

THIS PAGE INTENTIONALLY LEFT BLANK


Hwy 39
X
X
42.95501N
112.81888W
coordinates
leaving
property
Abandoned
canal. Width
of easement
30'
42.95502N
112.81888W
Coordinates
entering
property
Station Proper
Boat Dock Rd
N

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

One Year Extension of Service Agreement with RuffaloCODY

REFERENCE

July 15, 2005 — Executive Director Approval of two-year agreement for Fiscal Years 2006 & 2007

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.C.1.d. & V.I.3.a.

BACKGROUND

The original two-year agreement was approved by Gary Stivers, SBOE Executive Director, for $420,000.00. Services for fiscal year 2008 will be an additional $239,200.00 for a total of $659,200.00. The additional year of services (FY08) will increase the dollar amount to the level requiring SBOE board approval.

DISCUSSION

RuffaloCODY provides an on-site, fundraising call center for the Office of Development and Annual Giving. The University desires to extend this contract for an additional year while transitioning into the restructured development office as approved by the Board in February 2007.

IMPACT

Service Agreement for FY08: $239,200

ATTACHMENTS

Attachment 1 –	Existing contract to be extended for balance of FY08 (without Original proposal from RuffalloCODY)	Page 5
Attachment 2 –	Previous contract approval from SBOE	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the request and believes it is in the best interests of the University of Idaho.

Staff recommends approval.

INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

BOARD ACTION

A motion to approve the request by the University of Idaho for a one year extension of the RuffaloCODY service agreement at a cost of $239,200, for FY 2008. Funding for the existing and proposed agreement is local funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: C. Spending Authority **April 2002**

1. Monies Subject to Appropriation

   d. Board Authorization Always Required

      Irrespective of any other spending authority, the institutions, school and agencies under the governance of the Board must not expend, encumber, or otherwise use monies under their direct control without the specific or general approval by the State Board of Education or the Board of Regents of the University of Idaho and only in such amounts and for such purposes as are so authorized.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: I. Real and Personal Property and Services April 2002

3. Acquisition of Personal Property and Services

   a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars ($250,000) and five hundred thousand dollars ($500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars ($500,000) require prior Board approval.

TELEMARKETING SERVICES AGREEMENT

This Telemarketing Services Agreement between RuffaloCODY, LLC an Iowa corporation (hereafter referred to as *RuffaloCODY*) and the University of Idaho (hereafter referred to as Client), as identified in 1A, B, and C, sets forth the terms and conditions for *RuffaloCODY* to provide Client with telemarketing services as set forth herein. The parties agree as follows:

1. **Variable References**

   A. Client name: University of Idaho

   B. State of Client's Incorporation: Idaho

   C. Client's Address: Office of Development
   619 Nez Perce Drive
   Moscow, ID 83843-3201

   Attention: Caroline Nilsson Troy
   Executive Director, University of Idaho Foundation

   D. Length of Term: July 1, 2005 through June 30, 2007

   E. Purpose of Telemarketing Program: Management of an on-campus phonathon center

   F. Terms of Payment: First fiscal year (July 1, 2005 to June 30, 2006)—1/12th of $190,000 billed each month ($15,833) beginning in July 2005 due by the 15th of the following month. Second fiscal year (July 1, 2006 to June 30, 2007)—1/12th of $230,000 billed each month ($19,167) due by the 15th of the following month. The last payment will, thus, be due by July 15, 2007. Items not included in the contract which Client asks *RuffaloCODY* to include at a later date (e.g., printing letters for a direct mail drop, postage for mailings, adding more than 40,000 completed calls, etc.) will be billed separately during the month incurred with payment due within 30 days.

2. **Telemarketing Commitment**
   Client agrees to purchase telemarketing services over the term of this Agreement as specified in paragraphs 1D and 1E, plus any additional expenses outlined in Exhibit A. The telemarketing program is intended by Client to address the purpose set forth in paragraph 1E.

3. **Term**
   After execution of this Agreement by Client, this Agreement shall be effective upon written acceptance of this Agreement by *RuffaloCODY* in Cedar Rapids, and shall continue for the length of term.

   Either party reserves the right to cancel this Agreement at any time and for any reason upon sixty (60) days written notice to the other party.

   Upon cancellation, Client shall compensate *RuffaloCODY* for all costs for services provided plus all applicable taxes according to the terms of this Agreement up to the point of cancellation.

4. **Designation of Contacts, Development of Marketing Plan**
Client shall consult with *RuffaloCODY* to develop a telemarketing plan, which plan shall specify the identity and telephone numbers of all contacts to be called and any order of priority for the telemarketing program. Client shall assist *RuffaloCODY* personnel in writing all materials and telemarketing scripts, including the wording the telemarketing personnel are to use. Client shall be solely responsible for the accuracy of the information contained in all such materials and telemarketing scripts. Client shall defend, indemnify, and hold *RuffaloCODY*, its shareholders, officers and directors harmless from any and all loss, damage, deficiency, claim, or liability arising out of or resulting from the information presented in Client's materials, telemarketing scripts and any other information provided by Client, and any and all actions, suits, proceedings, demands, assessments, judgments, costs and expenses, including reasonable attorney fees, incident to the foregoing.

5. ***RuffaloCODY* Commitment**
RuffaloCODY shall provide the specified telemarketing services and related services as outlined and as provided in this Agreement. *RuffaloCODY* makes no warranties or guaranties, express or implied, of any results from the telemarketing services provided pursuant to this Agreement. In no event shall *RuffaloCODY* be liable for any special, consequential, exemplary, incidental or any other damages, whatsoever, arising out of or in connection with this Agreement. *RuffaloCODY*'s liability for any breach of this Agreement or associated claims shall be limited to the amount of fees paid by Client hereunder. In no event shall *RuffaloCODY* collect or receive funds on Client's behalf or assume or be responsible for any funds sent to Client. RuffaloCODY is the sole employer of student-fundraisers for purposes of this agreement and is responsible for all personnel and legal issues related to that employment.

6. **Related Service and Incidental Costs**
In addition to the fee as set forth in paragraph 2 of this Agreement, Client shall compensate *RuffaloCODY* for related service and incidental costs as set forth in the attached Exhibit "A" which is incorporated herein by reference. By way of illustration, such costs shall include, but not be limited to, postage, printing and mailing, and third party services. Applicable taxes on related services and incidental costs shall be paid by Client.

7. **Compensation**
Payments are due thirty (30) days after billing, with late charges the lower of 1.5% per month or the highest rate allowable by law charged after said due date.

8. **Remittances**
Invoices to Client shall be to Client's address as specified in paragraph 1C of this Agreement. Down payments and payments on invoices to *RuffaloCODY* shall be addressed to:

RuffaloCODY
65 Kirkwood North Rd. SW
P.O. Box 3018
Cedar Rapids, IA 52406-3018

Attention: Larry Thole, Controller
Telephone: (319) 362-7483

9. **Confidentiality**

Both parties acknowledge that in the negotiation and performances of this Agreement, confidential and proprietary information of each has been and will be made available to the other. The parties agree to use reasonable efforts to maintain the confidentiality of such material, but in no event lesser than was used with like material of the receiving party, and not to make any internal use of such material not required under this Agreement. Both parties shall maintain in secret all information received under this Agreement, shall not disclose the information to any third party without prior written authorization from the disclosing party, and shall not use the information except for the purpose for which it is disclosed under this Agreement. Each party shall limit dissemination of the information received by it, except to those of its employees, agents and consultants whose duties justify the need for access to the information provided that such individuals are subject to obligations of secrecy and limited use commensurate in scope with this Agreement. No other right or license to use the information is granted under this Agreement. The foregoing obligations shall apply to verbal information as well as specific portions of the information that are disclosed in writing or other tangible form and marked to indicate the confidential nature thereof.

The foregoing obligations shall not apply to any of the information which:

A. Was known to the receiving party prior to receipt under this Agreement, as demonstrated by the receiving party's records; or

B. Was publicly known or available prior to receipt under this Agreement, or later becomes publicly known or available through no fault of the receiving party; or

C. Is disclosed to the receiving party without restrictions on disclosure by a third party having the legal right to disclose the same; or

D. It is disclosed to a third party by the disclosing party with an obligation of confidentiality; or

E. Is independently developed by an employee, consultant, or agent of the receiving party without access to the information as received under this Agreement; or

F. The receiving party is obligated to produce as a result of a court order, provided that the disclosing party has been given notice thereof and an opportunity to waive its rights or to seek a protective order or other appropriate remedy.

Upon written request of a disclosing party, the receiving party shall return all information disclosed in written or tangible form, and the receiving party shall destroy all their copies, excerpts or notes made by it which contain any portions of the information unless otherwise provided for by the parties. Client is required by certain laws to protect a student's directory information from disclosure if a student has restricted access to that information via the Client's Registrar and both parties will protect such information if so restricted.

10. **Indemnity**

RuffaloCODY agrees that any personal injury to RuffaloCODY or any third parties, and/or any property damage incurred as the result of RuffaloCODY's performance of this Agreement, or any claims, complaints, or causes of action brought by RuffaloCODY employees, including University of Idaho students employed by RuffaloCODY, as the result of RuffaloCODY's performance of this Agreement shall be the responsibility of RuffaloCODY.

RuffaloCODY shall indemnify, defend and hold the state of Idaho, and Client and its governing board, employees, agents, and assigns harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on RuffaloCODY's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of RuffaloCODY, or any of its agents, RuffaloCODY's, employees, invitees or guests.

11. Insurance

A. General Requirements.

RuffaloCODY is required to carry the types and limits of insurance shown in this insurance clause, and to provide Client with a Certificate of Insurance ("certificate"). Certificates shall be provided within seven (7) days of the signing of the contract by the RuffaloCODY. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to Client prior to cancellation or material decrease in any insurance referred to therein

Additionally and at its option, Client may request certified copies of required policies and endorsements and such copies shall be provided within (20) twenty days of the Client's request, at its expense.

All insurers shall have a Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Client may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at Client's option.

All policies shall name Client as Additional Insured. On the certificate, the Client may be stated as: State of Idaho and the Regents of the University of Idaho. Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

Failure of Client to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Client to identify a deficiency from evidence that is provided shall not be construed as a waiver of RuffaloCODY's obligation to maintain such insurance.

By requiring insurance herein, Client does not represent that coverage and limits will necessarily be adequate to protect RuffaloCODY, and such coverage and limits shall not be deemed as a limitation on RuffaloCODY's liability under the indemnities granted to Client in this Lease.

B. Required Insurance Coverage.

RuffaloCODY shall at its own expense obtain and maintain:

1. Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing

equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

2. Commercial Auto Insurance. If applicable, RuffaloCODY shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

3. RuffaloCODY shall purchase insurance to cover RuffaloCODY's personal property. In no event shall Client be liable for any damage to or loss of personal property sustained by RuffaloCODY, even if such loss is caused by the negligence of Client, its employees, officers or agents. Waiver of subrogation language shall be included.

4. Workers' Compensation. RuffaloCODY shall maintain all coverage statutorily required of the RuffaloCODY, and coverage shall be in accordance with the laws of Idaho. RuffaloCODY shall maintain Employment Practices Liability coverage with limits of not less than $1, 000,000 aggregate/ $100,000 Defense Cost.

10. Notices

All notices given pursuant to or in connection with this Agreement shall be in writing, and sent to the receiving party at its address following its signature line below, by U.S. Postal Service, certified mail, return receipt requested, or its then equivalent, or hand delivered. Notices shall be deemed received and effective as of the date of hand delivery, or three (3) days subsequent to deposit in a U.S. Postal Service mail depository.

11. Governing Law

This Agreement is made in and shall be governed in all respects by the laws of the State of Idaho.

12. Entire Agreement

This Agreement constitutes the entire agreement between the parties hereto and replaces all other agreements between the parties relating to the same subject matter, whether written or oral. The supplemental terms of the Exhibit "A", as attached are incorporated herein. No amendment to this Agreement shall be effective unless set forth in writing, designated as such, and executed by both parties. No non-conforming terms of Client's purchase order or other documentation shall control over the terms and conditions of this Agreement.

13. Severability

It is agreed and understood that should any of the provisions of this Agreement be determined by any court of competent jurisdiction to be invalid or void for any reason, then the parties consent that this Agreement shall be amended retroactive to the date of its execution to include all terms and conditions other than those found by the court to be invalid or void.

CLIENT: Regents for the University of Idaho

By: _____
David Chichester

Title: Vice President for Finance and Administration

Date: 11/9/05

Accepted by *RuffaloCODY* this 8th day of November, 2005.

RuffaloCODY

By: _____
Brian P. Donnelly, Vice President, Non-Profit Operations

By: _____
Larry J. Thole, Controller

PLEASE RETURN ONE SIGNED ORIGINAL TO:

Kate Maxwell
RuffaloCODY
65 Kirkwood North Road SW
P.O. Box 3018
Cedar Rapids, IA 52406-3018

Exhibit "A": ESTIMATED PROGRAM SERVICES AND COSTS

EXHIBIT "A"

ESTIMATED PROGRAM SERVICES AND COSTS

The following information and details are used to formulate the scope of services and costs for a *MASTERS PROGRAM for On-Campus Phonathon Excellence* for University of Idaho:

RuffaloCODY responsibilities:

- *RuffaloCODY* will partner with Idaho to manage a nine-months-a-year, on-campus telephone fundraising program beginning in July/August of 2005.

- The program is designed to complete 40,000 calls on an annual basis (using 50,000 as the prospect base and 80% completion). A completed call is defined as a specified pledge, unspecified pledge, no pledge, already pledged, do not call, remove from the list, disconnected telephone number, reassigned telephone number, whereabouts unknown, out of country, no English, a solicitation left on an answering machine during the last pass of the file, or deceased response code. A completed call is a terminating response.

- *RuffaloCODY* will be responsible for all payroll. This includes an accomplished and well-trained on-site program manager, student supervisors, clerical staff for mailing next-day pledge acknowledgments, training and calling hours for the student-fundraisers. RuffaloCody is the sole employer of the student-fundraisers for purposes of this agreement and is responsible for all personnel and legal issues related to that employment.

- *RuffaloCODY* will assign a writer, project manager and an information services representative at our Cedar Rapids headquarters to assist with your project. In addition, a senior operations manager will be assigned to supervise your on-campus program manager.

- *RuffaloCODY* is responsible for office supplies (pens, pencils, paper, etc.), recruiting expenses, staff relocation, and travel expenses.

- *RuffaloCODY* will provide its ***DataPump*** software (if needed) as an interface between the CAMPUSCALL system and your alumni/development database, provided at no charge for the duration of the *MASTERS* contract, if your alumni/development system is one of several prevalent systems in the marketplace today. This software includes 40 hours of *RuffaloCODY* I.S. staff time to assist in implementing the ***DataPump*** product at Idaho. After assisting your I.T. staff in the implementation of ***DataPump***, RuffaloCODY's I.S. staff will reassess each July any suggested changes or enhancements to the ***DataPump*** process.

- *RuffaloCODY* will waive the annual support and licensing fees for the CAMPUSCALL automated system as long as *RuffaloCODY* is managing Idaho's phonathon program.

- *RuffaloCODY* will provide three annual fund consulting days per year to the University of Idaho staff and will pay for the travel costs associated with those visits. In addition, six visits from other members of our management staff will occur each year at no additional cost. These visits will be coordinated with the Idaho Annual Giving staff so that advice can be provided concerning direct mail campaigns, senior class gifts, parents programs, faculty/staff solicitations, reunion campaigns, young alumni campaigns, challenge gifts, and matching gift programs, for example.

- *RuffaloCODY* will provide its Rel@y Email Delivery System and E-newsletter System and will prepare and send Emails and newsletters to prospects and donors on behalf of the University as described in Component Seven.

- *RuffaloCODY* can provide, as a part of this contract, management of the University of Idaho's direct mail program, including writing, printing and mailing services. All direct mail costs will be billed separately and are not a part of the cost estimate provided for this account.
- *RuffaloCODY* will install HEP's GiftPlus Matching Gift database (if needed) on Idaho's CAMPUSCALL automated system and will update it quarterly. This database will be provided during the term of the contract.
- *RuffaloCODY* will provide 1,000 pledge-collection calls at no charge to the University of Idaho.
- *RuffaloCODY* will provide daily, weekly, monthly and annual reports which summarize data in significant ways.

University of Idaho responsibilities

- University of Idaho is responsible for the costs associated with phonathon mailings (pre-call and post-call)—printing, supplies and postage—including original pledge acknowledgments and reminders. *RuffaloCODY* will manage the production of these pre-call and post-call mailings, if Idaho so desires.
- University of Idaho is responsible for providing a calling facility, telephone bills, monitoring capabilities, copier service and supplies at the phone center, fax service and supplies at the phone center, a conference room for training classes, PC and internet access, and an office for the manager.
- University of Idaho is responsible for maintaining proper operation of the automated system's hardware.
- University of Idaho is responsible for wiring requirements for operation of the automated system (electrical and networking).
- University of Idaho is responsible for security services, janitorial services, electricity, heating and air conditioning, water and sewer service.
- University of Idaho is responsible for providing a prospect list of at least 45,000 to 55,000 individuals with addresses and, in most cases, phone numbers (alumni and parents). *RuffaloCODY* will provide address and phone research as needed to generate 50,000 records with addresses and phones that can be loaded for calling. Most *MASTERS PROGRAMS* include Parent Program solicitations. We encourage Idaho to include parents in its program because, in most cases, they perform better than non-donor alumni segments.
- University of Idaho is responsible for providing a PC for the manager and a printer (and supplies) for the phonathon center.

Cost Estimate

The *MASTERS PROGRAM for On-Campus Phonathon Excellence* is priced based on 50,000 prospects (alumni, parents, and friends) with phones who will be loaded for calling, and a penetration rate of 80% of that list, for a total of 40,000 completed calls.

The cost for 40,000 completed calls for FY05-06 is $190,000 (which is $4.75 per completed call).

The rate of $4.75 per completed call drops to $3.95 for fundraising completed calls in FY05-06 over 40,000 completed calls. Thus, should additional prospects become available due to the research process or via other campaigns, the University of Idaho benefits. The CAMPUSCALL automated system includes an Alumni Survey module and Admissions Telequalification module. We can coordinate calls for these purposes as a part of your *MASTERS PROGRAM,* adding another dimension and added benefit to the Idaho community. Because survey calls and admissions calls are different from fundraising calls, we will establish a formula that calculates the equivalent price for those calls.

The cost for 40,000 completed calls for FY06-07 is $230,000 (which is $5.75 per completed call). The rate of $5.75 per completed call drops to $3.95 for fundraising completed calls in FY06-07 over 40,000 completed calls.

RuffaloCODY's contract for a *MASTERS PROGRAM* includes a 60-day cancellation clause. This provides you with the confidence you deserve to move forward with a strong and productive partnership. The 60-day cancellation clause may be invoked at any time during the contract. Any equipment, hardware, and software provided by *RuffaloCODY* will be returned to *RuffaloCODY* at the end of the 60-day cancellation period.

THIS PAGE INTENTIONALLY LEFT BLANK

RECEIVED
JUN 2 2005
Administrative Affairs

Purchasing Services
415 West Sixth Street
P.O. Box 444350
Moscow, Idaho 83844-4350
208-885-3601
208-885-3607 FAX

DATE: June 22, 2005

TO: Laura Hubbard
Assistant Vice President for Finance

FROM: Linda Hart
Purchasing Manager

SUBJECT: Request for Approval from Executive Director of Board of Regents

Please find attached a request to solicit approval from the Executive Director of the Board of Regents for the purchase of an On-Site Fundraising Call Center Management. This equipment has been requested by Chris Bingley, Director of Annual Giving.

Purchasing Services will hold this request until approval is given.

If you have any questions, please call me at 885-3601.

Thank you for your assistance.

Request for Executive Director of Board of Regents Approval
for Purchases between $250,000 and $500,000

Date:	June 22, 2005
Requisition No.:	R0011239
Department:	University Advancement, Office of Development (Annual Giving)

ACTION:
This is a request to purchase an On-Site Fundraising Call Center Management on behalf of University Advancement, Office of Development -- Annual Giving.

BUDGET IMPACT:
The total cost of this purchase is: (see Service Agreement, Section F. Terms of Payment. It will be charged to Budget Number(s) ZDY042.

PROCUREMENT METHOD:
This is a sole source purchase. Please see attached sole source documentation sheet.

SUMMARY:
This purchase request has been processed in accordance with Regents' policies (Administrative Rules of the Idaho State Board of Education, IDAPA 08.01.03), as well as University policies and procedures as specified in the University of Idaho Administrative Procedures Manual.

The University of Idaho

Approved By: _____

Date: _____

The Regents of the University of Idaho

Approved By: _____

Date: _____

Attachment 2

University of Idaho
Administrative Affairs
P.O. Box 443162
Moscow, Idaho 83844-3162

July 8, 2005

Mr. Gary Stivers
Executive Director
State Board of Education
PO Box 83720
Boise, Idaho 83720-0037

Dear Gary:

The University of Idaho requests your approval to execute a contract with RuffaloCODY, LLC for a Telemarketing Services Agreement. The contracted services are to occur over the period of July 2005 – June 2007, and the contract totals $420,000 over the two-year period. Pursuant to Idaho State Board of Education Governing Policies and Procedures, Section V.I.3.a, the University requests Executive Director approval for the purchase of these services.

Background / Description of Services: Three years ago, the University purchased RuffaloCODY Campus Call proprietary software. The current Campus Call software is used to raise funds on behalf of the University with a five-year average pledge amount of $693,582. In combination with the current software package, RuffaloCODY will manage the day-to-day operations of the call center and oversee fundraising success. Their involvement as a partner in this endeavor provides much needed consistency, expertise, and efficiency for the annual giving process. With their involvement, the University anticipates improved results, efficient operation of a complex system, and learning opportunities.

Prior to implementation of the automated call center, the University completed a competitive bid process to identify the best product. RuffaloCODY emerged from that process as the clear leader in the industry and subsequently won the bid. Having made the initial investment into the software and the processes and procedures to integrate the software with existing University administrative systems, the University will gain the most efficiency out of its use by also partnering with RuffaloCODY to manage the call center process. As an industry leader in call center software, RuffaloCODY, too, is a leader in the on-campus management of call center programs. In conjunction with the on-site management, the University receives the benefit of a full technical team, writers, data analysts, and training materials all connected to the Campus Call software purchased three years ago.

With this Telemarketing Services Agreement, RuffaloCODY will manage a nine-months-a-year, on-campus telephone fundraising program beginning in July/August 2005. The program is designed to complete 40,000 calls on an annual basis. RuffaloCODY

Telephone 208-885-7177 • User ID (admaff@uidaho.edu) • Facsimile 208-885-5504
To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer.

Attachment 2

provides the staffing, supervision, supplies, recruiting expenses, and travel expenses to support the program as well as consulting services. The University is responsible for providing the facilities and network access for the call center program, for providing a list of prospects, and for all direct mailing costs in association with the annual giving campaign process.

The contract price for the first year of services is $190,000, and the price for the second year is $230,000, for a total contract price of $420,000. The contracted services will be paid from local funds budgeted to the University Advancement/Office of Development units.

If you have any additional questions regarding this request, please contact me. I appreciate your approval of this request by your signature below.

Sincerely,

Laura E. Hubbard
Assistant Vice President for Administration

APPROVED:

Gary Stivers
Executive Director, SBOE

7/15/2005
Date

INSTITUTION/AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

Board approval to purchase property adjacent to campus

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section V.I.2.

BACKGROUND

LCSC has an opportunity to purchase property at 906 and 908 7th Street, Lewiston, Idaho. There is one 4-plex of rental units (each with 4 rooms) and one 3-room accessory unit on the property at the two addresses. The property is strategically located immediately outside the fence of one of the College's main parking lots, directly across from Harris Field (the baseball complex).

DISCUSSION

The property in question lies in the heart of the College's planned growth/impact area. The rental units are in good condition and have been well-maintained. No major repairs or construction needs are foreseen prior to adding the property to LCSC's existing inventory of off-campus rental units.

IMPACT

An offer to purchase the property for $235,000 (slightly below the recent appraised price—see Attachment 1) has been made, contingent upon State Board of Education approval of the purchase. The source for up-front funding will be institutional reserves, and estimated rental revenues for the five units on the property should offset the College's expenses until such time that the land can be incorporated into additional parking or other future building projects.

ATTACHMENTS

Attachment 1 – Property Appraisal Report Page 5
Attachment 2 – Initial Earnest Money Agreement Page 25
Attachment 3 – Aerial Photograph of Property Page 35
Attachment 4 – Contract Amortization Schedule Page 37

STAFF COMMENTS AND RECOMMENDATIONS

The appraised value is $248,000 as of June 21, 2007. The proposed purchase price is slightly less than the appraised value, which would appear to be in the best interest of the College.

At time of agenda publication, the initial Earnest Money Agreement was counter-offered at a higher purchase price. LCSC will provide an updated purchase agreement and amortization schedule at the August Board meeting if agreement is reached.

INSTITUTION/AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE – continued

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to purchase the above-described property for approximately $_____, and to authorize the Vice President for Administrative Services to execute all documents relating to this transaction.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: I. Real and Personal Property and Services April 2002

2. Acquisition of Real Property

   a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.

   b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

   c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)

   d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars ($250,000) annually.

   e. Appraisal.

      An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

   f. Method of sale - exchange of property.

      The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

   g. Execution.

      All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer

designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

INVOICE

FROM:
Wayne T. Agee
Western Appraisal
1014 Main St.
Lewiston, ID 83501

Telephone Number: (208) 746-9891 **Fax Number:** (208) 746-9895

TO:
Scott Brown
Lewis-Clark State College
500 8th Ave.
Lewiston, ID 83501

Telephone Number: 208-792-2240 **Fax Number:** 208-792-2077
Alternate Number: **E-Mail:**

INVOICE NUMBER
RL5521
DATE
Fielded 06/21/2007
REFERENCE
Internal Order #: RL5521
Lender Case #:
Client File #:
Main File # on form: RL5521
Other File # on form: RL5521
Federal Tax ID:
Employer ID:

DESCRIPTION

Lender: Lewis-Clark State College **Client:** Lewis-Clark State College
Purchaser/Borrower: N/A
Property Address: 906 & 908 7th St.
City: Lewiston
County: Nez Perce **State:** ID **Zip:** 83501
Legal Description: Lewiston: Park Addition, S70' of Lot 1, Block 24 & S70' Lot 2, Block 24

FEES	AMOUNT
Form 1075, Small Residential Income Property	800.00
SUBTOTAL	800.00

PAYMENTS			AMOUNT
Check #:	**Date:**	**Description:**	
Check #:	**Date:**	**Description:**	
Check #:	**Date:**	**Description:**	
		SUBTOTAL	
		TOTAL DUE	$ 800.00

Western Appraisal (208)746-9891
Form NIV3 — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1
RL5521

Small Residential Income Property Appraisal Report

File # RL5521

The purpose of this summary appraisal report is to provide the lender/client with an accurate, and adequately supported, opinion of the market value of the subject property.

SUBJECT

Property Address 906 & 908 7th St. City Lewiston State ID Zip Code 83501
Borrower N/A Owner of Public Record McRoberts % Roger Peterson County Nez Perce
Legal Description Lewiston: Park Addition, S70' of Lot 1, Block 24 & S70' Lot 2, Block 24
Assessor's Parcel # RPL1120024002CA Tax Year 2006 R.E. Taxes $ 2,949.28
Neighborhood Name Lewiston Map Reference 35-A Census Tract 480223-9904.00
Occupant ☐ Owner ☒ Tenant ☐ Vacant Special Assessments $ N/A ☐ PUD HOA $ N/A ☐ per year ☐ per month
Property Rights Appraised ☒ Fee Simple ☐ Leasehold ☐ Other (describe)
Assignment Type ☐ Purchase Transaction ☐ Refinance Transaction ☒ Other (describe) Private Appraisal for possible purchase by Client.
Lender/Client Lewis-Clark State College Address 500 8th Ave., Lewiston, ID 83501
Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal? ☐ Yes ☒ No
Report data source(s) used, offering price(s), and date(s). MLS, Discussion with Owner and Client to determine market value for possible purchase. The subject property has not been listed with any local Real Estate Agency or in any local periodical.

CONTRACT

I ☐ did ☒ did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed. N/A

Contract Price $ N/A Date of Contract N/A Is the property seller the owner of public record? ☐ Yes ☐ No Data Source(s)
Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the borrower? ☐ Yes ☐ No
If Yes, report the total dollar amount and describe the items to be paid.

NEIGHBORHOOD

Note: Race and the racial composition of the neighborhood are not appraisal factors.

Neighborhood Characteristics				2-4 Unit Housing Trends				2-4 Unit Housing			Present Land Use %	
Location	☒ Urban	☐ Suburban	☐ Rural	Property Values	☒ Increasing	☐ Stable	☐ Declining	PRICE		AGE	One-Unit	75 %
Built-Up	☒ Over 75%	☐ 25-75%	☐ Under 25%	Demand/Supply	☒ Shortage	☐ In Balance	☐ Over Supply	$ (000)		(yrs)	2-4 Unit	7 %
Growth	☐ Rapid	☒ Stable	☐ Slow	Marketing Time	☐ Under 3 mths	☒ 3-6 mths	☐ Over 6 mths	60	Low	1	Multi-Family	5 %
								400	High	120	Commercial	10 %
								140	Pred.	40	Other	3 %

Neighborhood Boundaries The subject neighborhood is bounded by the Clearwater River to the North, Snake River to the West, 30th St. to the East and 21st Ave. to the South.
Neighborhood Description The subject is located in a primarily single family residential neighborhood with commercial properties located on the arterial streets. Employment, schools and retail shopping are a short commute from the subject property. Single family residential properties in the neighborhood vary in size, style, age and value. Sites vary in size from 3,500 sq. ft. to 12,000 sq. ft.

Market Conditions (including support for the above conclusions) Sales have slowed slightly over the past few months after two years of appreciation in the market. Current market times average less than 95 days and sale prices are currently about 100% of list. Few concessions are necessary for sales, however, some sellers are offering to assist with closing costs. New construction continues at a decreased rate.

SITE

Dimensions 100' x 70' Area 7,000 Sq.Ft. Shape Rectangular View Average
Specific Zoning Classification R-3 Zoning Description Medium Density Residential (7,500 sq. ft. minimum)
Zoning Compliance ☐ Legal ☒ Legal Nonconforming (Grandfathered Use) ☐ No Zoning ☐ Illegal (describe)
Is the highest and best use of subject property as improved (or as proposed per plans and specifications) the present use? ☒ Yes ☐ No If No, describe

Utilities	Public	Other (describe)		Public	Other (describe)	Off-site Improvements - Type	Public	Private
Electricity	☒	☐	Water	☒	☐	Street Asphalt	☒	☐
Gas	☒	☐	Sanitary Sewer	☒	☐	Alley Gravel	☒	☐

FEMA Special Flood Hazard Area ☐ Yes ☒ No FEMA Flood Zone C FEMA Map # 1601040003B FEMA Map Date 1/20/1982
Are the utilities and/or off-site improvements typical for the market area? ☒ Yes ☐ No If No, describe
Are there any adverse site conditions or external factors (easements, encroachments, environmental conditions, land uses, etc.)? ☐ Yes ☒ No If Yes, describe

IMPROVEMENTS

General Description		Foundation		Exterior Description	materials/condition	Interior	materials/condition
Units	☐ Two ☐ Three ☒ Four	☐ Concrete Slab	☐ Crawl Space	Foundation Walls	Concrete/Av	Floors	Crpt,Vnyl/Av
☒ Accessory Unit (describe below)		☒ Full Basement	☐ Partial Basement	Exterior Walls	Brick&Stucco/Av	Walls	Dywl,AcTile/Av
# of Stories 1	# of bldgs. 2	Basement Area	1,568 sq.ft.	Roof Surface	Comp.Shingle/Av+	Trim/Finish	Wd,Pnt/Av
Type ☒ Det.	☐ Att. ☐ S-Det./End Unit	Basement Finish	90 %	Gutters & Downspouts	Metal/Av+	Bath Floor	Vinyl/Av
☒ Existing	☐ Proposed ☐ Under Const.	☒ Outside Entry/Exit	☐ Sump Pump	Window Type	Wood/Av	Bath Wainscot	Vinyl/Av
Design (Style)	1 Story/Bsmt	Evidence of	☐ Infestation	Storm Sash/Insulated	Mix/Av	**Car Storage**	
Year Built	1952 & 1944	☐ Dampness	☐ Settlement	Screens	Partial/Av	☐ None	
Effective Age (Yrs)	12-15	**Heating/Cooling**		**Amenities**		☐ Driveway	# of Cars
Attic	☐ None	☒ FWA	☐ HWBB ☐ Radiant	☐ Fireplace(s) #	☐ Woodstove(s) #	Driveway Surface	
☐ Drop Stair	☐ Stairs	☒ Other Floor	Fuel Water/Gas	☒ Patio/Deck	☒ Fence	☐ Garage	# of Cars
☐ Floor	☒ Scuttle	Cooling	☐ Central Air Conditioning	☐ Pool	☒ Porch	☒ Carport	# of Cars 4
☐ Finished	☐ Heated	☒ Individual Wall	☒ Other Wndw	☐ Other		☐ Att.	☒ Det. ☐ Built-in

# of Appliances	Refrigerator 4	Range/Oven 4	Dishwasher	Disposal	Microwave	Washer/Dryer 4	Other (describe)

Unit # 1 contains:	4 Rooms	2 Bedrooms	1 Bath(s)	784	Square Feet of Gross Living Area	
Unit # 2 contains:	4 Rooms	1 Bedrooms	1 Bath(s)	784	Square Feet of Gross Living Area	
Unit # 3 contains:	4 Rooms	2 Bedrooms	1 Bath(s)	784	Square Feet of Gross Living Area	
Unit # 4 contains:	4 Rooms	1 Bedrooms	1 Bath(s)	784	Square Feet of Gross Living Area	

Additional features (special energy efficient items, etc.). Accessory unit # 5 contains: 3 Rooms 1 Bedroom 1 Bathroom with 528 Square Feet of Gross Living Area. Energy efficiency is typical of mult-family units of this style, age and condition in the market area.

Describe the condition of the property (including needed repairs, deterioration, renovations, remodeling, etc.). Upon observation the appraiser found the subject units to be of average quality construction and in average overall condition for their effective age. The subject roof and furnaces were recently updated 3 years ago. No repairs, alterations or inspections are required as conditions to this appraisal report.

Attachment 1
RL5521

Small Residential Income Property Appraisal Report

File # RL5521

IMPROVEMENTS

Are there any physical deficiencies or adverse conditions that affect the livability, soundness, or structural integrity of the property? ☐ Yes ☒ No If Yes, describe.

Does the property generally conform to the neighborhood (functional utility, style, condition, use, construction, etc.)? ☒ Yes ☐ No If No, describe.

Is the property subject to rent control? ☐ Yes ☒ No If Yes, describe

COMPARABLE RENTAL DATA

The following properties represent the most current, similar, and proximate comparable rental properties to the subject property. This analysis is intended to support the opinion of the market rent for the subject property.

FEATURE	SUBJECT	COMPARABLE RENTAL # 1	COMPARABLE RENTAL # 2	COMPARABLE RENTAL # 3
Address	906 & 908 7th St. Lewiston, ID 83501	108 5th St. Lewiston, ID 83501	1022 Ripon Ave. Lewiston, ID 83501	3512 15th St. Lewiston, ID 83501
Proximity to Subject		0.65 miles NW	3.79 miles SE	4.06 miles SE
Current Monthly Rent	$ 1,945	$ 1,850	$ 1,980	$ 2,700
Rent/Gross Bldg. Area	$ 0.62 sq.ft.	$ 0.52 sq.ft.	$ 0.61 sq.ft.	$ 0.61 sq.ft.
Rent Control	☐ Yes ☒ No	☐ Yes ☒ No	☐ Yes ☒ No	☐ Yes ☒ No
Data Source(s)	CntyRecs,Owner	County Records, MLS	County Records, Property Mngt.	County Records, Property Mngt.
Date of Lease(s)	Year to Year	Year to Year	Year to Year	Year to Year
Location	Lewiston	Lewiston	Lewiston	Lewiston
Actual Age	A 55 & 63, E12-15	A 99, E 15-20	A 39, E 12-15	A 9, E 2-3
Condition	Average	Average	Average	Average+
Gross Building Area	3,136	3,556	3,240	4,428

Unit Breakdown	Rm Count Tot	Br	Ba	Size Sq. Ft.	Rm Count Tot	Br	Ba	Size Sq. Ft.	Monthly Rent	Rm Count Tot	Br	Ba	Size Sq. Ft.	Monthly Rent	Rm Count Tot	Br	Ba	Size Sq. Ft.	Monthly Rent
				3,136				3,556	1,850				3,240	1,980				4,428	2,700
Unit # 1	4	2	1	784	3	1	1	660	$ 375	4	2	1	810	$ 495	4	3	1	1,107	$ 675
Unit # 2	4	1	1	784	3	1	1	660	$ 375	4	2	1	810	$ 495	4	3	1	1,107	$ 675
Unit # 3	4	2	1	784	6	4	2	1,320	$ 750	4	2	1	810	$ 495	4	3	1	1,107	$ 675
Unit # 4	4	1	1	784	3	1	1	916	$ 350	4	2	1	810	$ 495	4	3	1	1,107	$ 675
Utilities Included	Water,Sewer,Trash				Water,Sewer,Trash					Water,Sewer,Trash					Water,Sewer,Trash				
Unit # 5	3,2,1 528 sq. ft.				None					None					None				
Other Amenities	Shed,Carport				Shed					Carports					Sheds, Shop/Garage				

Analysis of rental data and support for estimated market rents for the individual subject units reported below (including the adequacy of the comparables, rental concessions, etc.) Upon gathering information from several different property management companies in the market area the appraiser was unable to locate any other comparable rentals that would be more similar to the subject property. The current rents for the subject units are below the market information gathered from the comparable rentals for 2 bedroom 1 bath units and 1 bedroom 1 bathroom units. Therefore, the opinion of market rent is higher than the actual rents for the subject units.

SUBJECT RENT SCHEDULE

Rent Schedule: The appraiser must reconcile the applicable indicated monthly market rents to provide an opinion of the market rent for each unit in the subject property.

Leases			Actual Rents			Opinion of Market Rent		
Unit #	Lease Date Begin Date	Lease Date End Date	Per Unit Unfurnished	Per Unit Furnished	Total Rents	Per Unit Unfurnished	Per Unit Furnished	Total Rents
1	Year	Year	$ 425	$	$ 425	$ 485	$	$ 485
2	Year	Year	335		335	385		385
3	Year	Year	475		475	485		485
4	Year	Year	350		350	385		385
Comment on lease data	Unit 5 is a Year to Year Lease Rented for $360 Unfurnished		Total Actual Monthly Rent		$ 1,585	Total Gross Monthly Rent		$ 1,740
			Other Monthly Income (itemize)		$ 360	Other Monthly Income (itemize)		$ 375
			Total Actual Monthly Income		$ 1,945	Total Estimated Monthly Income		$ 2,115

Utilities included in estimated rents ☐ Electric ☒ Water ☒ Sewer ☐ Gas ☐ Oil ☒ Trash collection ☐ Cable ☐ Other

Comments on actual or estimated rents and other monthly income (including personal property) Upon analysis of the comparable rentals the appraiser has determined that the current rents for the subject units are below the opinion of market rent. The actual rents for the five units should be approximately $485, $385 and $375 based upon the size of the subject units and their bedroom and bathroom counts. The accessory unit would have an opinion of market rent at $375. No personal property was included in the opinion of market rents.

PRIOR SALE HISTORY

I ☒ did ☐ did not research the sale or transfer history of the subject property and comparable sales. If not, explain

My research ☐ did ☒ did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.

Data Source(s) County Records, MLS, Owner

My research ☐ did ☒ did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.

Data Source(s) County Records, MLS, Owners

Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).

ITEM	SUBJECT	COMPARABLE SALE # 1	COMPARABLE SALE # 2	COMPARABLE SALE # 3
Date of Prior Sale/Transfer	None Found	None Found	None Found	None Found
Price of Prior Sale/Transfer	N/A	N/A	N/A	N/A
Data Source(s)	County Records, MLS	County Records, MLS	County Records, MLS	County Records, MLS
Effective Date of Data Source(s)	06/21/2007	06/25/2007	06/25/2007	06/25/2007

Analysis of prior sale or transfer history of the subject property and comparable sales The subject property has not transferred in the past 3 years. None of the comparable sales have transferred in 1 year prior to the sales dates given. None of the comparable sales are currently subject to a sale or listing agreement.

Attachment 1
RL5521

Small Residential Income Property Appraisal Report

File # RL5521

There are 1 comparable properties currently offered for sale in the subject neighborhood ranging in price from $ 150,000 to $ 400,000 .

There are 6 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from $ 150,000 to $ 400,000 .

SALES COMPARISON APPROACH

FEATURE	SUBJECT	COMPARABLE SALE # 1		COMPARABLE SALE # 2		COMPARABLE SALE # 3	
Address	906 & 908 7th St. Lewiston, ID 83501	1621 21st Ave. Lewiston, ID 83501		924 & 926 Preston Ave. Lewiston, ID 83501		309 6th Ave. Lewiston, ID 83501	
Proximity to Subject		1.08 miles SE		2.5 miles SE		0.39 miles NW	
Sale Price	$ N/A		$ 215,000		$ 281,500		$ 157,000
Sale Price/Gross Bldg. Area	$ sq.ft.	$ 60.12 sq.ft.		$ 89.99 sq.ft.		$ 64.72 sq.ft.	
Gross Monthly Rent	$ 2,115	$ 1,850		$ 2,255		$ 1,400	
Gross Rent Multiplier		116.22		124.83		112.14	
Price per Unit	$	$ 53,750		$ 56,300		$ 39,250	
Price per Room	$	$ 13,438		$ 17,594		$ 12,077	
Price per Bedroom	$	$ 26,875		$ 35,188		$ 31,400	
Rent Control	☐ Yes ☒ No	☐ Yes ☒ No		☐ Yes ☒ No		☐ Yes ☒ No	
Data Source(s)		County Records, MLS		County Records, MLS		County Records, MLS	
Verification Source(s)		County Records, MLS		County Records, MLS		County Records, MLS	
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(–) Adjustment	DESCRIPTION	+(–) Adjustment	DESCRIPTION	+(–) Adjustment
Sale or Financing Concessions		Conventional No Concession		FHA No Concession		Conventional No Concession	
Date of Sale/Time		08/29/06 - 118		02/22/07 - 161		09/29/06 - 63	
Location	Lewiston	Lewiston		Lewiston		Lewiston	
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple		Fee Simple	
Site	7,000 Sq.Ft.	10,650 sq. ft.	-5,000	6,780 sq. ft.		7,100 sq. ft.	
View	Average	Average		Average		Average	
Design (Style)	1 Story/Bsmt	1 Story/Bsmt		1 Story/Bsmt		1 Story	
Quality of Construction	Average	Average		Average		Average	
Actual Age	A 55 & 63, E12-15	A 32, E 10-12		A 67 & 74, E12-15		A 60, E 12-15	
Condition	Average	Average		Average		Average	
Gross Building Area	3,136	3,576	-7,050	3,128		2,426	+11,350
Unit Breakdown	Total / Bdrms / Baths	Total / Bdrms / Baths		Total / Bdrms / Baths		Total / Bdrms / Baths	
Unit # 1	4 / 2 / 1	4 / 2 / 1		4 / 2 / 1		3 / 1 / 1	+1,000
Unit # 2	4 / 1 / 1	4 / 2 / 1	-1,000	4 / 2 / 1	-1,000	3 / 1 / 1	
Unit # 3	4 / 2 / 1	4 / 2 / 1		4 / 2 / 1		4 / 2 / 1	
Unit # 4	4 / 1 / 1	4 / 2 / 1	-1,000	4 / 2 / 1	-1,000	3 / 1 / 1	+1,000
Basement Description	1,568 Sq.Ft.	1,975 sq. ft.		1,500 sq. ft.		Crawl Space	
Basement Finished Rooms	90% Finished	Finished		Finished		None	
Functional Utility	Average	Average		Average		Average	
Heating/Cooling	GFA,WtrRad/WI	GFA/CAC		EBB/CAC		GFA/Wall	
Energy Efficient Items	Average	Average		Average		Average	
Parking On/Off Site	4-Crprt. Det.	O.S.P.	+7,000	1-G Att.	+4,500	O.S.P.	+7,000
Porch/Patio/Deck	Porch,Patio	Prch,Pats,Dck		Porch,Patio		Porch,Patio	
Aux Heat	None	None		None		None	
Other Amenities	Shed,Fence	Shed,Fence		Shed,Fence		Fence	+1,000
ACCESSORY UNIT	3,2,1 528 sq. ft.	None	+35,000	4,2,1 814 sq. ft.	-40,000	None	+35,000
Net Adjustment (Total)		☒ + ☐ –	$ 27,950	☐ + ☒ –	$ -37,500	☒ + ☐ –	$ 56,350
Adjusted Sale Price of Comparables		Net Adj. 13.0 % Gross Adj. 26.1 %	$ 242,950	Net Adj. 13.3 % Gross Adj. 16.5 %	$ 244,000	Net Adj. 35.9 % Gross Adj. 35.9 %	$ 213,350
Adjusted Price Per Unit (Adj. SP Comp / # of Comp Units)		$ 60,738		$ 48,800		$ 53,338	
Adjusted Price Per Room (Adj. SP Comp / # of Comp Rooms)		$ 15,184		$ 15,250		$ 16,412	
Adjusted Price Per Bedrm (Adj. SP Comp / # of Comp Bedrooms)		$ 30,369		$ 30,500		$ 42,670	

Value per Unit $ 49,000 X 5 Units = $ 245,000 | Value per GBA $ 81 X 3,136 GBA = $ 254,016

Value per Rm. $ 14,500 X 19 Rooms = $ 275,500 | Value per Bdrms. $ 34,500 X 7 Bdrms. = $ 241,500

Summary of Sales Comparison Approach including reconciliation of the above indicators of value. There are very few sales of four plex rental units during any given time period within the Lewiston Market Area. There are even fewer four plex sales with accessory units. Comparable sale # 2 is the most recent sale of a four plex with an accessory unit in the market area with some similarity to the subject in size, age, condition, utility and function. Therefore, comparable # 2 was given the most consideration in the indicated value by the Sales Comparison Approach. FOR FURTHER COMMENTS ON THE ADJUSTMENTS MADE IN THE SALES COMPARISON APPROACH SEE THE COMMENTS SECTION ON PAGE # 4.

Indicated Value by Sales Comparison Approach $ 243,500

INCOME

Total gross monthly rent $ 2,115 X gross rent multiplier (GRM) 120 = $ 253,800 Indicated value by the Income Approach

Comments on income approach including reconciliation of the GRM The Gross Rent Multiplier was taken from the sales of comparable's #1 and #2 with adjustment for the market data collected.

RECONCILIATION

Indicated Value by: Sales Comparison Approach $ 243,500 **Income Approach $** 253,800 **Cost Approach (if developed) $** N/A

The Sales Comparison Approach is typically the most reliable indicator of value as it is a depiction of what buyers are currently paying in the market area. However, the Income Approach is also a good indicator of value when appraising multiple family dwellings as they are income producing properties. Therefore, the Sales Comparison Approach and Income Approach were given equal weighting in the final opinion of value given below. The Cost Approach was not given any weighting in the final opinion of value as described on page # 4.

This appraisal is made ☒ "as is", ☐ subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, ☐ subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or ☐ subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair:

Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is $ 248,000 **, as of** June 21, 2007 **, which is the date of inspection and the effective date of this appraisal.**

Attachment 1
RL5521

Small Residential Income Property Appraisal Report

File # RL5521

ADDITIONAL COMMENTS

HIGHEST AND BEST USE: The current residential use of the subject property is legal, physically possible, financially feasible and appropriately supported. It is the appraiser's opinion that the "highest and best use" of the subject property is residential.

MARKET DATA: The comparable sales used in the Sales Comparison Approach for the subject property were the most recent in the subject market area with some similarity to the subject property. Following is a general discussion of the adjustments made in the Sales Comparison Approach. Adjustments are based on the appraiser's analysis of recent residential sales in the subject market area.

COMPARABLE 1: The comparable's larger site was adjusted based upon recent residential site sales in the market area. Gross building area was adjusted at $16 per sq. ft. and rounded to the nearest $50. Units 2 and 4 have more marketable bedroom counts. No adjustment is necessary for basement areas as the basement areas are included in the gross building area adjustment. The comparable property does not have any additional covered storage and work space provided by a carport. The comparable property is a four plex with NO accessory unit. Based upon recent sales of residential properties with accessory units, the appraiser determined that the subject's accessory unit would have a market value contribution of approximately $35,000.

COMPARABLE 2: Units 2 and 4 of the comparable four plex have more marketable bedroom counts. The comparable's 1 car garage is smaller and less functional than the subject's 4 car carport. The comparable's accessory unit is a small single family residence that is larger, is located on an individual lot and parcel, in better condition and more functional than the subject accessory unit. Therefore, based upon a market analysis of the accessory unit of the subject and comparable property the appraiser determined that the comparable's accessory unit would have a market value of approximately $75,000 and an adjustment was necessary.

COMPARABLE 3: Gross building area was adjusted as before. Units 1 and 4 have less marketable bedroom counts. Garage/Carport was adjusted as before. The comparable property does not have any additional exterior storage provided by a shed. Accessory unit was adjusted as before.

COMPARABLE 4: The comparable property is older and shows more wear and tear associated with age. Gross building area was adjusted as before. Bedroom counts were adjusted as before. Garage/Carport was adjusted as before. Accessory unit was adjusted as before.

COST APPROACH

COST APPROACH TO VALUE (not required by Fannie Mae)

Provide adequate information for the lender/client to replicate the below cost figures and calculations.

Support for the opinion of site value (summary of comparable land sales or other methods for estimating site value) The Cost Approach is most applicable for new or fairly new construction. Because of the accessory unit to the rear of the property and the age of the subject improvements it is difficult to ascertain an appropriate level of depreciation. Therefore, the Cost Approach is considered unreliable and was not given any further consideration. Recent comparable site sales indicate that the subject site would have an estimated market value of approximately $30,000.

ESTIMATED ☐ REPRODUCTION OR ☐ REPLACEMENT COST NEW	OPINION OF SITE VALUE			=$
Source of cost data N/A	DWELLING	Sq.Ft. @ $		=$
Quality rating from cost service N/A Effective date of cost data N/A		Sq.Ft. @ $		=$
Comments on Cost Approach (gross living area calculations, depreciation, etc.)				=$
N/A	Garage/Carport	Sq.Ft. @ $		=$
	Total Estimate of Cost-New			=$
	Less Physical	Functional	External	
	Depreciation			=$( )
	Depreciated Cost of Improvements			=$
	"As-is" Value of Site Improvements			=$
Estimated Remaining Economic Life (HUD and VA only) N/A Years	**INDICATED VALUE BY COST APPROACH**			**=$**

PUD INFORMATION

PROJECT INFORMATION FOR PUDs (if applicable)

Is the developer/builder in control of the Homeowners' Association (HOA)? ☐ Yes ☐ No Unit type(s) ☐ Detached ☐ Attached

Provide the following information for PUDs ONLY if the developer/builder is in control of the HOA and the subject property is an attached dwelling unit.

Legal Name of Project

Total number of phases Total number of units Total number of units sold

Total number of units rented Total number of units for sale Data source(s)

Was the project created by the conversion of existing building(s) into a PUD? ☐ Yes ☐ No If Yes, date of conversion.

Does the project contain any multi-dwelling units? ☐ Yes ☐ No Data Source

Are the units, common elements, and recreation facilities complete? ☐ Yes ☐ No If No, describe the status of completion.

Are the common elements leased to or by the Homeowners' Association? ☐ Yes ☐ No If Yes, describe the rental terms and options.

Describe common elements and recreational facilities.

Small Residential Income Property Appraisal Report

This report form is designed to report an appraisal of a two- to four-unit property, including a two- to four-unit property in a planned unit development (PUD). A two- to four-unit property located in either a condominium or cooperative project requires the appraiser to inspect the project and complete the project information section of the Individual Condominium Unit Appraisal Report or the Individual Cooperative Interest Appraisal Report and attach it as an addendum to this report.

This appraisal report is subject to the following scope of work, intended use, intended user, definition of market value, statement of assumptions and limiting conditions, and certifications. Modifications, additions, or deletions to the intended use, intended user, definition of market value, or assumptions and limiting conditions are not permitted. The appraiser may expand the scope of work to include any additional research or analysis necessary based on the complexity of this appraisal assignment. Modifications or deletions to the certifications are also not permitted. However, additional certifications that do not constitute material alterations to this appraisal report, such as those required by law or those related to the appraiser's continuing education or membership in an appraisal organization, are permitted.

SCOPE OF WORK: The scope of work for this appraisal is defined by the complexity of this appraisal assignment and the reporting requirements of this appraisal report form, including the following definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser must, at a minimum: (1) perform a complete visual inspection of the interior and exterior areas of the subject property, (2) inspect the neighborhood, (3) inspect each of the comparable sales from at least the street, (4) research, verify, and analyze data from reliable public and/or private sources, and (5) report his or her analysis, opinions, and conclusions in this appraisal report.

INTENDED USE: The intended use of this appraisal report is for the lender/client to evaluate the property that is the subject of this appraisal for a mortgage finance transaction.

INTENDED USER: The intended user of this appraisal report is the lender/client.

DEFINITION OF MARKET VALUE: The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he or she considers his or her own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U. S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions* granted by anyone associated with the sale.

*Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS: The appraiser's certification in this report is subject to the following assumptions and limiting conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it, except for information that he or she became aware of during the research involved in performing this appraisal. The appraiser assumes that the title is good and marketable and will not render any opinions about the title.

2. The appraiser has provided a sketch in this appraisal report to show the approximate dimensions of the improvements, including each of the units. The sketch is included only to assist the reader in visualizing the property and understanding the appraiser's determination of its size.

3. The appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in this appraisal report whether any portion of the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.

4. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.

5. The appraiser has noted in this appraisal report any adverse conditions (such as needed repairs, deterioration, the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the research involved in performing this appraisal. Unless otherwise stated in this appraisal report, the appraiser has no knowledge of any hidden or unapparent physical deficiencies or adverse conditions of the property (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) that would make the property less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, this appraisal report must not be considered as an environmental assessment of the property.

6. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to satisfactory completion, repairs, or alterations on the assumption that the completion, repairs, or alterations of the subject property will be performed in a professional manner.

Small Residential Income Property Appraisal Report

APPRAISER'S CERTIFICATION: The Appraiser certifies and agrees that:

1. I have, at a minimum, developed and reported this appraisal in accordance with the scope of work requirements stated in this appraisal report.

2. I performed a complete visual inspection of the interior and exterior areas of the subject property, including all units. I reported the condition of the improvements in factual, specific terms. I identified and reported the physical deficiencies that could affect the livability, soundness, or structural integrity of the property.

3. I performed this appraisal in accordance with the requirements of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.

4. I developed my opinion of the market value of the real property that is the subject of this report based on the sales comparison and income approaches to value. I have adequate market data to develop reliable sales comparison and income approaches to value for this appraisal assignment. I further certify that I considered the cost approach to value but did not develop it, unless otherwise indicated in this report.

5. I researched, verified, analyzed, and reported on any current agreement for sale for the subject property, any offering for sale of the subject property in the twelve months prior to the effective date of this appraisal, and the prior sales of the subject property for a minimum of three years prior to the effective date of this appraisal, unless otherwise indicated in this report.

6. I researched, verified, analyzed, and reported on the prior sales of the comparable sales for a minimum of one year prior to the date of sale of the comparable sale, unless otherwise indicated in this report.

7. I selected and used comparable sales that are locationally, physically, and functionally the most similar to the subject property.

8. I have not used comparable sales that were the result of combining a land sale with the contract purchase price of a home that has been built or will be built on the land.

9. I have reported adjustments to the comparable sales that reflect the market's reaction to the differences between the subject property and the comparable sales.

10. I verified, from a disinterested source, all information in this report that was provided by parties who have a financial interest in the sale or financing of the subject property.

11. I have knowledge and experience in appraising this type of property in this market area.

12. I am aware of, and have access to, the necessary and appropriate public and private data sources, such as multiple listing services, tax assessment records, public land records and other such data sources for the area in which the property is located.

13. I obtained the information, estimates, and opinions furnished by other parties and expressed in this appraisal report from reliable sources that I believe to be true and correct.

14. I have taken into consideration the factors that have an impact on value with respect to the subject neighborhood, subject property, and the proximity of the subject property to adverse influences in the development of my opinion of market value. I have noted in this appraisal report any adverse conditions (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) observed during the inspection of the subject property or that I became aware of during the research involved in performing this appraisal. I have considered these adverse conditions in my analysis of the property value, and have reported on the effect of the conditions on the value and marketability of the subject property.

15. I have not knowingly withheld any significant information from this appraisal report and, to the best of my knowledge, all statements and information in this appraisal report are true and correct.

16. I stated in this appraisal report my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the assumptions and limiting conditions in this appraisal report.

17. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or opinion of market value in this appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.

18. My employment and/or compensation for performing this appraisal or any future or anticipated appraisals was not conditioned on any agreement or understanding, written or otherwise, that I would report (or present analysis supporting) a predetermined specific value, a predetermined minimum value, a range or direction in value, a value that favors the cause of any party, or the attainment of a specific result or occurrence of a specific subsequent event (such as approval of a pending mortgage loan application).

19. I personally prepared all conclusions and opinions about the real estate that were set forth in this appraisal report. If I relied on significant real property appraisal assistance from any individual or individuals in the performance of this appraisal or the preparation of this appraisal report, I have named such individual(s) and disclosed the specific tasks performed in this appraisal report. I certify that any individual so named is qualified to perform the tasks. I have not authorized anyone to make a change to any item in this appraisal report; therefore, any change made to this appraisal is unauthorized and I will take no responsibility for it.

20. I identified the lender/client in this appraisal report who is the individual, organization, or agent for the organization that ordered and will receive this appraisal report.

Small Residential Income Property Appraisal Report

File # RL5521

21. The lender/client may disclose or distribute this appraisal report to: the borrower; another lender at the request of the borrower; the mortgagee or its successors and assigns; mortgage insurers; government sponsored enterprises; other secondary market participants; data collection or reporting services; professional appraisal organizations; any department, agency, or instrumentality of the United States; and any state, the District of Columbia, or other jurisdictions; without having to obtain the appraiser's or supervisory appraiser's (if applicable) consent. Such consent must be obtained before this appraisal report may be disclosed or distributed to any other party (including, but not limited to, the public through advertising, public relations, news, sales, or other media).

22. I am aware that any disclosure or distribution of this appraisal report by me or the lender/client may be subject to certain laws and regulations. Further, I am also subject to the provisions of the Uniform Standards of Professional Appraisal Practice that pertain to disclosure or distribution by me.

23. The borrower, another lender at the request of the borrower, the mortgagee or its successors and assigns, mortgage insurers, government sponsored enterprises, and other secondary market participants may rely on this appraisal report as part of any mortgage finance transaction that involves any one or more of these parties.

24. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

25. Any intentional or negligent misrepresentation(s) contained in this appraisal report may result in civil liability and/or criminal penalties including, but not limited to, fine or imprisonment or both under the provisions of Title 18, United States Code, Section 1001, et seq., or similar state laws.

SUPERVISORY APPRAISER'S CERTIFICATION: The Supervisory Appraiser certifies and agrees that:

1. I directly supervised the appraiser for this appraisal assignment, have read the appraisal report, and agree with the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.

2. I accept full responsibility for the contents of this appraisal report including, but not limited to, the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.

3. The appraiser identified in this appraisal report is either a sub-contractor or an employee of the supervisory appraiser (or the appraisal firm), is qualified to perform this appraisal, and is acceptable to perform this appraisal under the applicable state law.

4. This appraisal report complies with the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.

5. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

APPRAISER

Signature Wayne T. Agee
Name Wayne T. Agee
Company Name Western Appraisals
Company Address 1014 Main St., Lewiston, ID 83501

Telephone Number (208) 746-9891
Email Address wayne@westernapp.com
Date of Signature and Report June 25, 2007
Effective Date of Appraisal June 21, 2007
State Certification #
or State License # LRA-1868
or Other (describe) State #
State ID
Expiration Date of Certification or License 12/30/2007

ADDRESS OF PROPERTY APPRAISED
906 & 908 7th St.
Lewiston, ID 83501

APPRAISED VALUE OF SUBJECT PROPERTY $ 248,000

LENDER/CLIENT
Name Scott Brown
Company Name Lewis-Clark State College
Company Address 500 8th Ave., Lewiston, ID 83501

Email Address

SUPERVISORY APPRAISER (ONLY IF REQUIRED)

Signature
Name
Company Name
Company Address

Telephone Number
Email Address
Date of Signature
State Certification #
or State License #
State
Expiration Date of Certification or License

SUBJECT PROPERTY

☐ Did not inspect subject property
☐ Did inspect exterior of subject property from street
Date of Inspection
☐ Did inspect interior and exterior of subject property
Date of Inspection

COMPARABLE SALES

☐ Did not inspect exterior of comparable sales from street
☐ Did inspect exterior of comparable sales from street
Date of Inspection

Operating Income Statement

Attachment 1 RL5521

One- to Four-Family Investment Property and Two- to Four-Family Owner-Occupied Property

Property Address

906 & 908 7th St.	Lewiston	ID	83501
Street	City	State	Zip Code

General Instructions: This form is to be prepared jointly by the loan applicant, the appraiser, and the lender's underwriter. The applicant must complete the following schedule indicating each unit's rental status, lease expiration date, current rent, market rent, and the responsibility for utility expenses. Rental figures must be based on the rent for an "unfurnished" unit.

	Currently Rented	Expiration Date	Current Rent Per Month	Market Rent Per Month	Utility Expense	Paid By Owner	Paid By Tenant
Unit No. 1	Yes ☒ No ☐	Year	$ 425	$ 485	Electricity	☐	☒
Unit No. 2	Yes ☒ No ☐	Year	$ 335	$ 385	Gas	☐	☒
Unit No. 3	Yes ☒ No ☐	Year	$ 475	$ 485	Fuel Oil	☐	☒
Unit No. 4	Yes ☒ No ☐	Year	$ 350	$ 385	Fuel (Other)	☐	☒
Total			$ 1,585	$ 1,740	Water/Sewer	☒	☐
					Trash Removal	☒	☐

The applicant should complete all of the income and expense projections and for existing properties provide actual year-end operating statements for the past two years *(for new properties the applicant's projected income and expenses must be provided)*. This Operating Income Statement and any previous operating statements the applicant provides must then be sent to the appraiser for review, comment, and/or adjustments next to the applicant's figures *(e.g. Applicant/Appraiser 288/300)*. If the appraiser is retained to complete the form instead of the applicant, the lender must provide to the appraiser the aforementioned operating statements, mortgage insurance premium, HOA dues, leasehold payments, subordinate financing, and/or any other relevant information as to the income and expenses of the subject property received from the applicant to substantiate the projections. The underwriter should carefully review the applicant's/appraiser's projections and the appraiser's comments concerning those projections. The underwriter should make any final adjustments that are necessary to more accurately reflect any income or expense items that appear unreasonable for the market. *(Real estate taxes and insurance on these types of properties are included in PITI and not calculated as an annual expense item)* Income should be based on the current rents, but should not exceed market rents. When there are no current rents because the property is proposed, new, or currently vacant, market rents should be used.

Annual Income and Expense Projection for Next 12 months

Income *(Do not include income for owner-occupied units)*	By Applicant/Appraiser	Adjustments by Lender's Underwriter
Gross Annual Rental *(from unit(s) to be rented)* (Current)	$ 19,020	$
Other Income *(include sources)* **Accessory Unit # 5.** Expiration = Year	+ 360	+
Total	$ 19,380	$
Less Vacancy/Rent Loss	− 388 (2 %)	− (%)
Effective Gross Income	$ 18,992	$

Expenses *(Do not include expenses for owner-occupied units)*		
Electricity		
Gas		
Fuel Oil		
Fuel (Type -)		
Water/Sewer estimate per month	165	
Trash Removal estimate per month	48	
Pest Control		
Other Taxes or Licenses		
Casual Labor This includes the costs for public area cleaning, snow removal, etc., even though the applicant may not elect to contract for such services.		
Interior Paint/Decorating This includes the costs of contract labor and materials that are required to maintain the interiors of the living unit.		
General Repairs/Maintenance This includes the costs of contract labor and materials that are required to maintain the public corridors, stairways, roofs, mechanical systems, grounds, etc.		
Management Expenses These are the customer expenses that a professional management company would charge to manage the property.		
Supplies This includes the costs of items like light bulbs, janitorial supplies, etc.		
Total Replacement Reserves - See Schedule on Pg. 2	2,519	
Miscellaneous		
Total Operating Expenses	$ 2,732	$

Freddie Mac
Form 998 Aug 88

This Form Must Be Reproduced By Seller

Fannie Mae
Form 216 Aug 88

Replacement Reserve Schedule

Attachment 1

Adequate replacement reserves must be calculated regardless of whether actual reserves are provided for on the owner's operating statements or are customary in the local market. This represents the total average yearly reserves. Generally, all equipment and components that have a remaining life of more than one year - such as refrigerators, stoves, clothes washers/dryers, trash compactors, furnaces, roofs, and carpeting, etc. - should be expensed on a replacement cost basis.

Equipment		Replacement Cost		Remaining Life				By Applicant/ Appraiser	Lender Adjustments
Stoves/Ranges	@	$ 565	ea. ÷	10	Yrs. x	5	Units =	$ 283	$
Refrigerators	@	$ 425	ea. ÷	10	Yrs. x	5	Units =	$ 213	$
Dishwashers	@	$	ea. ÷		Yrs. x		Units =	$	$
A/C Units	@	$ 250	ea. ÷	15	Yrs. x	5	Units =	$ 83	$
C. Washer/Dryers	@	$ 875	ea. ÷	10	Yrs. x	5	Units =	$ 438	$
HW Heaters	@	$ 300	ea. ÷	20	Yrs. x	5	Units =	$ 75	$
Furnace(s)	@	$ 5,362	ea. ÷	25	Yrs. x	5	Units =	$ 1,072	$
(Other)	@	$	ea. ÷		Yrs. x		Units =	$	$
Roof	@	$ 9,350	÷	27	Yrs. x	One Bldg. =		$ 346	$

Carpeting (Wall to Wall)

						Remaining Life			
(Units)	406	Total Sq. Yds. @	$ .35	Per Sq. Yd. ÷	15	Yrs. =		$ 9	$
(Public Areas)		Total Sq. Yds. @	$	Per Sq. Yd. ÷		Yrs. =		$	$

Total Replacement Reserves. (Enter on Pg. 1) $ 2,519 $

Operating Income Reconciliation

$ 18,992 (Effective Gross Income) − $ 2,732 (Total Operating Expenses) = $ 16,260 (Operating Income) ÷ 12 = $ 1,355 (Monthly Operating Income)

$ $ 1,355 (Monthly Operating Income) − $ (Monthly Housing Expense) = $ (Net Cash Flow)

(Note: Monthly Housing Expense includes principal and interest on the mortgage, hazard insurance premiums, real estate taxes, mortgage insurance premiums, HOA dues, leasehold payments, and subordinate financing payments.)

Underwriter's instructions for 2-4 Family Owner-Occupied Properties

- If Monthly Operating Income is a positive number, enter as "Net Rental Income" in the "Gross Monthly Income" section of Freddie Mac Form 65/Fannie Mae Form 1003. If Monthly Operating Income is a negative number, it must be included as a liability for qualification purposes.
- The borrower's monthly housing expense-to-income ratio must be calculated by comparing the total Monthly Housing Expense for the **subject property** to the borrower's stable monthly income.

Underwriter's instructions for 1-4 Family Investment Properties

- If Net Cash Flow is a positive number, enter as "Net Rental Income" in the "Gross Monthly Income" section of Freddie Mac Form 65/Fannie Mae Form 1003. If Net Cash Flow is a negative number, it must be included as a liability for qualification purposes.
- The borrower's monthly housing expense-to-income ratio must be calculated by comparing the total monthly housing expense for the borrower's **primary residence** to the borrower's stable monthly income.

Appraiser's Comments *(Including sources for data and rationale for the projections)*

Cost data was taken from Marshall and Swift Valuation Services with adjustment for local data collected by the appraiser. The Effective Gross Income is based upon the market rent analysis given in the appraisal report. It is the total income expected from all five units over a 1 year period with no consideration for delinquency or missed payments. The total Operating Expenses are what a property owner can typically expect to have to spend, based on the natural wear and tear of appliances, roofing and floor coverings, per year to maintain a minimum level of repair and maintenance on the subject property. The total Operating Expenses are then subtracted from the Effective Gross Income to derive the actual Operating Income for the subject property for a 1 year period and on a month to month basis.

Wayne T. Agee	Wayne T. Agee	June 25, 2007
Appraiser Name	Appraiser Signature	Date

Underwriter's Comments and Rationale for Adjustments

Underwriter Name	Underwriter Signature	Date

Freddie Mac
Form 998 Aug 88

Fannie Mae
Form 216 Aug 88

Form INC2 — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1
RL5521

Small Residential Income Property Appraisal Report

File # RL5521

SALES COMPARISON APPROACH

FEATURE	SUBJECT	COMPARABLE SALE # 4		COMPARABLE SALE # 5		COMPARABLE SALE # 6	
Address	906 & 908 7th St. Lewiston, ID 83501	326 6th Ave. Lewiston, ID 83501					
Proximity to Subject		0.34 miles NW					
Sale Price	$ N/A		$ 171,000		$		$
Sale Price/Gross Bldg. Area	$ sq.ft.	$ 44.83 sq.ft.		$ sq.ft.		$ sq.ft.	
Gross Monthly Rent	$ 2,115	$ 1,775		$		$	
Gross Rent Multiplier		96.34					
Price per Unit	$	$ 42,750		$		$	
Price per Room	$	$ 11,400		$		$	
Price per Bedroom	$	$ 42,750		$		$	
Rent Control	☐ Yes ☒ No	☐ Yes ☒ No		☐ Yes ☐ No		☐ Yes ☐ No	
Data Source(s)		County Records, MLS					
Verification Source(s)		County Records, MLS					
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(–) Adjustment	DESCRIPTION	+(–) Adjustment	DESCRIPTION	+(–) Adjustment
Sale or Financing Concessions		Conventional No Concession					
Date of Sale/Time		02/13/07 - 251					
Location	Lewiston	Lewiston					
Leasehold/Fee Simple	Fee Simple	Fee Simple					
Site	7,000 Sq.Ft.	7,100 sq. ft.					
View	Average	Average					
Design (Style)	1 Story/Bsmt	1.5 Story					
Quality of Construction	Average	Average					
Actual Age	A 55 & 63, E12-15	A 107, E 20-25	+10,000				
Condition	Average	Average					
Gross Building Area	3,136	3,814	-10,850				
Unit Breakdown	Total / Bdrms / Baths	Total / Bdrms / Baths		Total / Bdrms / Baths		Total / Bdrms / Baths	
Unit # 1	4 / 2 / 1	4 / 1 / 1	+1,000				
Unit # 2	4 / 1 / 1	4 / 1 / 1					
Unit # 3	4 / 2 / 1	4 / 1 / 1	+1,000				
Unit # 4	4 / 1 / 1	3 / 1 / 1					
Basement Description	1,568 Sq.Ft.	Crawl Space					
Basement Finished Rooms	90% Finished	None					
Functional Utility	Average	Average					
Heating/Cooling	GFA,WtrRad/WI	GFA/Wall					
Energy Efficient Items	Average	Average					
Parking On/Off Site	4-Crprt. Det.	O.S.P.	+7,000				
Porch/Patio/Deck	Porch,Patio	Porch,Patio					
Aux Heat	None	None					
Other Amenities	Shed,Fence	Shed,Fence					
ACCESSORY UNIT	3,2,1 528 sq. ft.	None	+35,000				
Net Adjustment (Total)		☒ + ☐ –	$ 43,150	☐ + ☐ –	$	☐ + ☐ –	$
Adjusted Sale Price of Comparables		Net Adj. 25.2 % Gross Adj. 37.9 %	$ 214,150	Net Adj. % Gross Adj. %	$	Net Adj. % Gross Adj. %	$
Adjusted Price Per Unit (Adj. SP Comp / # of Comp Units)		$ 53,538		$		$	
Adjusted Price Per Room (Adj. SP Comp / # of Comp Rooms)		$ 14,277		$		$	
Adjusted Price Per Bedrm (Adj. SP Comp / # of Comp Bedrooms)		$ 53,538		$		$	

SALE HISTORY

Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).

ITEM	SUBJECT	COMPARABLE SALE # 4	COMPARABLE SALE # 5	COMPARABLE SALE # 6
Date of Prior Sale/Transfer	None Found	None Found		
Price of Prior Sale/Transfer	N/A	N/A		
Data Source(s)	County Records, MLS	County Records, MLS		
Effective Date of Data Source(s)	06/21/2007	06/25/2007		

Analysis of prior sale or transfer history of the subject property and comparable sales See comments on page # 2

ANALYSIS / COMMENTS

Analysis/Comments See comments section on page # 4.

Attachment 1

Subject Photo Page

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

Subject Front

906 & 908 7th St.

Sales Price	N/A
Gross Building Area	3,136
Age	A 55 & 63, E12-15

Subject Accessory Unit # 5

Subject Rear of 906 & 908

Form PICPIX.SC — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Subject Photo Page

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

Subject Street

906 & 908 7th St.

Sales Price	N/A
Gross Building Area	3,136
Age	A 55 & 63, E12-15

Subject Alley

Subject Street

Form PICPIX.SC — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Comparable Photo Page

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

Comparable 1

1621 21st Ave.

Sales Price	215,000
Gross Building Area	3,576
Age	A 32, E 10-12

Comparable 2

924 & 926 Preston Ave.

Sales Price	281,500
Gross Building Area	3,128
Age	A 67 & 74, E12-15

Comparable 3

309 6th Ave.

Sales Price	157,000
Gross Building Area	2,426
Age	A 60, E 12-15

Form PICPIX.CC — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Comparable Photo Page

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

Comparable 4

326 6th Ave.

Sales Price	171,000
Gross Building Area	3,814
Age	A 107, E 20-25

Comparable 5

Sales Price	
Gross Building Area	
Age	

Comparable 6

Sales Price	
Gross Building Area	
Age	

Form PICPIX.CC — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Rental Photo Page

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

Rental 1

108 5th St.
Proximity to Subject 0.65 miles NW
Gross Building Area 3,556
Age A 99, E 15-20

Rental 2

1022 Ripon Ave.
Proximity to Subject 3.79 miles SE
Gross Building Area 3,240
Age A 39, E 12-15

Rental 3

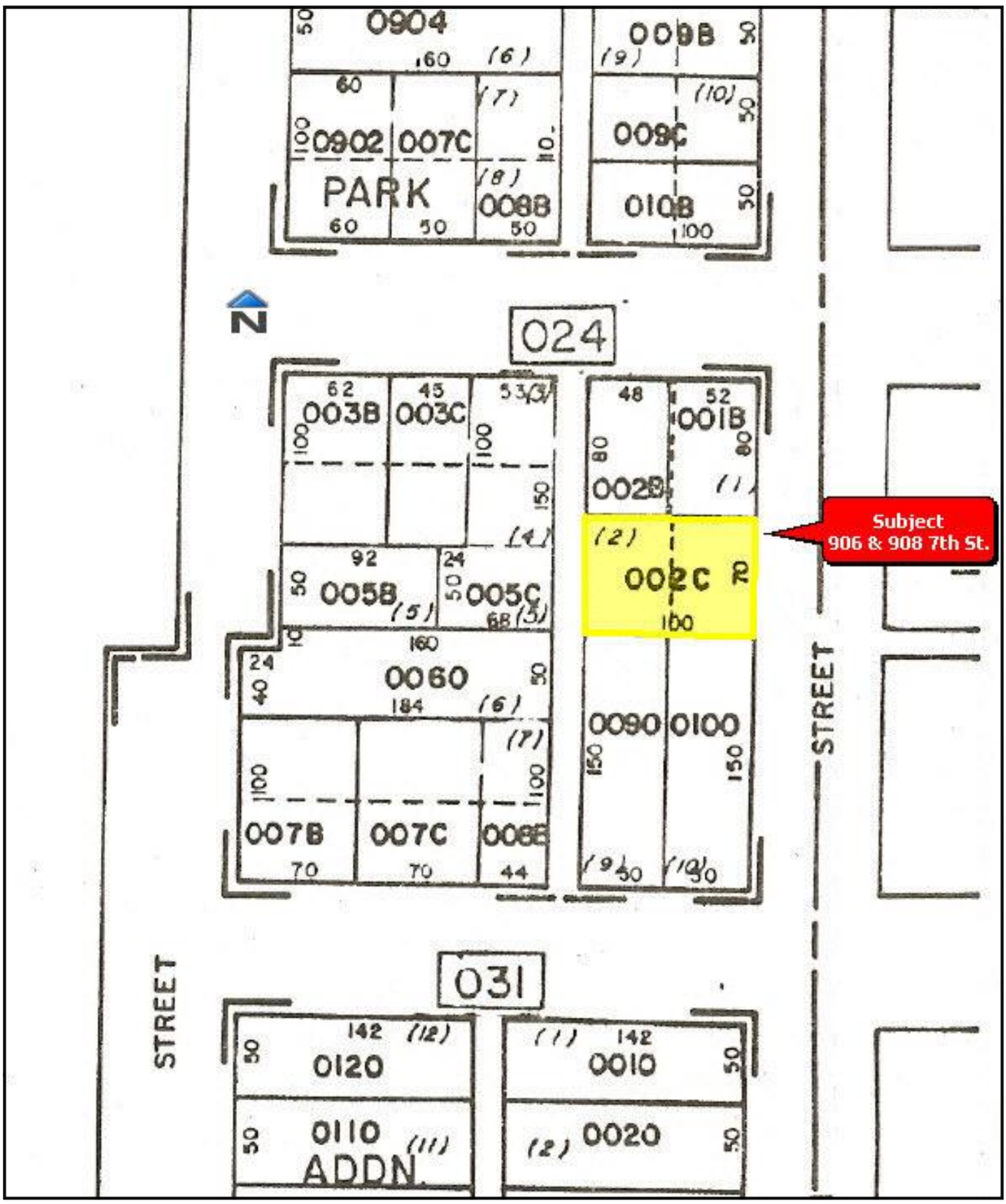
3512 15th St.
Proximity to Subject 4.06 miles SE
Gross Building Area 4,428
Age A 9, E 2-3

Form DLSTRNT.DS$C — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Site Map

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

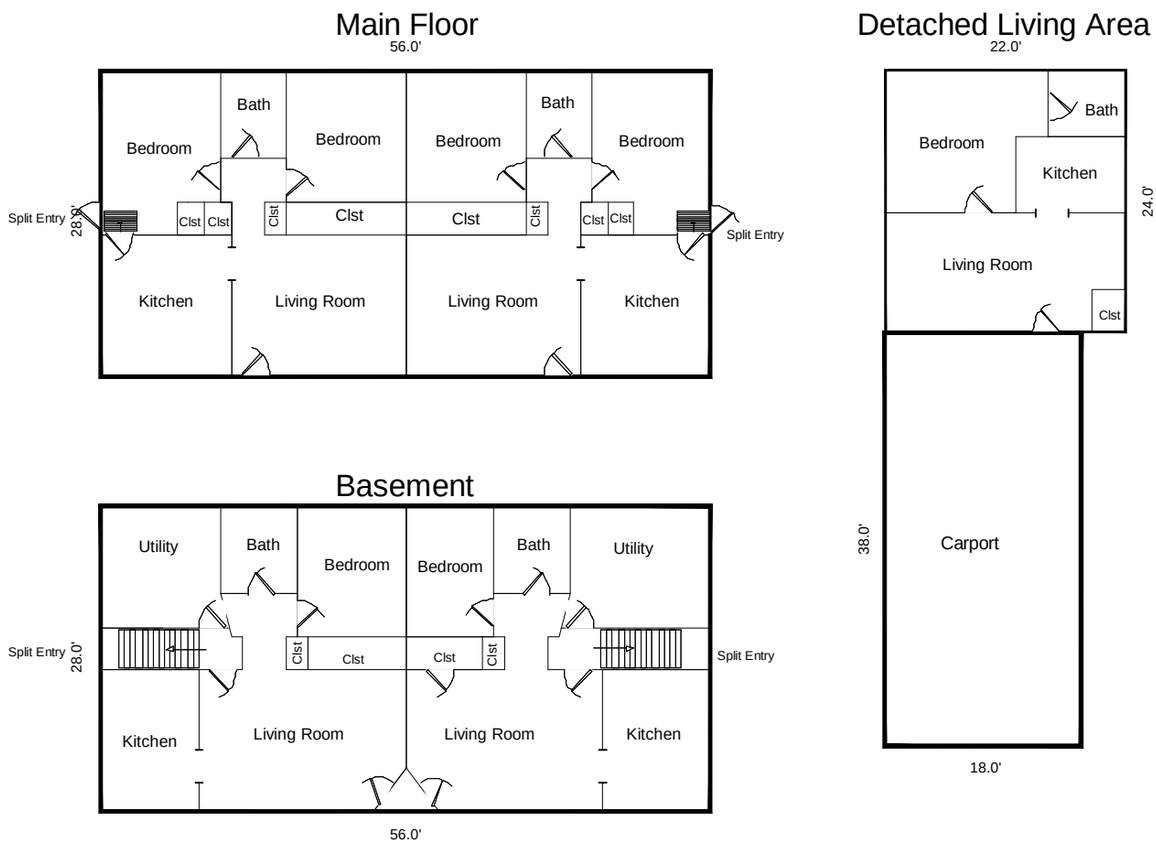


Form MAP.Pol — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Building Sketch

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						



Sketch by Apex IV™

Comments:

AREA CALCULATIONS SUMMARY			
Code	**Description**	**Size**	**Net Totals**
GLA1	First Floor	1568.00	1568.00
BSMT	Basement	1568.00	1568.00
GAR	Carport	684.00	684.00
OTH	Accesary Unit	528.00	528.00
TOTAL LIVABLE	(rounded)		1568

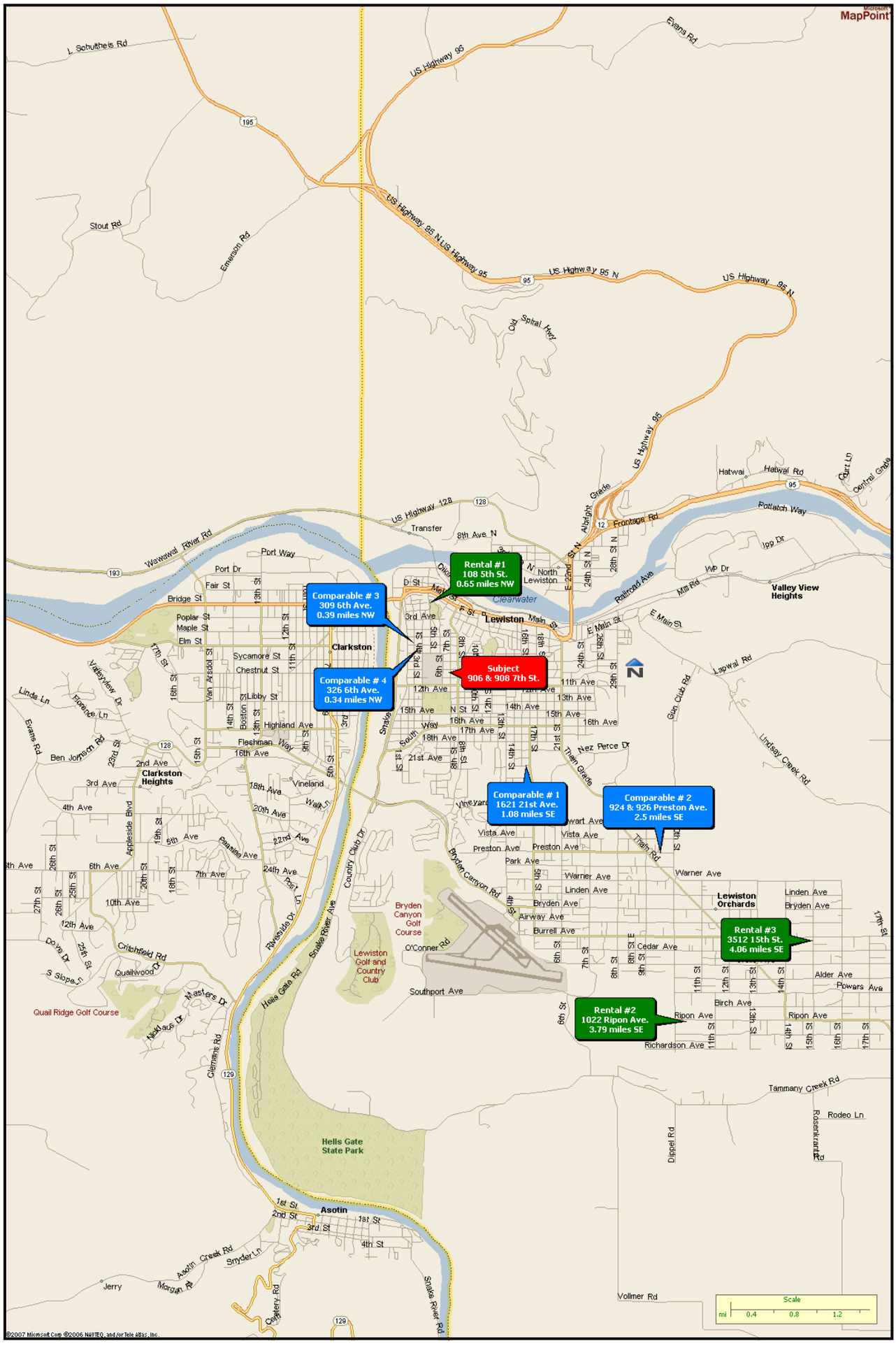
LIVING AREA BREAKDOWN	
Breakdown	**Subtotals**
First Floor	
28.0 x 56.0	1568.00
1 Calculation Total (rounded)	1568

Form SKT.BldSkl — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

Location Map

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						



Form MAP.LOC — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

Attachment 1

License

Borrower/Client	N/A						
Property Address	906 & 908 7th St.						
City	Lewiston	County	Nez Perce	State	ID	Zip Code	83501
Lender	Lewis-Clark State College						

Bureau of Occupational Licenses
Department of Self Governing Agencies

The person named has met the requirements for licensure and is entitled under the laws and rules of the State of Idaho to operate as a(n)

LICENSED RESIDENTIAL APPRAISER

WAYNE T. AGEE
1014 MAIN ST
600 E. MAIN ST.
LEWISTON ID 83501

Rayola Jacobsen	LRA-1868	12/30/2007
Chief, B.O.L.	Number	Expires

Form MAP.Pol — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

EARNEST MONEY AGREEMENT

THIS AGREEMENT, made and entered into this ____ day of _____ 2007, by and between ROGER PETERSON, hereinafter referred to as "SELLER"; and STATE OF IDAHO, BY AND THROUGH THE STATE BOARD OF EDUCATION AS BOARD OF TRUSTEES FOR LEWIS-CLARK STATE COLLEGE, hereinafter referred to as "BUYER,"

WITNESSETH:

Subject to the conditions hereinafter set forth, Buyer hereby agrees to purchase and Seller hereby agree to sell 906 & 908 7th Street; certain real property, situated in Nez Perce County, Idaho, and more particularly described as follow, to wit:

Lewiston: Park Addition; S70' of Lot 1, Block 24 &
S70' Lot 2, Block 24.

Subject to the conditions hereinafter set forth, Buyer hereby agrees to pay unto Seller, as purchase price for said property the sum of Two Hundred Thirty-Five Thousand Dollars ($235,000), which shall be paid as follows:

(a) The sum of One Thousand Dollars ($1,000) heretofore deposited with Seller as earnest money, the receipt of which is hereby acknowledged.

(b) The sum of Fifty-Nine Thousand Dollars ($59,000), in cash, at closing.

(c) The remaining unpaid balance of the purchase price in the amount of One Hundred Seventy Five Thousand Dollars ($175,000), together with interest on the declining balance of the purchase price at the rate of 7% annum, which principal amount, together with accrued interest, shall be paid as follows:

(1) The sum of Twenty-Two Thousand Thirty-Five Dollars ($22,035) paid on July 15, annually, until the balance is paid in full.
The first payment is due on or before July 15, 2008.

(2) The entire remaining unpaid balance, together with accrued interest, shall be paid on July 15, 2019.

(3) Buyer shall be entitled to terminate the contract at any time, with 30 days' notice to Seller, upon payment of the remaining principal and all interest accrued to the date of termination

(4) The unpaid balance of the purchase price shall be evidenced by a Promissory Note executed by Buyer in favor of Seller and secured by a first deed of trust upon the above-described real property. The obligations of the Buyer under said Promissory Note and Deed of Trust shall be become nonrecourse obligation upon occurrence of the events described in Paragraph IX of this Earnest Money Agreement, which nonrecourse feature will be set out in the Promissory Note and Deed of Trust.

The parties further covenant and agree as follows:

I.

Within ten (10) days of the date hereof, Seller will furnish to Buyers a commitment for title insurance issued by Land title of Nez Perce County, Inc. at Buyer's expense. Buyer shall have a period of ten (10) days after receipt of a copy of the commitment for title insurance or to and including the time of closing, whichever is shorter, to object to the state of Seller's title and to any special exception contained therein. If buyer objects to Seller's title or to an exception contained in the commitment for title insurance, Seller shall have a period of ten (10) days in which to cause the exception to be removed and Seller agree to use their best efforts to remove any such exception. If Seller fail to remove any exceptions objected to by Buyer within said ten (10) day period or such longer period as may be mutually agreeable to the parties, then, and in such event, if Buyer continues to object to the exception, either party may terminate this Agreement by giving written notice of termination to the other and to the closing agent. If Buyer fails to timely object to any exception contained in the title commitment as provided above, Buyer will be deemed to have waived any objection and to have accepted the state of title to the property as evidenced by the commitment.

II.

On or before the date of closing, Seller shall execute and deliver to closing agent a Warranty Deed conveying title to the premises, subject only to those special exceptions contained in the title commitment which are accepted by Buyer as provided in Paragraph I. On or before the date of closing, Buyer shall deposit the payment due upon closing and Buyer's share of the closing costs with closing agent. Following closing, Seller shall cause Land Title of Nez Perce County, Inc., to issue an owner's title insurance policy at Buyer's expense, insuring fee simple title in Buyer in accordance with the commitment as accepted by Buyer; subject, however, to the Deed of Trust to be executed by Buyer upon closing.

III.

The date of closing shall be on or before the 9th day of July, 2007. Closing shall occur at Land Title of Nez Perce County, Inc., which company shall act as closing agent. The closing fee of the closing agent and the cost of preparing this Agreement and the Warranty Deed shall be split equally between Buyer and Seller. Rent, taxes, utilities and other like charges shall be prorated as of the date of closing. The Promissory Note, Deed of Trust and a Request for Reconveyance executed by Seller shall be held for collection by closing agent as long-term escrow holder. The parties agree to execute long-term escrow instructions at closing. The long-term escrow setup and annual fees shall be paid one-half by Buyer and one-half by Seller.

IV.

This agreement and the obligation of Buyer to purchase hereunder are subject to the satisfaction or waiver of all of the following conditions on or before July 9, 2007:

V.

This agreement and the obligation of Buyer to purchase hereunder is subject to the satisfaction or waiver of all of the following conditions on or before August 1, 2007:

(a) That Buyer's purchase of the property upon the terms herein set forth is approved by the Idaho State Board of Education and Buyer is authorized to proceed with the purchase, and

(b) Buyer has inspected the property, the leases or rental agreements and other information to be provided by Sellers under this Agreement and has determined the same to be satisfactory, in Buyer's discretion, and

(c) Buyer has determined, in Buyer's discretion, that its intended uses of the property are permitted under existing zoning and building laws, codes and ordinances or has obtained such conditional uses, zone changes, variances or waivers as will permit the property to be lawfully used for Buyer's intended uses.

Unless Buyer gives written notice to Seller that the foregoing conditions have been satisfied or waived on or before August 1, 2007, then until the buyer gives written notice to Seller of such satisfaction or waiver either party may terminate this Agreement by giving written notice of termination to the other party at any time after said date. In the event this Agreement is terminated under this Paragraph IV, Buyer's down payment of One Thousand Dollars ($1000) shall be promptly returned to Buyer and neither party shall have any further obligation or liability to the other under this Agreement.

V.

Because the property is a five (5) unit rental property, the parties make the following additional agreements, which agreements shall survive the closing of this transaction:

(a) Seller agrees that he will promptly provide Buyer with a written schedule showing, by rental unit: (i) the name and, if available, the telephone number of the tenant, (ii) the

term of the tenancy, (iii) the rent to be paid for such unit and any other agreements or terms which are not reflected in written lease or rental agreement delivered to Buyer as provided below, (iv) the amount of any delinquent rent, (v) the amount of any security or damage deposit held by Seller, and (vi) whether the tenant has executed a written lease or rental agreement. Tenant agrees to update the schedule, from time to time, to reflect any material change and agrees to provide an accurate, updated schedule at the time of closing. Seller shall also promptly provide Buyer with true and correct copies of all leases or rental agreements and shall deliver the originals of all leases and rental agreements to Buyer at closing.

(b) Until the date of closing, Seller shall not enter into any new leases or rental agreements or modify any existing lease or rental agreement without first obtaining the written consent of Buyer.

(c) At closing, Seller shall account to and pay over to Buyer for all tenant security or damage deposits collected by or on behalf of Seller from those persons who are tenants at the time of closing. Except as provided below, upon receipt of those deposits, Buyer shall indemnify and hold harmless from any claim against Seller by any tenant making such deposit which arises from Buyer's failure to comply with the provision of Idaho Code §6-321.

(d) Seller shall indemnity and hold Buyer harmless from any claim, liability or loss suffered by Buyer arising from Seller's failure to provide the information required in subparagraph (a), above, any material inaccuracy of the information provided, the failure of Seller to accurately account for and pay over damage or security deposits collected by Seller, his agents, or employees and any failure to Seller to comply with the provisions of Subparagraph (b), above.

(e) Buyer shall have no obligation to collect delinquent rent owing to Seller and no obligation to apply payments received from tenants to delinquent rent owing to Seller before applying them to rent owing to Buyer.

VI.

Buyer shall have possession of the property on August 1, 2007, subject to any rights of tenants of Seller.

VII.

If, after satisfaction or waiver of any contingencies noted herein, Buyers shall fail to close this transaction through no fault of Seller, and then Seller may, at his option, upon five (5) days' written notice to Buyer, elect to exercise either of the following:

(a) Terminate this Agreement, retain possession of the property and to retain all sums paid by Buyer as due and liquidated damages and not as a penalty, or

(b) To enforce this Agreement in any manner provided by law or in equity or to sue for damages for any breach thereof.

If, after satisfaction or waiver of all contingencies, Seller shall fail to close this transaction through no fault of Buyer, then Buyer may, at its option, on five (5) days' written notice to Seller, elect to exercise either of the following:

(a) Terminate this Agreement in which event Seller shall repay to Buyer the earnest money paid by Buyer and shall reimburse Buyer for the appraisal fees and all other direct costs and expenses incurred by Buyer as a result of the transaction, or

(b) To enforce this Agreement in any manner known at law or in equity, or to sue for damages for any breach thereof.

VIII.

In the event the improvements located on the property are materially damaged or destroyed prior to closing, Buyer shall have the right, at their option, to terminate this Agreement

and Seller shall repay unto buyer the earnest money paid by buyer pursuant to the provisions of this Agreement.

IX.

Seller understands that Buyer is a governmental entity and this Agreement and the Promissory Notes to be executed pursuant thereto shall not be construed so as to bind or obligate Buyer or the State of Idaho beyond the term of any particularly appropriation of funds by the Idaho State Legislature. If Buyer determines, in its sole discretion, that the Legislature of the State of Idaho has failed, neglected or refused to appropriate sufficient funds to permit Buyer's continued operation and/or the payment of the payments due on the Promissory Note evidencing the remaining balance of the purchase price or if appropriations previously made are rendered inadequate by a "hold-back", repayment or other curtailment of funds, Buyer may terminate the contractual obligations of Buyer under said Promissory Note and the Deed of Trust securing the Promissory Note by giving written notice of such termination to the holder of said Promissory Note. If notice of termination is given, the obligations of Buyer under the Promissory Note and Deed of Trust shall become nonrecourse obligations of Buyer and neither Buyer nor the State of Idaho, nor any official, officer, employee or agent of Buyer or State of Idaho, shall thereafter have any obligation or liability to pay said Promissory Note. However, the giving of such notice of termination shall constitute an event of default under the Promissory Note and Deed of Trust and Sellers shall be entitled to foreclose the Deed of Trust securing the Promissory Note in any manner provided by law, it being understood, however, that neither Buyer nor the State of Idaho nor any official, officer, employee or agent of Buyer or the State of Idaho shall be liable for any deficiency resulting from such foreclosure.

X.

It is further understood and agreed by and between the parties hereto that should any suit be instituted by either of the parties to enforce any term, covenant or condition of this agreement on the part of the other to be performed or to recover damage for the breach thereof, the prevailing party in such suit shall be entitled to receive from the losing party a reasonable amount of attorneys' fees to be fixed by the court having jurisdiction thereof and taxed as costs in such suit.

XI.

This agreement is binding upon the heirs, executors, administrators, successors and assigns of the respective parties hereto.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

_____

Roger Peterson

SELLER

STATE OF IDAHO, BY AND THROUGH THE SATE BOARD OF EDUCATION AS BOARD OF TRUSTEES FOR LEWIS-CLARK STATE COLLEGE

BY:_____

BUYER

STATE OF IDAHO)
:ss.
County of Nez Perce)

On this ____ day of _____ 2007, before me the undersigned, a notary public in and for the State of Idaho, personally appeared Roger Peterson, known to me to be the person whose name is subscribed to the within and foregoing instrument and acknowledged to me that they executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year first above written.

_____
Notary public in and for the State of Idaho
Residing at_____
My commission Expires:_____

STATE OF IDAHO)
:ss.
County of Nez Perce)

On this ____ day of _____ 2007, before me the undersigned, a notary public in and for the State of Idaho, personally appeared Chet Herbst, known to me to be the Vice President for Finance and Administration of Lewis-Clark State College, the entity that executed the within and foregoing instrument and acknowledged to me that they executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year first above written.

_____
Notary public in and for the State of Idaho
Residing at_____
My commission Expires:_____

THIS PAGE INTENTIONALLY LEFT BLANK

CITY OF LEWISTON
PUBLIC WORKS DEPARTMENT

1 inch equals 100 feet

THIS PAGE INTENTIONALLY LEFT BLANK

Contract Amortization Schedule

Acquisition of real property located on 906 & 908 7th Street, Lewiston ID.
Buyer proposes to offer the Seller the following:

- Total purchase price $235,000
- $1000 earnest money deposit
- $59,000 down payment at closing
- Balance of $175,000 to be amortized in an owner-carry contract over 12 year period commencing on July ___,2007 with the final payment due on July ____, 2019
- Interest rate of 7% fixed for the term of the contract
- Annual payments in the amount of $22,035 will be tendered on July ___, 2008 with the final payment tendered on July ___, 2019

Loan Amount:	$175,000.00
Interest Rate:	7.00%
12 Annual	12
Payment Amount	$22,035.00

	Payment	Interest	Principal	Balance
				$175,000.00
1	$22,035.00	$12,250.00	$9,785.00	$165,215.00
2	$22,035.00	$11,565.05	$10,469.95	$154,745.05
3	$22,035.00	$10,832.15	$11,202.85	$143,542.20
4	$22,035.00	$10,047.95	$11,987.05	$131,555.16
5	$22,035.00	$9,208.86	$12,826.14	$118,729.02
6	$22,035.00	$8,311.03	$13,723.97	$105,005.05
7	$22,035.00	$7,350.35	$14,684.65	$90,320.40
8	$22,035.00	$6,322.43	$15,712.57	$74,607.83
9	$22,035.00	$5,222.55	$16,812.45	$57,795.38
10	$22,035.00	$4,045.68	$17,989.32	$39,806.06
11	$22,035.00	$2,786.42	$19,248.58	$20,557.48
12	$22,035.00	$1,439.02	$20,595.98	($38.50)

THIS PAGE INTENTIONALLY LEFT BLANK

INSTITUTION/AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2009 Budget Requests

REFERENCE

June 14-15, 2007 — Instructions to agencies and institutions regarding submission of budget requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND

As discussed at the June 2007 Board meeting, budget requests are developed in three parts as directed by the Division of Financial Management (DFM) and Legislative Services Office (LSO), in the Budget Development Manual:

- Maintenance of Current Operations (MCO)
- Line Items
- Major Capital Facilities Projects

MCO requests are calculated using standard budget guidelines provided by the DFM and LSO, and Board policy, and may include increases for health insurance, Change in Employee Compensation (CEC), inflationary increases for operating expenses, statewide cost allocations (Treasurer, Controller and Risk Management), enrollment workload, and Replacement Capital Outlay items.

Line item requests may be defined by the Board, representing the unique needs of the institutions and agencies and statewide needs. The Line Items are prioritized by the Board for each agency and institution, following review.

Major capital projects approved by the State Board of Education are forwarded to the Permanent Building Fund Advisory Council, which reviews and prioritizes all capital facilities projects statewide.

In addition, some agencies or institutions may have Supplemental Requests, which is a request for additional funding in the current (FY 2008) fiscal year.

At the June meeting, the Board directed the Business Affairs and Human Resources Committee and staff of the Board to discuss potential line item budget priority areas and that the Committee will bring its recommendation for line item budget priority areas to the August 2007 Board meeting for final determination.

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD – continued

DISCUSSION

The motions for all of the budget requests are organized as follows:

College and Universities.....Tab A
Community Colleges.....Tab B
Agricultural Research and Extension.....Tab C
Special Programs.....Tab D
Health Programs.....Tab E
Agencies.....Tab F
Office of State Board of Education
Idaho School for Deaf and Blind
Professional-Technical Education
Idaho Div. of Vocational Rehabilitation
Idaho Public Television
Idaho State Historical Society
Idaho Commission on Libraries
Capital Budget Requests.....Tab G

Each motion will designate which Line Items are to be included in the official budget request for that agency, institution or program. Each summary page includes a page reference where the detailed narrative information for each line item can be found. This narrative is located behind the individual motion pages.

IMPACT

Approval of Supplemental requests provides funding needed for programs in the current (FY 2008) fiscal year.

Prioritization of the Line Items helps the agencies and institutions determine which additional services or programs the Board has approved in order for the agency or institution to fulfill and/or expand its mission.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

See staff comments and recommendations under each Clear Tab.

BOARD ACTION

See individual Board motions under each Clear Tab.

Line Items: College and Universities

Line Items for the College and Universities are summarized as follows:

Grouped by Subject Page 2
Grouped by Institution Page 3

The summaries list the page number where the detail, supporting documentation can be found for each Line Item.

MOTION

A motion to approve for final development the following specific budget Line Items for the College and Universities (list items below):

1.
2.
3.
4.
5.

Moved by _____ Seconded by_____ Carried Yes_____ No_____

College and Universities

FY 2009 Line Items

Grouped by Subject

					FTP	General
1	**FY 2008 Operating Budget**				**3,867.86**	**$ 226,190,817**
2	**Priority**	**Institution**	**Detail Page**	**Amount**		
3						
4	**Salary Enhancement**					11,540,600
5	**1**	BSU	5	1,601,500		
6	**1**	ISU	11	3,500,000		
7	**1**	UI	31	4,443,000		
8	**1**	LCSC	45	1,996,100		
9	**New/Expanded Programs**				45.05	8,346,900
10	**2**	BSU	7	554,000		
11	**4**	ISU	24	1,556,300		
12	**5**	ISU	27	1,948,600		
13	**2**	UI	36	1,000,000		
14	**5**	UI	41	1,300,000		
15	**6**	UI	42	497,000		
16	**2**	LCSC	46	620,600		
17	**3**	LCSC	47	605,800		
18	**4**	LCSC	48	264,600		
18	**Infrastructure (including Occupancy)**				1.39	7,664,900
19	**3**	BSU	8	1,200,000		
20	**4**	BSU	9	118,200		
21	**2**	ISU	21	493,400		
22	**3**	ISU	22	849,800		
23	**3**	UI	39	4,000,000		
24	**4**	UI	39	1,003,500		
25	**Total Line Items**				**46.44**	**$ 27,552,400**
26	Percentage of FY 2008 Operating Budget				1.20%	12.18%

College and Universities

Fiscal Year 2009 Line Items

Grouped by Institution in Priority Order

				FTP	General
1	**FY 2008 Operating Budget**			**3,867.86**	**$ 226,190,817**
2	**Institution/Priority/Line Item**		**Detail Page**		
3	**Boise State University**				
4	**1**	Salary Enhancement	5		1,601,500
5	**2**	New/Expanded Programs: Master of Community and Regional Plan	7		554,000
6	**3**	Maintenance/Infrastructure: IT Maintenance	8		1,200,000
7	**4**	Maintenance/Infrastructure: Occupancy	9	1.39	118,200
8	**Idaho State University**				
9	**1**	Salary Competitiveness	11		3,500,000
10	**2**	Maintenance/Infrastructure: Occupancy	21		493,400
11	**3**	Maintenance/Infrastructure: Operating Support	22		849,800
12	**4**	New Programs: Center for Advanced Energy Studies / ISU Biomedical Research Institute	24	7.00	1,556,300
13	**5**	New Programs: Health Education Initiative	27	19.00	1,948,600
14	**University of Idaho**				
15	**1**	Salary Enhancement	31		4,443,000
16	**2**	New/Expanded Programs: Center for Advanced Energy Studies (CAES)	36		1,000,000
17	**3**	Maintenance/Infrastructure: Maintenance	39		4,000,000
18	**4**	Maintenance/Infrastructure: Occupancy	39		1,003,500
19	**5**	New/Expanded Programs: Graduate Assistants	41		1,300,000
20	**6**	New/Expanded Programs: Northern Idaho Faculty Positions	42	6.50	497,000
21	**Lewis-Clark State College**				
22	**1**	Salary Enhancement	45		1,996,100
23	**2**	New/Expanded Programs: Nursing and Health Science	46	8.55	620,600
24	**3**	New/Expanded Programs: Nursing Equipment	47		605,800
25	**4**	New/Expanded Programs: Indian Center	48	4.00	264,600
26	**Total Line Items**			**46.44**	**$ 27,552,400**
27	Percentage of FY 2008 Operating Budget			1.20%	12.18%

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Boise State University Agency #: 512

Decision Unit / Line Item: 12.01 Rank: 1 of 4

Category: Salary Enhancement

Title: Faculty Salary Competitiveness
FTP: -0-
Gen $1,601,500 Fed $ Ded/Other $ Total $1,601,500

How connected to institution/agency strategic plan:
Recruiting and retaining high quality faculty is one of the goals in Boise State University's strategic plan. Doing so is critical for delivering the academic mission and fostering the level of academic excellence, public engagement, vibrant culture, and exceptional research that will define our university (*Charting the Course*, *A Strategic Vision for Boise State University*, 2006).

Description:
This FY2009 budget request is for funding of $1,319,000 in faculty salaries and $282,500 in benefits for a total of $1,601,500. The request does not come close to the total need we have identified to properly address faculty salaries (this would require over $6M), but the amount requested would help raise faculty salaries such that the most critical needs areas could be addressed.

Annually, for the past 3 years, Boise State University has conducted a thorough and comprehensive analysis of the challenges of competitive market equity, salary compression and merit-based performance of its faculty salaries. These studies have examined the salary of each faculty member by discipline and rank to determine market competitiveness compared with our peer institutions (which include University of Nevada-Las Vegas, Portland State University, Northern Arizona State, and Fresno State University).

Based on the most recent salary equity study (2007) of the 478 occupied faculty positions, 445 are deserving of some market level adjustment to bring them to the average salary of their peers. The data shows that on average our faculty salaries are 17% below the peer group average, with some faculty salaries as great as 35-40% below the average of our peers!

The generous recent state funded Change in Employee Compensation (CEC) has helped improve salaries, however national average increases often equal or exceed the state increases, putting our faculty salaries further and further behind. This is an important consideration given that we must recruit nationally for every faculty position.

The university has documented our cases of faculty attrition and failed recruitment searches. Each year we lose out on making successful hires due to noncompetitive salaries. Consistently these candidates accept offers at other universities because of higher salaries. Last year we surveyed all of our departments to collect information on faculty hiring. The answer cited as most often contributing to not making a successful hire was the lack of competitive salaries. Quotes from department chairs include:

- "First choice candidates withdraw their candidacy upon learning the salary range we can offer."
- "For our last position, our number one candidate took an offer from another school at $10,000 more than we could offer (even after we increased our offer)."
- "Our top choice declined our offer; he had two other offers at $13,000 more than we could pay. We're not even in the same ballpark."
- "We have lost candidates to $20,000 differences in starting salaries."
- "Because we primarily recruit from industry, the candidates are very well paid in industry and take significant salary cuts to become faculty members."
- "Regardless of whom we are trying to recruit, the issue is always salaries. We lost three candidates to which offers were made because of salaries. All accepted positions at other institutions with higher salaries."

In order to offer the best education we can to our citizens in the state we need to be able to attract and retain high quality faculty. This is difficult to do if we continue to lag so far behind our peers in what has become a very competitive national market.

FY 2009 BUDGET REQUEST

Institution / Agency: Boise State University Agency #: 512

Decision Unit / Line Item:12.02 Rank: 2 of 4

Category: New Programs

Title: Master of Community and Regional Planning
FTP:
Gen $554,000 Fed $ Ded/Other $ Total $554,000

How connected to institution/agency strategic plan:

The strategic plan for Boise State University calls for maturation of the institution as a metropolitan research university of distinction with four defining characteristics: academic excellence, public engagement, vibrant culture, and exceptional research (*Charting the Course*, *A Strategic Vision for Boise State University*, 2006). The new professional master's program in community and regional planning most directly supports two of the four defining institutional characteristics: Academic Excellence and Public Engagement.

The new program is aligned with the primary areas of emphasis defined for Boise State University by the State Board of Education Institutional Role and Mission statement (social sciences, public affairs), and the statewide mission programs assigned to Boise State University by State Board of Education policy III.Z (public policy, urban regional planning). The new program is listed by Boise State University in the State Board of Education 8-Year Plan for Educational Development (two-year update approved 10 August 2006).

Description:

This FY2009 budget request is for funding to launch a new graduate program in the College of Social Sciences and Public Affairs that leads to the Master of Community and Regional Planning degree (MCRP). The need for individuals with expertise in community and regional planning is felt statewide and the demand for this program will be high. The request includes funding for three new faculty lines, six graduate assistants, administrative support staff, participation by external experts as adjunct faculty, enhanced library acquisitions, one-time computer hardware and software purchases, and operating expense. The MCRP program leads to an applied terminal degree and prepares students to become practitioners in the community, serving as regional planning professionals with expertise in environmental and natural resources, land use, transportation, and economic development. This new program will complement the existing Master of Public Administration program, and the proposed Master of Arts in Political Science and Doctor of Philosophy in Public Policy and Administration programs (documented in a separate FY2009 budget request). All four programs take full advantage of the location of Boise State University in the state center of government, commerce, and industry, and in the most populous city and county of Idaho.

FY 2009 BUDGET REQUEST

Institution / Agency: Boise State University Agency #: 512

Decision Unit / Line Item: 12. 03 Rank: 3 of 4

Category: Maintenance/Infrastructure

Title: Information Technology Maintenance
FTP: 0
Gen $1,200,000 Fed $ Ded/Other $ Total $1,200,000

How connected to institution/agency strategic plan:

To adequately maintain Boise State University's volume of student records and financial transactions, a robust technology system and infrastructure is required. This line item request is to provide funding to cover increased costs in annual software maintenance, licensing and upgrade fees.

Description:

The one-time funds currently being used to cover the annual costs of software maintenance, software licensing fees and upgrade fees will be depleted by the end of FY 2008.

This request is for funding to assist with the increased costs in Boise State's Information Technology Department due to compliance requirements with upgrade schedules, increased licensing fees as a result of increased student enrollments, and contractual agreements for annual maintenance costs.

FY 2009 BUDGET REQUEST

Institution / Agency: Boise State University Agency #: 512

Decision Unit / Line Item: 12. 03 Rank: 4 of 4

-- second item within category of Maintenance/Infrastructure

Category: Maintenance/Infrastructure

Title: Occupancy Funding
FTP: 1.39
Gen $118,200 Fed $ Ded/Other $ Total $118,200
How connected to institution/agency strategic plan:

Boise State University's strategic plan includes multiple goals: One of those goals is to build and maintain facilities that support programs and create an attractive accessible environment. This line item request is necessary to secure funding needed to maintain and operate new facilities planned to be on-line in FY 2009.
Description:

At this time, Boise State is planning to increase space for the following general education purposes in FY 2009:

1. Art Department – intent is to convert 15,000 sq. ft. of space currently occupied and used as a warehouse by the Bookstore into academic space for art students. Annual custodial costs, utility costs and maintenance costs total $65,800.

2. Nursing Department – this is academic space for nursing students and is part of the approved design for the Student Health Wellness and Counseling Center. The targeted date for occupying this space is late in FY 2009 and thus only one-quarter of the annual request is included. Total occupancy cost for FY 2009 is $50,400.

3. Student Conduct Office – New general education office space within the parking deck. Planned occupancy date is October 2007. Annual occupancy costs total $2,000.

4. Lease space for Extended Studies – Need to locate approximately 6,000 square feet of space for Extended Studies.

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State University Agency #: 513

Decision Unit / Line Item: 12.01 Rank: 1 of 5

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Competitiveness
FTP:
Gen $3,500,000 Fed $ Ded/Other $ Total $3,500,000

How connected to institution/agency strategic plan:

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

Description:

Faculty and staff (professional and classified) salaries continue to be ISU's most important budget priority for FY09. Comparison of FY07 salaries for ISU faculty with other public, doctoral-research universities reveals that ISU faculty salaries continue to be significantly below peer institutions, especially at the higher academic ranks. Average salaries for Professors at ISU are nearly 20 percent below professors at peer institutions; ISU Associate Professors are 16 percent below peers, and ISU Assistant Professors are 11 percent below peers. ISU faculty are recruited nationally, and for ISU to remain competitive in attracting high quality faculty, salary must be competitive.
Similarly, ISU competes locally and regionally to recruit and retain classified staff and nationally for professional staff. Professional staff salaries lag behind those of ISU's peer institutions by margins similar to those listed above for faculty salary gaps, making it very difficult to consummate national searches for vacancies successfully. Though steps toward salary equity for classified staff have been made in recent years, the still-extant gaps often affect the institution's ability to recruit and retain them. In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training. The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

Given that several of ISU's strategic goals are affected by these salary gaps for faculty and professional/classified staff, this line item budget request is crucial to maintaining ISU's ability to meet current and future mission-driven needs.

The specific strategic goals impacted by this request include the following:

Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
(SBOE Main Goals: Quality and Relevancy)

Goal 6 — Support: Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. (SBOE Main Goals: Quality, Access, Efficiency)

FY07 SALARY COMPARISON DATA FOR ISU

Explanation of the data: ISU is listed as a "Doctoral-Research" University (DRU) in the new Carnegie Classification of Higher Education Institutions. The date in the followint table are from the Oklahoma State University Faculty Salary Study (for FY07) and from the CUPA-HR data (FY07). The data are presented for each discipline CIP Code and at the end of the table for all ISU CIP codes by rank. It's important to note that for both the Oklahoma and CUPA-HR studies, there are not average salary comparisons for all CIP Codes that relate to ISU programs. The Oklahoma Study has data for more of ISU's disciplines/programs than does the CUPA-HR, so we use the Oklahoma data in making salary comparisons. Note also, that we've included for comparison the Oklahoma data for the other two Carnegie classifications (Research-Very High Universities, and Research-High Universities). The U of Idaho is classified as a Research-High University. BSU is not classified as a doctoral institution. Oklahoma only has data from doctoral institutions.

Oklahoma Faculty Salary Survey, and CUPA-HR Salary Data, for FY07 by CIP Codes and Ranks: Oklahoma Weighted Averages for Research-VH, Research-H, Doctoral-Research (DRU; n=15), and CUPA-HR Weighted Averages for the 27 Public, DRUs

CIP Code	CIP Description	Comparison Groups	Professors	Associate Professors	Assistant Professors	New Asst. Professors	Instructors/ Lecturers	All Ranks	No. of Faculty	No. of Institutions
9.0102	**Mass Communication/Media Studies**									
		Okla: Res-VH	$86,830	$66,587	$53,752	$52,506	$42,138	$62,395	44	2
		Okla: Res-H	$72,575	$63,749	$51,187	$49,000	$36,218	$56,982	53	6
	(no data)	Okla: Doc/Res								
	(9.01)	CUPA-DRU	$71,265	$56,889	$47,587	$46,927	$35,553	$65,346	165	
		ISU (Avg if N>1)	$60,441		$47,486				7	
11.0701	**Computer Science**									
		Okla: Res-VH	$128,366	$98,255	$84,880	$83,234	$67,375	$105,337	428	16
		Okla: Res-H	$109,247	$90,638	$78,291	$72,694	$51,693	$87,793	153	12
		Okla: Doc/Res	$84,071	$74,792	$71,937			$78,718	4	1
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)								
13.0401	**Educational Leadership and Administration, General**									
		Okla: Res-VH	$102,524	$70,692	$56,929	$52,692	$48,670	$78,173	343	24
		Okla: Res-H	$90,459	$66,038	$53,359	$53,339	$41,622	$67,491	313	29
		Okla: Doc/Res	$77,398	$59,619	$48,440	$50,000		$61,284	25	2
	(13.04)	CUPA-DRU	$78,955	$61,266	$52,338	$49,535		$64,770	203	
		ISU (Avg if N>1)	$64,813	$46,519	$45,250				8	
13.1001	**Special Education and Teaching, General**									
		Okla: Res-VH	$96,645	$69,659	$54,490	$51,844	$45,011	$74,160	192	13
		Okla: Res-H	$88,327	$64,239	$53,846	$53,209	$42,756	$67,291	159	14
	(no data)	Okla: Doc/Res								
	(13.10)	CUPA-DRU	$74,476	$59,031	$51,344	$51,300	$39,622		180	
		ISU (Avg if N>1)								
13.1200	**Teacher Education and Professional Development, Specific**									
		Okla: Res-VH	$85,825	$67,694	$53,712	$52,508	$46,360	$64,181	273	12
		Okla: Res-H	$81,255	$61,670	$51,824	$51,660	$42,978	$60,017	316	16
		Okla: Doc/Res	$78,243	$62,510	$49,885	$48,209	$40,283	$57,143	226	8
		CUPA-DRU	$75,082	$60,629	$50,819	$50,024	$42,561		384	
		ISU (Avg if N>1)	$66,412	$48,737	$42,269		$38,917		28	

13.1314	**Physical Education Teaching and Coaching**									
		Okla: Res-VH	$98,902	$69,492	$58,521	$58,727	$47,458	$71,892	176	7
		Okla: Res-H	$78,420	$60,672	$51,193	$53,481	$37,849	$58,266	150	13
		Okla: Doc/Res		$54,698	$46,677		$36,791	$47,908	5	1
	(13.13)	CUPA-DRU	$76,642	$61,997	$51,590	$47,791	$40,533	$59,932	208	
		ISU (Avg if N>1)	$59,756	$47,507	$42,162		$36,662		8	
14.0800	**Civil Engineering, General**									
		Okla: Res-VH	$119,173	$86,163	$73,673	$70,030	$51,870	$97,936	1,116	44
		Okla: Res-H	$105,840	$78,164	$68,653	$65,426	$61,420	$85,482	353	28
		Okla: Doc/Res	$96,734	$77,559	$72,040	$65,877		$80,935	42	4
		CUPA-DRU	$98,578	$78,629	$68,238				105	
		ISU (Avg if N>1)	$73,708	$71,594	$62,005		$87,901		7	
14.0900	**Computer Engineering, General**									
		Okla: Res-VH	$124,156	$95,172	$80,555	$75,424	$61,416	$100,023	194	7
		Okla: Res-H	$113,192	$92,065	$81,452	$80,463	$43,028	$92,838	81	8
	(no data)	Okla: Doc/Res								
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$76,710	$67,018	$59,322				4	
14.1000	**Electrical, Electronics and Communications Engineering**									
		Okla: Res-VH	$128,021	$92,049	$81,493	$80,027	$56,304	$106,819	1,657	45
		Okla: Res-H	$112,317	$83,721	$76,355	$75,808	$46,930	$94,092	556	31
		Okla: Doc/Res	$103,995	$84,450	$78,915	$77,674	$56,115	$89,773	83	6
		CUPA-Pub.	$102,333	$81,179	$73,111	$69,167			147	
		ISU (Avg if N>1)	$82,249	$69,420					4	
14.1900	**Mechanical Engineering**									
		Okla: Res-VH	$122,574	$87,784	$75,989	$73,689	$52,027	$102,707	1,196	44
		Okla: Res-H	$105,524	$80,991	$71,095	$70,450	$51,134	$89,391	461	31
		Okla: Doc/Res	$108,579	$84,792	$77,609	$78,428	$56,338	$89,301	129	7
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)		$69,035	$59,488		$51,875		6	
16.0101	**Foreign Languages, Literatures, and Linguistics**									
		Okla: Res-VH	$97,927	$64,583	$52,148	$47,797	$35,861	$67,682	1,060	31
		Okla: Res-H	$74,820	$55,061	$47,074	$45,600	$32,600	$53,926	499	24
		Okla: Doc/Res	$96,186	$66,639	$56,403	$60,892	$29,562	$65,506	45	3
	(16.01)	CUPA-DRU	$76,244	$57,112	$48,332	$44,855	$32,794	$61,162	294	
		ISU (Avg if N>1)	$62,126	$48,922	$43,368		$36,525		10	
23.0100	**English Language and Literature, General**									
		Okla: Res-VH	$101,415	$67,213	$55,736	$54,473	$34,323	$75,008	3,101	55
		Okla: Res-H	$81,196	$58,715	$48,708	$47,734	$33,513	$59,506	1,164	36
		Okla: Doc/Res	$80,102	$59,638	$46,276	$42,991	$31,468	$55,987	492	15
		CUPA-DRU	$79,023	$59,203	$47,374	$45,724	$33,428	$60,545	833	
		ISU (Avg if N>1)	$60,924	$48,873	$41,651				28	
23.1000	**Speech and Rhetorical Studies**									
		Okla: Res-VH	$99,868	$66,570	$55,251	$53,251	$32,459	$65,116	263	16
		Okla: Res-H	$71,423	$59,892	$47,683	$50,501	$35,019	$54,684	63	8
		Okla: Doc/Res	$74,025	$54,076	$43,856	$38,000	$35,344	$50,707	41	4
		CUPA-DRU			$45,967		$32,195		44	
		ISU (Avg if N>1)	$59,839	$47,050					5	

26.0100	**Biology/Biological Sciences, General**									
		Okla: Res-VH	$111,398	$73,967	$64,918	$63,244	$41,074	$89,631	1,833	45
		Okla: Res-H	$88,457	$66,332	$56,664	$56,008	$37,510	$69,066	688	30
		Okla: Doc/Res	$78,821	$61,008	$51,759	$50,640	$38,834	$62,471	280	13
		CUPA-DRU	$82,808	$62,049	$53,884	$52,397	$38,760	$66,378	500	
		ISU (Avg if N>1)	$65,805	$51,802	$46,765				38	
27.0100	**Mathematics and Statistics**									
		Okla: Res-VH	$106,886	$72,482	$61,338	$57,101	$43,792	$88,017	2,595	55
		Okla: Res-H	$87,462	$64,558	$56,108	$56,569	$37,648	$68,816	1,006	36
		Okla: Doc/Res	$87,895	$68,269	$54,074	$52,965	$37,726	$68,878	363	14
		CUPA-DRU	$82,058	$64,828	$53,662	$53,416	$37,559	$70,273	571	
		ISU (Avg if N>1)	$66,015	$52,869	$50,783		$29,286		21	
30.1901	**Nutrition Sciences**									
		Okla: Res-VH	$116,501	$77,622	$66,019	$63,091	$48,029	$88,552	78	8
		Okla: Res-H	$98,638	$73,449	$56,881	$56,616	$44,285	$76,102	31	4
	(no data)	Okla: Doc/Res								
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$52,687	$51,431	$41,652		$35,568		14	
31.0500	**Health and Physical Education, General**									
		Okla: Res-VH	$98,456	$70,136	$58,770	$59,149	$42,061	$70,749	483	28
		Okla: Res-H	$79,395	$62,401	$51,716	$50,736	$39,262	$60,615	209	17
		Okla: Doc/Res	$78,161	$62,193	$48,448	$51,157	$43,027	$58,350	80	8
		CUPA-DRU	$77,310	$62,405	$50,779	$50,662	$42,719		169	
		ISU (Avg if N>1)								
38.0100	**Philosophy**									
		Okla: Res-VH	$101,382	$65,387	$52,919	$51,987	$37,679	$80,009	697	47
		Okla: Res-H	$84,400	$60,126	$47,864	$47,566	$31,760	$62,572	303	35
		Okla: Doc/Res	$79,919	$62,479	$48,884	$48,833	$34,749	$60,545	97	13
		CUPA-DRU	$80,317	$60,713	$48,457	$47,941	$35,102	$80,317	160	
		ISU (Avg if N>1)								
40.0500	**Chemistry, General**									
		Okla: Res-VH	$117,042	$77,375	$64,103	$64,206	$46,046	$94,698	1,556	49
		Okla: Res-H	$95,882	$65,948	$56,670	$57,175	$45,408	$75,212	653	36
		Okla: Doc/Res	$83,009	$66,820	$55,170	$49,750	$40,093	$68,318	223	15
		CUPA-DRU	$87,978	$62,179	$53,316	$51,872	$40,915	$74,542	327	
		ISU (Avg if N>1)	$64,718	$51,799	$47,258		$37,825		13	
40.0600	**Geology/Earth Science, General**									
		Okla: Res-VH	$100,044	$72,919	$62,363	$61,473	$47,690	$85,244	1,078	46
		Okla: Res-H	$91,331	$65,664	$55,416	$53,637	$40,374	$72,977	464	31
		Okla: Doc/Res	$79,137	$66,959	$52,923	$46,627	$40,666	$62,622	99	12
		CUPA-DRU	$85,493	$65,663	$55,590	$49,302	$39,417	$80,509	181	
		ISU (Avg if N>1)	$62,997	$61,818	$47,681		$56,075		10	
40.0800	**Physics, General**									
		Okla: Res-VH	$108,969	$76,382	$67,296	$66,918	$42,847	$93,288	1,682	48
		Okla: Res-H	$92,507	$68,428	$56,654	$53,359	$39,329	$76,387	598	35
		Okla: Doc/Res	$88,343	$70,859	$56,637	$55,070	$38,412	$73,869	162	15
		CUPA-DRU	$91,164	$65,917	$56,819	$56,544	$38,402	$67,652	265	
		ISU (Avg if N>1)	$79,163	$53,310	$56,566		$38,719		13	

42.0100	**Psychology, General**								
	Okla: Res-VH	$112,356	$71,806	$60,763	$59,162	$42,678	$88,804	1,844	56
	Okla: Res-H	$91,508	$64,142	$55,152	$55,865	$40,142	$71,874	685	36
	Okla: Doc/Res	$82,070	$60,890	$50,327	$49,671	$38,284	$65,263	266	14
	CUPA-DRU	$81,949	$61,246	$51,740	$51,807	$37,455	$59,509	433	
	ISU (Avg if N>1)	$58,618	$50,028	$46,093				12	
44.0700	**Social Work**								
	Okla: Res-VH	$107,728	$73,153	$59,740	$56,032	$49,603	$75,390	583	29
	Okla: Res-H	$87,135	$66,729	$53,279	$55,745	$46,173	$65,353	302	26
	Okla: Doc/Res	$79,509	$58,739	$51,676	$49,002	$41,650	$57,651	87	9
	CUPA-DRU	$84,544	$63,636	$52,351	$49,159	$41,851	$57,994	191	
	ISU (Avg if N>1)								
45.0200	**Anthropology**								
	Okla: Res-VH	$96,475	$67,297	$55,694	$55,410	$38,356	$76,750	699	42
	Okla: Res-H	$83,903	$60,456	$49,604	$49,592	$32,456	$63,432	226	23
	Okla: Doc/Res	$77,133	$56,197	$51,015	$47,006	$31,144	$61,348	62	10
	CUPA-DRU	$78,124	$58,631	$52,026			$63,423	86	
	ISU (Avg if N>1)	$61,949	$48,547	$42,855		$31,907		9	
45.0600	**Economics, General**								
	Okla: Res-VH	$133,583	$92,835	$83,882	$85,489	$63,065	$110,725	876	42
	Okla: Res-H	$107,202	$81,907	$73,786	$72,458	$49,766	$87,127	387	26
	Okla: Doc/Res	$88,399	$71,784	$63,936	$64,883	$40,600	$75,943	110	12
	CUPA-DRU	$89,559	$73,334	$66,060	$60,773		$84,151	151	
	ISU (Avg if N>1)	$71,972	$58,677					6	
45.1000	**Political Science and Government, General**								
	Okla: Res-VH	$111,032	$74,388	$60,393	$59,121	$40,729	$84,897	1,053	46
	Okla: Res-H	$86,488	$64,270	$52,312	$52,226	$39,149	$67,506	514	36
	Okla: Doc/Res	$81,697	$63,952	$51,218	$50,329	$42,954	$67,166	168	15
	CUPA-DRU	$79,149	$62,647	$52,214	$50,923	$42,437	$72,944	246	
	ISU (Avg if N>1)	$64,243	$48,422	$44,158				9	
45.1100	**Sociology**								
	Okla: Res-VH	$108,204	$70,795	$59,167	$57,452	$42,377	$81,816	961	46
	Okla: Res-H	$82,520	$61,506	$51,129	$50,695	$38,301	$63,990	468	35
	Okla: Doc/Res	$78,063	$59,126	$49,946	$48,065	$36,060	$61,200	156	13
	CUPA-DRU	$77,231	$59,842	$51,108	$47,900	$35,673	$67,283	263	
	ISU (Avg if N>1)	$59,694	$52,291	$42,760				10	
50.0500	**Drama and Dramatics/Theatre Arts, General**								
	Okla: Res-VH	$87,694	$63,549	$51,373	$50,954	$42,722	$66,703	565	38
	Okla: Res-H	$76,050	$57,092	$47,207	$44,956	$32,688	$57,136	276	31
	Okla: Doc/Res	$71,539	$55,873	$44,050	$40,481	$39,468	$53,297	118	11
	CUPA-DRU	$69,195	$55,760	$45,490	$45,000	$43,720	$54,972	178	
	ISU (Avg if N>1)	$55,171		$41,449		$29,890		7	
50.0700	**Fine/Studio Arts, General**								
	Okla: Res-VH	$92,480	$66,024	$53,495	$49,799	$38,789	$73,576	1,700	50
	Okla: Res-H	$76,956	$56,913	$47,710	$47,985	$33,187	$58,315	604	36
	Okla: Doc/Res	$68,904	$57,431	$45,946	$42,867	$38,684	$54,468	212	14
	CUPA-DRU	$69,475	$57,352	$46,777	$44,557	$39,283	$64,501	381	
	ISU (Avg if N>1)	$59,140	$47,216	$41,517				7	

50.0900	**Music, General**									
		Okla: Res-VH	$85,934	$63,613	$51,498	$49,875	$46,862	$69,361	1,568	41
		Okla: Res-H	$75,550	$56,222	$47,133	$44,817	$37,421	$58,483	896	35
		Okla: Doc/Res	$70,998	$55,361	$47,183	$45,832	$34,247	$57,331	299	13
		CUPA-DRU	$73,630	$56,380	$47,315	$44,705	$37,599	$61,025	538	
		ISU (Avg if N>1)	$55,546	$44,398	$39,333				10	
51.0200	**Communication Disorders, General**									
		Okla: Res-VH	$100,882	$67,927	$59,139	$59,783	$46,902	$73,136	368	28
		Okla: Res-H	$88,070	$66,198	$53,337	$49,007	$45,015	$64,128	180	23
		Okla: Doc/Res	$75,242	$60,208	$47,660	$47,769	$37,491	$54,297	90	8
		CUPA-DRU	$75,052	$58,746	$48,756	$47,618	$37,812	$56,577	174	
		ISU (Avg if N>1)	$65,752	$47,874	$44,621		$36,310		26	
51.0602	**Dental Hygiene/Hygienist**									
		Okla: Res-VH	$68,171	$57,988	$50,369		$47,865	$54,448	15	4
		Okla: Res-H		$53,021	$47,605		$30,710	$44,229	17	2
		Okla: Doc/Res	$65,199	$56,247	$42,698		$45,125	$54,999	18	2
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$57,053	$51,764	$38,443		$39,582		16	
51.0700	**Health/Health Care Administration/Management**									
		Okla: Res-VH	$117,655	$83,666	$72,475	$67,870	$64,443	$88,619	86	9
		Okla: Res-H	$90,055	$78,738	$51,927	$51,001	$52,097	$68,329	28	5
		Okla: Doc/Res	$75,426	$57,554	$60,086	$61,000	$34,626	$60,959	42	5
		CUPA-DRU	$74,453	$60,546	$57,754			$51,510	64	
		ISU (Avg if N>1)	$70,629		$52,510				4	
51.0911	**Radiographic Science**									
		No data available								
51.0912	**Physician Assistant**									
		Okla: Res-VH		$99,796	$66,482			$72,034	6	2
		Okla: Res-H	$94,730	$46,920	$62,704		$54,231	$62,616	8	2
		Okla: Doc/Res			$47,688		$44,957	$46,778	3	1
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$57,283	$63,136	$54,097		$53,182		10	
51.1005	**Clinical Laboratory Science/Medical Technology/Technology**									
		Okla: Res-VH	$67,204	$77,197	$58,207		$49,294	$65,721	14	2
		Okla: Res-H	$79,567	$66,971	$59,919		$49,500	$64,368	10	2
	(no data)	Okla: Doc/Res								
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$57,583		$48,541				3	
51.1500	**Mental and Social Health Services and Allied Profession**							$59,802	13	2
		Okla: Res-VH	$90,818	$60,664	$53,770	$54,245		$80,229	10	3
		Okla: Res-H	$97,295	$69,523	$66,560		$68,459	$54,546	6	2
		Okla: Doc/Res	$86,431	$49,397	$48,645		$44,759			
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$65,939	$51,095	$43,841				9	
51.1600	**Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)**									
		Okla: Res-VH	$99,471	$75,084	$60,426	$62,949	$49,680	$68,543	924	26
		Okla: Res-H	$88,982	$66,696	$58,176	$53,865	$49,310	$64,678	420	20
		Okla: Doc/Res	$85,688	$57,921	$49,521	$48,082	$45,604	$51,624	48	2
		CUPA-DRU	$80,389	$66,271	$54,419	$58,051	$45,470	$55,762	524	
		ISU (Avg if N>1)	$64,251	$52,151	$45,392				23	

51.2000	**Pharmacy, Pharmaceutical Sciences, and Administration**									
		Okla: Res-VH	$119,669	$81,892	$68,686	$68,893	$44,583	$89,167	885	23
		Okla: Res-H	$90,313	$70,490	$63,675	$62,545	$53,349	$74,614	209	7
		Okla: Doc/Res	$85,010	$63,149	$64,747	$68,550		$69,413	4	1
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$81,305	$67,837	$60,944				11	
51.2001	**Pharmacy (PharmD USA PharmD, BS/Bpharm Canada)**									
		Okla: Res-VH	$120,523	$81,878	$68,314	$68,370	$44,583	$88,305	715	22
		Okla: Res-H	$90,401	$70,490	$63,675	$62,545	$53,349	$74,568	208	7
	(no data)	Okla: Doc/Res								
	(no data)	CUPA-DRU								
		ISU (Avg if N>1)	$70,151	$66,411	$64,619		$54,067		28	
51.2200	**Public Health, General**									
		Okla: Res-VH	$116,744	$79,522	$66,629	$63,994	$59,647	$90,919	387	17
		Okla: Res-H	$99,325	$76,352	$60,102	$64,500	$45,241	$73,971	45	5
		Okla: Doc/Res	$75,180	$62,525	$51,783	$48,750	$36,054	$60,836	35	6
		CUPA-DRU	$91,131	$62,839	$55,585	$54,848	$36,076	$55,585	108	
		ISU (Avg if N>1)								
51.2306	**Occupational Therapy/Therapist**									
		Okla: Res-VH	$99,754	$65,490	$60,162	$60,000	$60,773	$68,340	24	5
		Okla: Res-H	$84,481	$72,777	$56,365	$60,194		$64,028	26	3
		Okla: Doc/Res		$58,299	$49,785		$51,000	$55,182	16	1
	(51.23)	CUPA-DRU	$79,812	$62,883	$55,601	$53,005	$49,465	$59,242	197	
		ISU (Avg if N>1)		$56,056	$47,745				5	
51.2308	**Physical Therapy/Therapist**									
		Okla: Res-VH	$106,548	$78,735	$67,187		$59,837	$80,741	69	9
		Okla: Res-H	$84,661	$70,187	$58,561	$55,591	$57,001	$66,355	48	6
		Okla: Doc/Res	$65,026	$58,363	$44,060	$45,324		$52,274	13	1
	(51.23)	CUPA-DRU	$79,812	$62,883	$55,601	$53,005	$49,465	$59,242	197	
		ISU (Avg if N>1)	$70,434	$58,926	$47,530				8	
52.0200	**Business Administration and management, General**									
		Okla: Res-VH	$155,283	$116,545	$110,831	$112,745	$60,154	$125,701	1,253	41
		Okla: Res-H	$122,010	$98,852	$94,029	$98,828	$52,642	$100,029	548	31
		Okla: Doc/Res	$96,602	$88,323	$79,800	$95,251	$47,180	$84,705	173	12
		CUPA-DRU	$96,320	$84,830	$82,101	$85,529	$46,664	$82,396	231	
		ISU (Avg if N>1)								
52.0300	**Accounting**									
		Okla: Res-VH	$155,962	$123,276	$126,517	$130,638	$61,837	$126,525	590	37
		Okla: Res-H	$128,718	$103,268	$106,453	$111,302	$49,152	$109,201	364	31
		Okla: Doc/Res	$107,726	$92,898	$89,697	$100,000	$51,688	$93,297	116	13
		CUPA-DRU	$106,942	$92,960	$94,758	$109,278	$46,774	$102,681	233	
		ISU (Avg if N>1)	$95,068	$79,414	$51,315				9	
52.0800	**Finance, General**									
		Okla: Res-VH	$165,946	$131,917	$138,726	$136,209	$72,453	$142,771	472	35
		Okla: Res-H	$135,819	$107,661	$110,708	$115,420	$58,752	$117,494	239	24
		Okla: Doc/Res	$105,125	$95,589	$91,811	$97,100	$42,715	$98,046	98	12
		CUPA-DRU	$110,738	$96,111	$93,698	$92,279	$45,985	$104,405	168	
		ISU (Avg if N>1)	$89,876	$85,966	$80,350				5	

52.1200	**Management Information Systems, General**								
	Okla: Res-VH	$148,761	$109,749	$96,193	$84,521	$69,645	$113,283	196	13
	Okla: Res-H	$123,711	$96,242	$93,707	$88,320	$48,175	$102,350	167	16
	Okla: Doc/Res	$99,531	$86,377	$85,964	$93,989	$43,809	$87,842	101	10
	CUPA-DRU	$101,198	$92,192	$89,845		$44,866		160	
	ISU (Avg if N>1)	$83,891	$85,183	$81,607		$43,822		9	
52.1300	**Management Science, General**								
	Okla: Res-VH	$148,616	$111,007	$112,121	$110,039	$65,751	$123,515	239	15
	Okla: Res-H	$116,640	$97,797	$101,208	$100,999	$37,975	$104,317	46	6
	Okla: Doc/Res	$98,455	$82,507	$79,084		$57,500	$89,487	16	4
(no data)	CUPA-DRU								
	ISU (Avg if N>1)	$85,608	$84,448	$75,982		$46,592		12	
52.1400	**Marketing/Marketing Management, General**								
	Okla: Res-VH	$150,425	$115,039	$110,393	$110,405	$62,829	$123,431	397	33
	Okla: Res-H	$121,392	$95,934	$97,022	$104,258	$51,769	$101,367	281	24
	Okla: Doc/Res	$104,416	$90,613	$86,328	$95,072	$43,381	$88,861	101	10
	CUPA-DRU	$102,729	$92,651	$86,826	$91,696	$42,393	$70,881	175	
	ISU (Avg if N>1)	$85,965	$86,445			$68,260		5	
54.0100	**History, General**								
	Okla: Res-VH	$101,366	$66,949	$54,903	$54,364	$38,964	$77,485	1,548	48
	Okla: Res-H	$83,972	$60,641	$48,157	$46,638	$37,247	$64,625	679	36
	Okla: Doc/Res	$82,159	$57,666	$50,162	$47,723	$38,607	$61,074	246	15
	CUPA-DRU	$79,521	$57,514	$48,105	$46,146	$37,883	$67,401	375	
	ISU (Avg if N>1)	$69,429	$47,653	$41,142				8	
60.0218	**Family Medicine**								
	Okla: Res-VH	$147,990	$132,080	$110,383	$109,073	$87,561	$116,197	123	4
(no data)	Okla: Res-H								
(no data)	Okla: Doc/Res								
(no data)	CUPA-DRU								
	ISU (Avg if N>1)	$146,046	$100,506	$95,105				9	

	Comparison Groups	Professors	Associate Professors	Assistant Professors	New Asst. Professors	Instructors/ Lecturers	All Ranks	No. of Faculty	No. of Institutions
All Disciplines - Average Without Medical (MD, DO, DDS) Disciplines									
	Okla: Res-VH	$112,554	$76,893	$66,945	$64,747	$45,235	$89,007	65,596	57
	Okla: Res-H	$94,003	$68,608	$59,037	$58,530	$40,370	$72,614	23,923	36
	Okla: Doc/Res	$84,810	$66,271	$54,879	$54,050	$39,749	$65,724	7,153	15
	CUPA-DRU	$83,533	$65,193	$54,908	$52,471	$41,822	$66,676	7,643	
	ISU (Avg if N>1)	**$68,370**	**$55,711**	**$48,669**		**$39,083**		**492**	
	ISU as % OK Doc/Res:	**80.62%**	**84.07%**	**88.68%**	**0.00%**	**98.32%**	**0.00%**		
	ISU as % OK Res-H:	**72.73%**	**81.20%**	**82.44%**	**0.00%**	**96.81%**	**0.00%**		

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State University Agency #: 513

Decision Unit / Line Item: Rank: 2 of 5

Category: Infrastructure-Occupancy Costs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Occupancy Costs for the Rendezvous and Meridian Building
FTP:
Gen $493,400 Fed $ Ded/Other $ Total $493,400

How connected to institution/agency strategic plan:

- Goal 1 — Access: Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs (SBOE Main Goals: Access and Relevancy)
- Goal 2 — Learning: Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds. (SBOE Main Goals: Quality and Relevancy)

Description:
This request for occupancy consists of two facilities.
$423,500 is the amount need to fully fund the occupancy costs for the Rendezvous Center ($623,500 cost less the $200,000 funded for FY08)

Item 2 is for the Meridian Facility that will be purchased and refurbished during FY08. This request of $69,900 is for 8% of the total occupancy cost of approximately $873,700 (Estimated occupancy June 09). Legislative approval per State Statute 33-3805A was obtained by the 2007 Legislative Session HCR 030.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State University Agency #: 513

Decision Unit / Line Item: 12.02 Rank: 3 of 5

Category: Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Concurrent Enrollment Offset/School District Affiliate Faculty
FTP:
Gen $849,800 Fed $ Ded/Other $ Total $849,800

How connected to institution/agency strategic plan:

Nationwide, interest in concurrent enrollment (the opportunity for secondary students to obtain post-secondary credit while still in secondary institutions) is strong and growing. Concurrent enrollment tuition is typically much lower than regular tuition rates. If there is not sufficient demand to fully sustain the high school side of a potential concurrent enrollment class, the additional college side tuition is unlikely to make the course viable overall. Shortages of qualified instructors, particularly in Science, Technology, Engineering, and Mathematics (STEM) disciplines and in small school districts pose another set of problems for expanding concurrent enrollment. Over time, offsetting concurrent enrollment fees and supporting faculty affiliations will result in closer partnering between ISU and secondary institutions throughout the state, allowing a much greater pool of qualified secondary teachers to be developed as concurrent enrollment instructors. This request is one of ISU's highest line item budget request priorities because it impacts every one of the strategic goals articulated in ISU's current strategic plan, as follows:

Goal 1 — Access: Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs (SBOE Main Goals: Access and Relevancy)

Goal 2 — Learning: Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds. (SBOE Main Goals: Quality and Relevancy)

Goal 3 — Research: Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.

(SBOE Main Goals: Quality and Relevancy)

Goal 4 — Service: Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events. (SBOE Main Goals: Quality, Access, and Relevancy)

Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
(SBOE Main Goals: Quality and Relevancy)

Goal 6 — Support: Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. (SBOE Main Goals: Quality, Access, Efficiency)

Description:

This request consists of two primary sections: actual offset funding for existing concurrent enrollment courses, and expansion funding to allow closer faculty affiliations between school district concurrent enrollment faculty and the ISU academic departments which house and support them. The funding request for offsetting the expenses of existing concurrent enrollment courses will allow ISU to further develop concurrent enrollment academic programming and offer it to a much broader range of high schools in school districts across Idaho, both in existing face-to-face formats and in newly developed and emerging online formats. The offset formula used to calculate the amount of $699,800 is based on the actual count of 4,697 credit hours offered through concurrent enrollment in FY07, calculated at a rate of $65 per credit hour, against a regular per credit hour fee of $214. The funding request for support of school district concurrent enrollment faculty as affiliate faculty in their home departments at ISU is based on $75,000 for additional concurrent faculty instructional stipends and training stipends, as well as a further $75,000 for training and development (including travel within the state to and from their home sites).

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State University Agency #: 513

Decision Unit / Line Item: 12.03 Rank: 4 of 5

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Center for Advanced Energy Studies / ISU Biomedical Research Institute
FTP: 7.0
Gen $1,556,300 Fed $ Ded/Other $ Total $1,556,300

How connected to institution/agency strategic plan:

The Center for Advanced Engergy Studies (CAES) collaborative between the Idaho National Laboratory (INL), Idaho State University, University of Idaho, and Boise State University represents a vital effort to integrate cutting-edge energy studies in the ISU College of Engineering with national interests being developed at the INL. Idaho State University has also created the interdisciplinary ISU Biomedical Research Institute (IBRI) embracing the latest advances in biomedical engineering, biotechnology, nanotechnology, neuroscience and bioinformatics and bio-signaling research & development in medicine, biology, and healthcare. We are developing the framework by exploiting the synergistic interactions among the existing scholarly resources within the ISU campus as well as drawing upon the State's biomedical and biotechnology industry and other segments of interdisciplinary biomedical research within the State of Idaho to further enhance and fulfill the mission and vision of this Institute. Thus, through the interdisciplinary activities of IBRI, we seek to strengthen ISU's position as the lead institution in Idaho for the health professions. The institute is comprised of researchers in three focus areas: Behavioral & Neuroscience, Bio-Signaling & Communications and Functional Genomics and Biotechnology. Based on several strategic planning sessions and discussions, we believe that it is timely and opportune to establish a group of interdisciplinary researchers on ISU campus to focus their joint efforts on the important themes of bioengineering, biomedical engineering, bioinformatics, bio-signaling, medical informatics, and drug discovery. Research and teaching efforts centered on CAES and IBRI further the following strategic goals, as articulated in ISU's current strategic plan:

- Goal 1 — Access: Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs (SBOE Main Goals: Access and Relevancy)
- Goal 2 — Learning: Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds. (SBOE Main Goals: Quality and Relevancy)
- Goal 3 — Research: Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.
- (SBOE Main Goals: Quality and Relevancy)

- Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
- (SBOE Main Goals: Quality and Relevancy)

Description:

$705,400 of this line item budget request will support Nuclear Engineering and Computer Science accreditation activities in support of INL/CAES missions in nuclear engineering and modeling & simulation research and graduate education. Personnel costs include 50% state support for current Nuclear Engineering faculty, including a Chair of Nuclear Engineering. Faculty are currently paid through non-state funds. (7 faculty @ 50% of FY08 salaries = 3.5 FTE; adjunct faculty to support delivery of NE program in Idaho Falls and Pocatello. Additional personnel costs include a faculty position for the Computer Science program, adjunct faculty to deliver CS programming in Pocatello and Idaho Falls, and a change in the College's Associate Dean position from a 10-month contract to a 12-month contract to support increased research activity in Idaho Falls.) This request also includes the following operating expenditures: travel to support professional development and program delivery; materials and supplies; startup funds for faculty.

$810, 900 of this line item request will provide expanded financial resources, such that the already existing groups of interested scientists/engineers/health professionals can further expand their membership and develop their efforts and strategies to attain the short- and longer-term goals. Specifically, this request includes funding for 7.0 FTEs, as follows: 0.5 FTE for the IBRI Director; 4.0 research faculty, new positions (2 in neuroscience, 1 each in self-signaling and genomics); 1.0 Administrative Assistant 1; 0.5 Network Technician; 1.0 Microscopy Technician. The request also includes $50,000 of funding for faculty research release time, and $108, 000 for funding six Graduate Assistantships. The IBRI Director will continue to organize and manage the ISU INBRE program. The four research faculty positions are focused on achieving critical mass in the three research focus areas. These individuals will commit 100% effort to research and will develop competitive, independently funded research programs. The administrative assistant will have the primary responsibility of assisting the Director in coordinating all programs and activities of the IBRI. The Network Technician will serve as a systems administrator for the IBRI computer network and interfacing the Institute and the ISU Bioinformatics network. The duties will include maintaining the Institute server system, assessing and obtaining software, and assisting IBRI researchers in the network to enhance their hardware facilities and software. The Microscopy Technician will supervise and coordinate all activities of the ISU Biological Imaging Center. This individual will be trained in all aspects of the operation and maintenance of light and fluorescent microscopes available in this shared core Center available to all researchers at ISU. Collaborative projects are currently underway, and this individual will be responsible for facilitating additional collaborative projects. The faculty release funds will be used to support IBRI faculty release time from teaching to allow for more time to conduct research in pursuit of extramural funding. These funds will be used to support

five IBRI researchers on a competitive basis. Six assistantships will be available for graduate student training in IBRI research laboratories. Awards will be competitive and ordinarily for a four year period, after which it is expected that students will be funded through IBRI investigator-initiated awards. In the event that the major professor has a lapse in funding, the IBRI will assure that assistantships will be provided to complete the student's Ph.D. degree program.

$40,000 of this line item budget request will support the purchase of Web of Science journal services for ISU's Oboler Library to support the research efforts in these two research institutes. Web of Science is a major resource for research. ISU is the only library in the Intermountain region that lacks it.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State University Agency #: 513

Decision Unit / Line Item: 12.04 Rank: 5 of 5

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Health Education Initiative
FTP: 19.0
Gen $1,948,600 Fed $ Ded/Other $ Total $1,948,600

How connected to institution/agency strategic plan:

As the SBOE-designated lead institution of higher education for the health professions in Idaho, the Health Education Initiative groups five educational programs into an integrated initiative aimed at furthering ISU's abilities to continue meeting the health education needs of the State of Idaho.

The need to address the nursing shortage and faculty shortage is well documented in Idaho and the country. ISU is poised to respond to the demand for professional nurses, nurse specialists, nurse educators and researchers with the addition of faculty and staff to support the above-mentioned program enhancements. Additional support requested is for senior, PhD prepared faculty to develop doctoral education in Idaho - a critical step to address faculty shortages. Increasing Fast Track options for second degree students to the BS option will increase the number of BS prepared nurses into the workforce in one year rather than the usual time of (3) years. Initiating doctoral education in Idaho will provide both accessible and cost-effective education to prepare nurse faculty. The ISU School of Nursing and the ADRN Program in the College of Technology are the only organizations with the experience and knowledge to lead in responding to meeting the future health care needs of Idaho citizens by increasing enrollment in the ADRN program, the Fast Track option and to begin doctoral education. If additional faculty, staff and resources are not funded, enrollment cannot be increased to meet current and future critical needs for a highly educated nursing workforce. ISU's expansion of the Nursing programs in the Kasiska College of Health Professions and the College of Technology is consistent with the institution's health-professions driven strategic planning.

The Department of Dental Hygiene offers unique programs in Idaho and nationwide which provide quality educational experiences for undergraduate and graduate dental hygiene students. The programs' goal is to provide residents of Idaho and the nation with access to outstanding dental hygiene education. ISU's expansion of these programs is consistent with the institution's health-professions driven strategic planning. Similarly, ISU's expansion of the Clinical Laboratory Sciences Program Boise is

consistent with the institution's health-professions driven strategic planning, as is the expansion of the Counseling Program's PhD degree to Boise.

ISU's College of Pharmacy offers the Doctor of Pharmacy degree, a four-year professional doctorate, preceded by at least two years of pre-pharmacy academic studies. All students complete their first and second year on the Pocatello campus. Currently, about 40% of our students spend their third academic year studying at the ISU campus in Boise. Students may complete their fourth year at our clinical sites in Idaho (Boise, Pocatello, Coeur d'Alene) or at our site in Reno Nevada. ISU's expansion of the Doctor of Pharmacy degree in Meridian is consistent with the institution's health-professions driven strategic planning.

Research and teaching efforts centered on the Health Education Initiative also further the following Goals, as articulated in ISU's current strategic plan:

- Goal 1 — Access: Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs (SBOE Main Goals: Access and Relevancy)
- Goal 2 — Learning: Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds. (SBOE Main Goals: Quality and Relevancy)
- Goal 3 — Research: Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.
- (SBOE Main Goals: Quality and Relevancy)
- Goal 4 — Service: Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events. (SBOE Main Goals: Quality, Access, and Relevancy)
- Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
- (SBOE Main Goals: Quality and Relevancy)

Description:

$680,000 of this budget request includes the faculty, staff and operational resources required to: 1) add a BS Fast Track option on the Pocatello campus, 2) add (2) FTE senior level graduate faculty to develop the PhD and DNP doctoral nursing education programs, and 3) add a WebMaster and technical support to assist students, faculty and staff with online, Moodle, IT and statistical needs as all programs are offered online and/or with a variety of instructional technologies. The request is for ongoing addition to the base. $25,000 is also requested to support additional communications, travel and materials and supplies for additional faculty and staff. This request also includes funding for the ISU College of Technology to expand the ADRN program and to educate more nurses in an effort to help alleviate the nursing shortage. This portion of the request will fund two additional faculty members to meet the demands of ever-

increasing enrollments in the program, especially for individuals who want to transition from a paramedic career to the ADRN program and for part-time students.

$266,000 of this request is for funds to continue the Master of Science in Dental Hygiene degree program that was started with federal funding three years ago. There are 27 students in the program. Six of theses students are new enrollees for the fall. There are other potential students for Fall and Spring enrollment. One FTE faculty member and .5 staff position along with one graduate assistantship are being requested. Currently Dean Hatzenbuehler is funding the 1 FTE director/faculty member at $68,700. No funding is currently in the base. Only 11 other programs of this nature exist and this program is one of two online programs. It is the only MSDH program in the West. The program develops dental hygiene educators, public health hygienists, dental hygienists who work in community settings, researchers, and those who are eligible to work within the private dental/dental hygiene industry. Basically, graduates are prepared to work in all facets of dental hygiene and related fields other than practice in a private dental office. This request also includes funding to expand the dental hygiene BS program by 4 students who will be educated in the Idaho Falls dental hygiene portion of the clinic and laboratory on the EITC campus. The personnel needs are 1 FTE equivalent for clinic education and laboratory setting teaching to maintain faculty student ratios that compare to the ISU Main campus. The FTE equivalency includes dental hygienists and dentists to educate and supervise the clinic care. Also, a .5 staff is needed to work in the clinic as a receptionist and coordinator for scheduling of patients, accounting, etc. No funding is currently devoted to this endeavor. Four new students will be admitted to the dental hygiene class for the Bachelor of Science degree program. Number of applicants for the program is healthy and the students admitted would receive preference if located in the region adjacent to Idaho Falls. The program for these four students would match the on campus program in Pocatello. Dentists and dental hygienists are requesting a program in this area; therefore, the impact is to graduate more students who are qualified to enter the workforce, especially in the Idaho Falls area.

$321,000 of this request is for a new faculty position for the Clinical Laboratory Sciences Program and additional program resources. This position will occupy space in the new ISU Health Sciences Center in Meridian, ID. These personnel resources, as well as additional operating and capital outlay resources, include necessary laboratory infrastructure and start up for research. The funding requested is for General Fund ongoing funding and is consistent with the current emphasis on increasing the availability of health education in the Boise area, and is necessary to meet increased enrollment in Clinical Laboratory Sciences in Meridian, Idaho and surrounding rural areas. If this request is not funded ISU will not be able to offer the Clinical Laboratory Sciences curriculum to students in the fastest growing area in the state.

$290,000 of this request is to expand the Counseling Ph.D. program to Boise. The State Board approved this expansion Spring 2007. In order to offer this degree in the Treasure Valley, the Department of Counseling needs to expand its resident faculty. The money requested will pay for three additional faculty (one AOP/P and two AP), two

graduate assistants, and one half-time secretary. To implement this request, all the positions are needed. However, if this funding were implemented over 2 or 3 years, the faculty positions would be needed in the first year.

$390,000 of this request is to begin the implementation of offering the full four years of the professional program leading to the Doctor of Pharmacy degree in the Treasure Valley. Once the program is fully operational, 40 students per class will be admitted to each campus in Treasure Valley and Pocatello. This reflects a total program increase of 80 students over the 4 years or 25%. The funding for these positions will come from ISU tuition fees that are generated. The College of Pharmacy's current staffing level and funding to teach the professional program is adequate for the current enrollment of 60 students per year. Other salaries for additional faculty and staff and other expenses for this expansion will come from student professional fees. An associate dean and two faculty positions are requested. These are necessary to implement the full four years of the professional program leading to the Doctor of Pharmacy degree in the Treasure Valley. The expenses are for salaries of $120,000 for the associate dean and $90,000 for each of the faculty members. This is congruent with the salaries for similar positions with College of Pharmacy peers and for faculty members with the appropriate rank. The College has already secured funding for the facility to house this program through a donation by The ALSAM Foundation. The "Sam Skaggs Pharmacy Complex" will be housed within the future Idaho State University Health Sciences Building. Additional costs should be covered by increases in the amount of professional fees generated from the new students. Eighty new students will be served. Additionally, this plan will better utilize existing faculty resources and available clinical practice sites needed for introductory pharmacy practice experiences. More globally, the citizens of Idaho will be better served in that additional opportunities will be available to residents to obtain a pharmacy education and consequently there will be additional pharmacists. There is currently a nationwide shortage of pharmacists. The Idaho Department of Commerce and Industry conservatively estimates over the next 10 years there will be a demand for 80 pharmacists per year in Idaho. Other economists have placed this number closer to 120 when considering retirement demographics of current practicing pharmacists in Idaho.

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agency #: 514

Decision Unit / Line Item: 12.01 Rank: 1 of 6

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title:
FTP:
Gen $4,443,000 Fed $ Ded/Other $ Total $4,443,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* of the University of Idaho's strategic plan by enabling it to attract and retain excellent faculty and staff to carry out the other three goals of the plan which are: *Teaching and Learning*, *Scholarly and Creative Activity*, and *Outreach and Engagement*.

Description:

The University of Idaho had the lowest percentage increase (3.96%) for total wages and fringe benefits from FY 2002 though FY 2005 of all its peer institutions per the National Center for Education Statistics. The mean four year increase was 12.77% and the high was 29.78%.

Faculty salary averages for FY 2006 comparing the University of Idaho with its seventeen peer institutions are:

Faculty Rank	University of Idaho	Peer Median	Peer High
Assistant Professor	$54,340	$59,555	$ 65,426
Associate Professor	$62,957	$68,059	$ 80,891
Professor	$82,366	$88,476	$110,571

Salary enhancements of 5% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and publish service functions of the institutions.

National Center for Education Statistics
Trend Report
Faculty and staff
Average salary equated to 9-month contracts of full-time instructional faculty - professors

Unit Id	Institution Name	2004	2005	2006
188030	New Mexico State University-Main Campus	74,444	72,635	71,891
106458	Arkansas State University-Main Campus	68,188	70,673	72,463
180461	Montana State University-Bozeman	68,978	73,929	77,165
230728	Utah State University	74,928	76,611	81,753
142285	University of Idaho	71,427	75,385	82,366
209542	Oregon State University	79,510	80,069	84,823
155399	Kansas State University	80,538	83,777	87,262
240727	University of Wyoming	82,535	82,308	87,755
209551	University of Oregon	83,659	88,222	88,476
207388	Oklahoma State University-Main Campus	79,325	79,916	88,792
236939	Washington State University	83,158	88,801	92,516
106397	University of Arkansas Main Campus	84,514	88,768	94,007
126818	Colorado State University	88,977	93,345	95,963
229115	Texas Tech University	90,552	93,036	97,010
153603	Iowa State University	93,283	95,413	99,661
104179	University of Arizona	95,879	102,106	107,025
171100	Michigan State University	101,854	105,891	110,233
182290	University of Nevada-Reno	100,234	104,098	110,571

National Center for Education Statistics
Trend Report
Faculty and staff
Average salary equated to 9-month contracts of full-time instructional faculty - associate professors

Unit Id	Institution Name	2004	2005	2006
188030	New Mexico State University-Main Campus	60,719	61,703	58,665
106458	Arkansas State University-Main Campus	57,603	57,625	59,756
180461	Montana State University-Bozeman	55,211	59,589	60,581
209551	University of Oregon	58,977	63,219	62,110
230728	Utah State University	56,412	58,999	62,722
142285	University of Idaho	57,930	58,322	62,957
209542	Oregon State University	62,588	62,978	64,877
240727	University of Wyoming	62,383	64,307	66,952
207388	Oklahoma State University-Main Campus	61,864	63,217	68,059
155399	Kansas State University	63,098	66,103	68,063
229115	Texas Tech University	64,761	67,566	68,695
106397	University of Arkansas Main Campus	63,036	65,066	69,785
236939	Washington State University	62,472	66,572	69,943
126818	Colorado State University	66,222	70,138	72,061
153603	Iowa State University	70,570	72,138	73,385
104179	University of Arizona	67,232	71,001	74,317
171100	Michigan State University	73,724	76,449	79,158
182290	University of Nevada-Reno	73,538	75,929	80,891

National Center for Education Statistics
Trend Report
Faculty and staff
Average salary equated to 9-month contracts of full-time instructional faculty - assistant professors

Unit Id	Institution Name	2004	2005	2006
188030	New Mexico State University-Main Campus	51,871	51,851	49,963
106458	Arkansas State University-Main Campus	47,281	49,732	50,912
180461	Montana State University-Bozeman	48,470	51,876	52,667
142285	University of Idaho	48,600	50,923	54,340
155399	Kansas State University	54,526	55,994	56,516
230728	Utah State University	51,901	54,492	57,353
229115	Texas Tech University	54,870	57,007	57,651
106397	University of Arkansas Main Campus	54,563	53,449	58,541
126818	Colorado State University	55,015	57,813	59,555
209551	University of Oregon	54,354	57,078	59,825
240727	University of Wyoming	58,933	57,333	59,984
236939	Washington State University	57,587	60,602	60,601
209542	Oregon State University	54,901	58,947	61,763
171100	Michigan State University	59,699	60,206	61,834
207388	Oklahoma State University-Main Campus	53,968	55,139	61,883
182290	University of Nevada-Reno	55,834	57,318	63,081
153603	Iowa State University	59,639	61,889	64,528
104179	University of Arizona	59,755	61,829	65,426

National Center for Education Statistics
Trend Report
Public institutions - GASB 34/35
Total operating expenses - Salaries wages

Unit Id	Institution Name	2002	2003	2004	2005	Difference	% Change
106458	Arkansas State University-Main Campus	60,056,834	59,892,891	62,682,956	59,336,517	(720,317)	-1.20%
142285	University of Idaho	137,967,102	135,134,632	134,723,758	138,794,381	827,279	0.60%
230728	Utah State University	169,916,180	173,141,870	178,760,308	174,625,141	4,708,961	2.77%
126818	Colorado State University	303,853,000	318,604,298	324,843,193	326,180,056	22,327,056	7.35%
207388	Oklahoma State University-Main Campus	200,756,092	202,868,668	210,573,141	215,736,682	14,980,590	7.46%
153603	Iowa State University	357,781,545	366,447,074	389,733,792	386,216,827	28,435,282	7.95%
188030	New Mexico State University-Main Campus	168,508,942	174,195,148	183,948,906	183,666,883	15,157,941	9.00%
209542	Oregon State University	226,184,339	235,090,231	236,240,777	246,710,988	20,526,649	9.08%
236939	Washington State University	289,299,469	295,712,769	307,216,025	319,922,176	30,622,707	10.59%
180461	Montana State University-Bozeman	112,461,996	122,242,262	125,602,920	125,998,186	13,536,190	12.04%
106397	University of Arkansas Main Campus	199,648,527	180,862,558	213,309,194	223,779,285	24,130,758	12.09%
104179	University of Arizona	530,843,000	550,979,000	571,320,000	599,204,000	68,361,000	12.88%
229115	Texas Tech University	183,174,012	190,864,026	196,820,366	211,730,688	28,556,676	15.59%
155399	Kansas State University	217,034,922	238,101,435	239,709,327	251,215,449	34,180,527	15.75%
209551	University of Oregon	165,054,181	181,383,775	190,279,688	194,683,828	29,629,647	17.95%
182290	University of Nevada-Reno	182,664,376	199,099,599	208,734,131	220,449,846	37,785,470	20.69%
171100	Michigan State University	497,948,860	509,527,655	631,648,500	612,146,487	114,197,627	22.93%
240727	University of Wyoming	126,251,043	141,912,365	146,165,113	155,670,246	29,419,203	23.30%

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agency #: 514

Decision Unit / Line Item: 12.02 Rank: 2 of 6

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title:
FTP:
Gen $1,000,000 Fed $ Ded/Other $ Total $ 1,000,000

How connected to institution/agency strategic plan:

This request addresses the *Outreach and Engagement Goal* of the University of Idaho Strategic Action Plan by engaging the three Idaho universities, the federal government and the Idaho National Laboratory in collaborative research, policy, and educational activities.

Description:

One million dollars in recurring funding is requested to build the research, policy, and educational capabilities of the Center for Advanced Energy Studies (CAES). Specifically eight (8) research active faculty members, two (2) senior technician positions, a full-time Associate Director, and Administrative Support will be recruited and hired over a period of four years with the balance of the requested recurring funding being used for research equipment, computer infrastructure, and furnishing for the CAES Building. The costs presented are based on FY2008 estimates and have not been escalated for future years. Specifically the faculty members will support the energy research mission of CAES and will include

a) Three (3) nuclear scientists/engineers (hired by the College of Engineering in FY2008 and supported on a federal initiative),
b) Energy Geoscientist (College of Science; recruited in FY2009 and hired in FY2010),
c) Biofuels/Bioenergy Scientist or Engineer (College of Agriculture and Life Sciences; recruited in FY2009 and hired in FY2010),
d) Natural Resource/Water-Energy Scientist or Policy Expert (College of Natural Resources; recruited in FY2009 and hired in FY2010)
e) Energy Law Professor (College of Law; recruited in FY2010 and hired in FY2011), and

f) Carbon Management Scientist (College of Science, College of Natural Resources, or College of Agriculture and Life Sciences; recruited in FY2010 and hired in FY2011)

These faculty members will be hired by their respective colleges on academic year appointments, support for six month per year on this request, and spend at least part of the year in the new 55,000 sq. ft. CAES research building located in Idaho Falls (expected completion summer of 2008). These hires will also be supported through CAES joint appointments with the Idaho National Laboratory (INL) for the remainder (three months) of their academic appoints and on grants and contracts for the summers. In addition to above the faculty members, two technicians (supported half time by this request and half time by grants and contracts), a full time administrative support person (hired in FY2010), and a full-time CAES associate director (hired in FY 2012 to replace the part-time director currently funded by the Idaho National Laboratory) will also be hired. Funds also requested support furnishing and equipping the CAES building, specifically

a) Office furnishing for the 12 permanent Faculty and Staff and 24 graduate students (FY2009)

b) Research equipment purchases (FY2009, FY2010, and 2011)

c) Equipment maintenance agreements and equipment renewals (ongoing)

d) Desk top computers and renewals (ongoing)

Budget request by year and category are provided in the attached spreadsheet.

University of Idaho

Request for recurring State Funding for the Center for Advanced Energy Studies (Rounded to Thousands)

Base Salaries from 2006-07 Academic Year Market Salaries Survey for 100% Market Level, Associate Professor in appropriate disciplines. (Oklahoma State University Faculty Salary Study). Fringe calculated as 23% of Base Salary plus $7.5K							Request ($K)			
	Position	**Appointment (9mo/12mo)**	**Base Salary**	**Fringe**	**Salary plus Fringe**	**Fraction of Salary**	**FY2009**	**FY2010**	**FY2011**	**FY2012 and beyond**
1	Nuclear (Material Science)	9	$ 86.37	$27.37	$113.74	0.67	$ 76.20	$ 76.20	$ 76.20	$ 76.20
2	Nuclear (Mechanical Engineering)	9	$ 86.10	$27.30	$113.40	0.67	$ 75.98	$ 75.98	$ 75.98	$ 75.98
3	Nuclear (Chemical Engineering)	9	$ 86.90	$27.49	$114.39	0.67	$ 76.64	$ 76.64	$ 76.64	$ 76.64
4	Energy Geoscientist	9	$ 70.52	$23.72	$ 94.24	0.67		$ 63.14	$ 63.14	$ 63.14
5	Energy - Natural Resources	9	$ 63.60	$22.13	$ 85.73	0.67		$ 57.44	$ 57.44	$ 57.44
6	BioEnergy	9	$ 93.36	$28.97	$122.33	0.67		$ 81.96	$ 81.96	$ 81.96
7	Energy Law	9	$101.31	$30.80	$132.11	0.67			$ 88.52	$ 88.52
8	Carbon Management	9	$ 75.89	$24.96	$100.85	0.67			$ 67.57	$ 67.57
9	CAES Assoc. Director	12	$160.16	$44.34	$204.50	1				$ 204.50
10	Technician (1)	12	$ 41.60	$17.07	$ 58.67	0.5	$ 29.33	$ 29.33	$ 29.33	$ 29.33
11	Technician (2)	12	$ 41.60	$17.07	$ 58.67	0.5			$ 29.33	$ 29.33
12	Administrative Assistant	12	$ 31.20	$14.68	$ 45.88	1		$ 45.88	$ 45.88	$ 45.88
	Total Labor						**$ 258.15**	**$ 506.57**	**$ 691.99**	**$ 896.49**
	CAES Furniture [$5K per permanent Faculty/Staff (12), $2.5K per graduate student (24)]						**$ 120.00**			
	Desk Top Computing Renewal (12 per year at $2.5K each)						**$ 30.00**	**$ 30.00**	**$ 30.00**	**$ 30.00**
	Capital Equipment						**$ 556.69**	**$ 402.83**	**$ 204.50**	
	Maintenance/Renewal of Capital Equipment (6.32% of total value)					6.32%	**$ 35.16**	**$ 60.60**	**$ 73.51**	**$ 73.51**
	Total Request						***$1,000.00***	***$1,000.00***	***$1,000.00***	***$1,000.00***

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agency #: 514

Decision Unit / Line Item: 12.03 and 12.04 Rank: 3&4 of 6

Category: Maintenance/Infrastructure/Occupancy Costs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title:
FTP:
Gen $5,003,500 Fed $ Ded/Other $ Total $ 5,003,500

How connected to institution/agency strategic plan:
Maintaining the physical infrastructure is one key to achieving all facets of the University of Idaho's strategic plan by allowing for a welcoming physical environment from which the work done to advance the goals may be completed. The four goals of the 2006 – 2010 strategic plan are:

- Teaching and Learning
- Scholarly and Creative Activity
- Outreach and Engagement
- Organizational, Culture, and Climate

Ongoing maintenance and repair of the physical infrastructure will protect the state's previous investment as well as will benefit the students, employees, and public who utilize these assets.

Description:

The University of Idaho is requesting additional funding for FY 2009 for facilities maintenance and repairs to assist in addressing the degradation of the physical infrastructure. The adequate maintenance and repair of the physical infrastructure is a critical component in providing support for the instructional, research and outreach missions of the University. Deferred maintenance needs at the University of Idaho exceed $200,000,000. The University administration is working on a plan to fund some of the deferred maintenance through the issuance of bonds. However, deferred maintenance needs will continue to grow if funds are not forthcoming to address the ongoing maintenance and repair of our physical infrastructure. Funds requested for maintenance and repair are (see attached detail):

Personnel costs	$ 808,300
Operating expenses	$1,000,000
Capital Outlay	$ 2,191,700
Total	**$ 4,000,000**

In addition, the University of Idaho is requesting funding for occupancy costs for a building that was changed from auxiliary space to general education space in FY 2007 as well as for space that was not funded in prior years in the amount of $1,003,500. These funds will be used to fund personnel, operating, and utilities costs for general education space.

Facility Maintenance Programs
DU 12.03

Positions to staff maintenance programs:

		FTE	PyGrd	Salary Est.	Fringe Benefits (22.50%)	Health Insur ($ 7,482)	Fr Ben Total	Total Costs
1	L'scape Irrigation Tech	1.00	G	32,000	7,200	7,482	14,682	46,682
2	Chilled Wtr Engr Intern	1.00	NFE2	45,000	10,125	7,482	17,607	62,607
3	Recycle/Surp/SW Tech	1.00	E	26,000	5,850	7,482	13,332	39,332
4	Electrician	1.00	J	42,000	9,450	7,482	16,932	58,932
5	GIS Analyst/Tech	1.00	K	45,700	10,283	7,482	17,765	63,465
6	Landscape Tech 2	1.00	E	26,000	5,850	7,482	13,332	39,332
7	Landscape Tech 2	1.00	E	26,000	5,850	7,482	13,332	39,332
8	Landscape Tech 2	1.00	E	26,000	5,850	7,482	13,332	39,332
9	Team Clean Spec	1.00	C	21,000	4,725	7,482	12,207	33,207
10	CADD Drafter	1.00	H	36,000	8,100	7,482	15,582	51,582
11	Interiors Tech	1.00	H	36,000	8,100	7,482	15,582	51,582
12	Senior Energy Engineer	1.00	NFE2	60,000	13,500	7,482	20,982	80,982
13	Team Clean Spec	1.00	C	21,000	4,725	7,482	12,207	33,207
14	Executive Assistant	1.00	J	42,000	9,450	7,482	16,932	58,932
15	Interiors Project Mgr	1.00	I	38,700	8,708	7,482	16,190	54,890
16	Commun/Web Tech	1.00	I	38,700	8,708	7,482	16,190	54,890
	Pers Costs	16.00		562,100	126,473	119,712	246,185	808,285

Operating Expenses	
Repair and Maintenance Services	820,000
Technical Services	10,000
Fuel and Lubricants	20,000
Repair and Maintenance Supplies	100,000
Institutional/Residential Supplies	10,000
Specific Use Supplies	30,000
Miscellaneous Expenditures	10,000
Total Operating Expenses	1,000,000
Capital Outlay	
Buildings and Improvements	1,491,700
Computer Equipment	30,000
Motorized Equipment	100,000
Office Equipment	10,000
Specific Use Equipment	60,000
Site Developments	500,000
Total Capital Outlay	2,191,700
Budget Request Total for DU 12.04	**4,000,000**

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agency #: 514

Decision Unit / Line Item: 12.04 Rank: 5 of 6

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Graduate Assistantships
FTP:
Gen $1,300,000 Fed $ Ded/Other $ Total $1,300,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* and the *Teaching and Learning Goal* of the University of Idaho's strategic plan by enabling the University to attract competent and qualified graduate students to the University of Idaho.

Description:

Supplements to 300 teaching assistantships are needed to enhance stipends. UI ranks 30th among 30 peer public universities. This request would allow us to attain the median stipend amount. UI's low stipends make it difficult to recruit competitive graduate students in almost every discipline. With the enhancement, we would recruit more competitively and enroll more of the students we accept, enhancing the quality of our graduate student population. This would directly benefit both undergraduate students and the faculty being assisted.

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agency #: 514

Decision Unit / Line Item: 12.05 Rank: 6 of 6

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Northern Idaho Faculty Positions
FTP: 6.5
Gen $497,000 Fed $ Ded/Other $ Total $497,000

How connected to institution/agency strategic plan:

This request addresses the following goals in the University of Idaho's Strategic Action Plan:

Teaching and Learning – This request will help the University meet objectives of building and sustaining innovative curricula as well as developing integrative activities in the learning process and to build alliances within and outside the university to enrich our teaching.

Scholarly and Creative Activity – This request will help the University promote an environment that increases faculty engagement in interdisciplinary scholarship and emphasizes scholarly and creative activities that support the University's strategic themes.

Outreach and Engagement – This request will help the University engage all sectors through enhancing public education in science, math, and education and by supporting research efforts in northern Idaho.

Description:

The University of Idaho is requesting funding to support hiring faculty to support a set of initiatives aimed at increasing our ability to serve Northern Idaho in critical areas and to provide the state of Idaho with increased numbers of professionals in high need areas. The impact of this will be immediate and substantive, bringing improved higher education opportunities to the North Idaho Panhandle in the delivery of education, research and outreach services.

FY09 Faculty Funds Requests for Northern Idaho

College	Position	Amount	Fringe	Total	Location
Computer Science	FTE Assistant Professor	$80,000	$25,500	$105,500	Coeur d' Alene
College of Natural Resources	FTE GeoSpatial Extension Specialist	$35,000	$15,375	$50,375	Sandpoint
College of Education	FT Asst Prof C&I - Math Ed	$55,000	$19,875	$74,875	Coeur d' Alene
College of Education	FT Asst Prof C&I - Generalist/Science	$55,000	$19,875	$74,875	Coeur d' Alene
College of Education	PT Asst Prof ACTE - STEM Eduction	$27,500	$13,688	$41,188	Coeur d' Alene/Moscow
College of Education	FT Asst Prof Special Education	$55,000	$19,875	$74,875	Coeur d' Alene
College of Education	FT Asst Prof Outdoor Education	$55,000	$19,875	$74,875	Coeur d' Alene/Moscow
		$362,500	$134,063	$496,563	

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Lewis-Clark State College Agency #: 511

Decision Unit / Line Item: 12.01 Rank: 1 of 4

Category: Salary Enhancement

Title: Employee Compensation
FTP: -0-
Gen $1,996,100 Fed $ Ded/Other $ Total $1,996,100

How connected to institution/agency strategic plan:
Fair wages are essential in order to recruit and retain competent faculty/staff to deliver quality programs to our students. A significant gap exists for many LCSC employees between their current salary and market salaries at comparable institutions. This request closes 78% of the gap.

Description:
Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the college.

In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training.

FY 2009 BUDGET REQUEST

Institution / Agency: Lewis-Clark State College Agency #: 511

Decision Unit / Line Item: 12.02 Rank: 2 of 4

Category: New/Expanded Programs

Title: Nursing & Health Science Faculty
FTP: 8.55
Gen $620,600 Fed $ Ded/Other $ Total $620,600

How connected to institution/agency strategic plan:
This request is for nine new faculty positions (8.55 FTE) to support the expanded Nursing and Health Science programs at Lewis-Clark State College as part of the Governor's initiative.

Description:
Nine faculty positions, 8 full-time and 1 part-time (8.55 FTE), annual salaries range from a low of $45,000 to a high of $54,450 based upon specific duties and responsibilities plus benefits.

Additional operating funds in the amount of $36,000 for the costs associated with establishing and maintaining 8.55 new positions.

All of the citizens of Idaho will be the beneficiary of this request by increasing the number of nurses/health professionals in the state.

FY 2009 BUDGET REQUEST

Institution / Agency: Lewis-Clark State College Agency #: 511

Decision Unit / Line Item: 12.03 Rank: 3 of 4

Category: New/Expanded Programs

Title: Nursing Program Equipment
FTP: -0-
Gen $605,800 Fed $ Ded/Other $ Total $605,800

How connected to institution/agency strategic plan:
This request is for one-time equipment needed to support the Nursing and Health Science programs associated with the new $16 million Health Science facility under construction at Lewis-Clark State College. This one-time equipment request complements LCSC's ongoing personnel and programmatic request in support of the Governor's initiative to address the health professional shortage.

Description:
This request covers 164 items, (e.g. microscopes, IV units, EKG machines) that are not part of the fixtures and equipment of the new building.

All of the citizens of Idaho will be the beneficiary of this request by increasing the number of nurses/health professionals in the state.

FY 2009 BUDGET REQUEST

Institution / Agency: Lewis-Clark State College Agency #: 511

Decision Unit / Line Item: 12.04 Rank: 4 of 4

Category: New/Expanded Programs

Title: Indian Center
FTP: 4.0
Gen $264,600 Fed $ Ded/Other $ Total $264,600

How connected to institution/agency strategic plan:
This request seeks permanent funding to maintain the American Indian Center for Educational Excellence that was originally established and implemented with federal grant funds. The Center is a multi-faceted program predominantly aimed to assist LCSC Native American and non-Native students seeking higher education training and program degrees. In addition to providing academic, vocational and personal counseling services to LCSC students, the Center actively recruits American Indian students throughout the Northwest and provides intensive retention assistance programs to enhance student success.

Description:
1 - Director of Center: $57,500.00 estimated annual salary, 12 month full-time contract with benefits, availability 7/1/2008
2 - Academic Counselor: $39,500 estimated annual salary, 12 month full-time contact with benefits, availability 7/1/2008
3 - Office Assistant II: $20,500 classified staff with pay grade 30; 10 month full-time contract with benefits, availability 8/15/2008
4 - Educational Retention Specialist: $30,500 estimated annual salary, 10 month full-time contract with benefits, availability 8/1/2008
5 - Lab assistants, irregular help, part-time with no benefits, hourly as needed, availability 9/1/2008

Travel - $22,500 for recruitment & retention
Operating Funds - $15,000 to facilitate regional workshops
Supplies - $5,000
No capital items are requested

Predominately American Indian students will be served, along with non-Indian students seeking college training, certification and advance degrees. Expected outcomes include stronger support systems for said students leading to more effective retention and graduation rates, with subsequent impact upon Idaho, specifically the five Idaho tribal reservations.

Line Items: Community Colleges

Line Items for the Community Colleges are summarized on page 2.

The summary lists the page number where the detail, supporting documentation can be found for each Line Item.

MOTION

A motion to approve for final development the following specific budget Line Items for the Community Colleges (College of Southern Idaho, North Idaho College, and College of Western Idaho) (list items below):

1.
2.
3.
4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Community Colleges
Fiscal Year 2009 Line Items
Grouped by College in Priority Order

			FTP	General	Other Funds	Total
1	**FY 2008 Appropriation**		**644.53**	**23,587,700**	**33,353,800**	**$ 56,941,500**
2						
3	**Institution/Priority/Line Item**	**Detail Page**				
4	**College of Southern Idaho**					
5	**1** New/Expanded Programs: Rural Math/Science Dual Credit & College Prep	3	3.00	276,700		276,700
6	**2** New/Expanded Programs: Online Program Development and Quality Control	5	1.00	226,300		226,300
7	**North Idaho College**					
8	**1** New/Expanded Programs: Joint Program Development with Community Colleges of Spokane	7	1.00	115,000		115,000
9	**2** Salary Enhancement	8		553,000		553,000
10	**3** Maintenance/Infrastructure: Upgrading Campus Technology to Minimum Standards	11		307,500		307,500
11	**College of Western Idaho**					
12	**1** Placeholder for FY09 State Appropriation	13				
13	**Total Line Items**		**5.00**	**1,478,500**	**-**	**$ 1,478,500**
14	Percentage of FY 2008 Appropriation		0.78%	6.27%	0.00%	2.60%

FY 2009 BUDGET REQUEST
Institution / Agency: College of Southern Idaho Agency #:

Decision Unit / Line Item: Rural Math/Science Dual Credit Rank: 1 of 1

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Rural Math/Science Dual Credit & College Prep
FTP: 3.0
Gen $ 276,700 Fed $ 0 Ded/Other $ 0 Total $ 276,700

How connected to institution/agency strategic plan:

The request fits with the CSI strategic plan of utilization of resources. Dual credit students have access to higher education courses and programs at a reduced fee.

The request also fits the strategic plan of partnering with local high schools, by increasing access to affordable education for all students. Idaho ranks low in the percentage of high school graduates who transition to college.

The newly accepted high school graduation requirements for Math and Science will be difficult for most of the smaller rural school districts to meet. This solution will assist the high school districts in offering the appropriate courses for graduation.

By attending Dual Credit classes while still in high school, the student can save money, increase readiness for college campus classes, and increase their chance of success in college overall.

Description:

Funding is requested for the expansion of Dual Credit offerings in Math and Science to rural high schools. This funding will be utilized to supplement existing high school resources in providing qualified, highly trained staff to teach both on site and internet based math and science courses to high school students.

Math courses offered would range from basic math to college algebra to calculus. The mission will be to prepare students to enter college with a solid foundation in Math and, if they so choose, Dual Credits. Science courses will focus upon from basic biology, Physics, and chemistry that will prepare the student for college level laboratory classes.

This pilot program will be offered to eight small rural schools that are in need of this type of program.

Initial personnel needs will be for three full time faculty. These faculty will provide instruction on site to each school at various times during the semester and provide a variety of instructional methods in the course delivery. Individual Education Plans will be prepared for each student and cohort learning groups established to the extent possible. We also are asking for funding to pay school districts for the monitoring of students, assistance with plan development and student achievement.

Personnel costs for faculty are estimated at $37,000 each plus benefits of $17,400 which would be $54,400 per faculty member. The cost for three faculty would be $163,200.

Equipment will have to be purchased for each high school offering science courses which would include a laboratory experience. Depending upon space available, this may involve upgrading existing equipment or developing labs on or off site. The initial request is to provide funding for three labs at $25,000 per lab for a total of $75,000. Three lap top computers for faculty at approximately $1,500 each will also be needed.

Travel expenses of approximately $10,000 are expected which will include mileage and meals. Monitoring payments to school districts are estimated at $3,000 per district per year which would be $24,000.

As a part of this program, CSI will also work with transitioning students into college and utilizing various existing grants that assist students with tuition and college costs.

The total estimated cost of this decision unit is $163,200 for personnel, $79,500 for equipment and $34,000 for operating expenses for a total of $276,700.

Number of students we estimate we will serve is dependent on the number of high schools that are served. The increased high school graduation requirements in Math and Science make this especially acceptable to the local high school districts. The first year we estimate that over 300 junior and senior high school students will participate in the Math and Science offerings from the College of Southern Idaho.

Success will be measured in several ways. First students will meet the Math and Science requirements for high school graduation. Secondly, more students will transition to college programs. Thirdly, students who complete the Dual Credit Math and Science courses will be better prepared for college programs and will show greater retention and graduation or completion rates.

FY 2009 BUDGET REQUEST
Institution / Agency: College of Southern Idaho Agency #:

Decision Unit / Line Item: Online Program Development Rank: 2 of 2

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Online Program Development and Quality Control
FTP: 1.0
Gen $ 226,300 Fed $ 0 Ded/Other $ 0 Total $ 226,300

How connected to institution/agency strategic plan:

The request fits within the CSI strategic plan by addressing access, quality, and utilization of resources. Online learning opportunities provide access to higher education courses and programs at an affordable price without the cost of transportation or child care, and without interfering with work schedules or requiring relocation. CSI serves a large population of non-traditional students who work full-time or part-time and have family responsibilities. Online courses provide any-time anywhere access to higher education for students who cannot attend traditional face-to-face courses.

Description:

While we currently offer over 100 online courses, demand for online offerings continues to grow. Online sections fill up very quickly and students are asking for more courses and programs to be provided online. Although we have been expanding our online offerings, we need to take these offerings to the next level. We are requesting funding to expand these offerings into complete online programs.

Quality and branding are extremely important for online courses. Currently, we depend upon individual faculty members and student evaluations for quality control. With more courses offered and a wider range of faculty teaching these courses, there is a need for standardization and for implementing a formal, more centralized quality assurance program.

We are requesting funding to employ the services of a nationally recognized organization that utilizes an inter-institutional online learning quality assurance system built on a peer-based approach to quality assurance and continuous improvement of online courses and programs. The subscription will provide access to a valid, reliable and nationally recognized set of quality indicators and review criteria based on the research literature and published accreditation standards. The service also includes training and professional development for CSI faculty, as well as independent peer course reviews. Courses that meet the review criteria become recognized as meeting established quality standards. The assessment process will allow us to highlight

exemplary online courses and provide an opportunity for our faculty to learn from each other. The estimated start-up cost for this evaluation and standardization program is $75,000.

As a second part of this expansion, we have found that we need to hire an Instructional Designer for our online courses. This person will assist faculty with the design and development of effective and engaging online courses consistent with sound instructional design principles and based on a thorough understanding of online learning environments and learning theory; provide training in universal design, accessibility issues, as well as effective online facilitation techniques; evaluate online course materials provided by textbook publishers and other organizations; and work on quality assurance. The estimated cost for an Instructional Design position is $55,000 plus benefits of $21,300 for a total of $76,300.

The third part of this request for expansion is funds for the development of new online courses that will allow CSI to offer more fully online programs. Currently we offer the Para-Educator and Early Childhood Education programs online. Several of our programs offer online elements (e.g. Nursing, Paramedic), but they are not fully online programs. We also have at least one online option under every general education general area. Nevertheless, there is a growing need to increase online course offerings, online general education options, and fully online programs. We would like to offer Liberal Arts, English, Library and Information Science, Business, Computer Science, Psychology, and some health sciences degrees online. We are requesting $75,000 to pay existing faculty to help develop these courses while they maintain their existing loads (be the content experts and work closely with the Instructional Designer). Upon completion of the course development, these courses will be offered as a part of a faculty member's regular load.

Success will be measured in several ways. First we will be able to document the wider use of online courses that will provide greater access to students. Secondly, we will be offering a certified course that will let students know that standards have been met. Thirdly, expansion of offerings into programs will provide a cost-efficient method for some students to get their education.

North Idaho College
Program Line Item Requests for FY 09

New Program Development

Request Priority 1 of 3

Joint Program Development with Community Colleges of Spokane

Today's rapidly changing society, workplace, and population requires that education programs work closely with the communities they serve to provide high quality, state-of-the-art training. Idaho will continue to be one of the nation's fastest growing states over the next quarter century, with the major growth contributor being people over 64. The nearly 150 percent increase in those 65 and older ranks Idaho as seventh among all the states, and underscores health care as a major policy issue in the state.

North Idaho College seeks to provide educational opportunities in the health professions to address the growing needs of our community. The College also seeks to cultivate an environment that supports innovation and creativity through partnerships that build program and financial capacity.

North Idaho College is requesting monies to explore and develop program partnerships with Spokane Community College in order to build program and financial capacity by leveraging complementary resources and avoiding duplicative initiatives. Our initial efforts will focus on Cardiovascular Technician and Dental Technician programming. These efforts will result in new career pathways for our students and represent a fiscally sound method of increasing service to our community.

FYO9 Requests		**Budget**
Personnel Services—1.0 FTE Salary	$50,000	
Employee Benefits at 27%	$13,500	
Personnel Total		$63,500
Program Development		$10,000
Printed Materials		$8,000
Program Facilities Rental		$33,500

Total Budget Necessary for Project…….$115,000

North Idaho College

Program Line Item Requests for FY 09

Salary Equity

Request Priority 2 of 3

A study conducted in 2007 by the Human Resources Department at North Idaho College determined that a significant lag exists between the salaries of its faculty and staff compared with other agencies to which NIC is losing several quality employees. While efforts were made for the 2008 fiscal year to bring salaries up to alignment with the market, there was only so much that could be done with the limited funding available for this endeavor. As a result of 2008 adjustments, some positions were brought somewhat closer to the established market levels. However, despite increases provided, faculty and staff members still fall short.

Below is an overview of the situation faced by some NIC employee groups. North Idaho College requests money to be granted this next year to assist in bringing salaries up to market to ensure the ability to attract, retain and motivate the best instructors for Idaho's schools.

Faculty
Over the past several years, North Idaho College has recognized an ongoing lag in the salaries paid to its instructors compared to other community colleges in the region. While the issue of community college teacher salary lag is not limited to NIC (Newsom, 2004), this creates an acute challenge to hiring, retaining and motivating employees. Many colleges are feeling the impact of tight salaries. Several colleges have recently felt a similar impact as they are faced with a full compliment of students, but without a full compliment of instructors due to low salaries (Hare, 2005). North Idaho College is now feeling the same effect with more resignations taking place in the 2006-07 year than ever before among its faculty members, with salaries being the primary reason for most departures.

Area comparators, including Community Colleges of Spokane, have focused on increasing salaries for faculty over the past 10 years to ensure competitiveness to help attract and retain top instructors (Sanderson, 1997). While NIC has attempted to bring salaries up over past years, the salaries still lag significantly to other schools to which instructors are lost due to wages. Even with the current 2007-08 increases to instructor pay, today's adjusted wages will need an additional 12% to bring NIC instructors to equity with comparators' figures from <u>last year</u>. This does not take into account any adjustments that they would have had this year.

It is requested that North Idaho College be granted funding to provide an increase to the base pay for full-time faculty members as part of a 3-year effort to bring instructor salaries in line with those of direct comparators. It is presumed that a three-year process to bring salaries in line with that of the established market will help to ease the currently high rate of attrition among full-time faculty members. North Idaho College is committed to a longer-term solution rather than seeking a quick fix that would place far too much burden on taxpayers in any given year. An increase for instructor salaries would provide a longer-term solution and help to retain the best instructors within Idaho institutions.

Staff
While efforts have been made to adjust salaries for staff to bring them to a competitive level with other comparators, NIC staff faculties still lag in their salaries compared to others. Due to the differing nature of each position, and their relationships to other agencies and organizations, it is challenging to use a straight comparison of just how far behind NIC is to its comparators in staff positions. However, it has become clear through the study that while some positions can be considered "at market", there are still several positions that lag the market due to increased duties placed within a job, seniority in the position, and other factors that contribute to this lag.

It is requested that North Idaho College be granted funding to provide an increase to the base pay for staff members as part of a 3-year effort to bring instructor salaries in line with those of direct comparators. It is anticipated that a three-year process to bring salaries in line with that of the established market will help to ease the currently high rate of attrition among staff members.

Request
A request of $553,000 is made to cover salaries and related benefits increases, and to make necessary adjustments to faculty and staff positions as outlined within this request. This represents the current year's efforts in a 3-year effort to address the significant lag in faculty and staff salaries.

Total Budget Necessary for Project…….$553,000

References

Hare, M.G. (2005, Feb. 2). County boosts funding for CCC to help school hire, retain teachers; Officials increase support for college to $5.6 million. *The Sun,* 4B.

Newsom, J. (2004, Jun 17). Tuition may rise for local students; N.C. community college faculty are close to the lowest paid in the nation, making hiring difficult. *Greensboro News Record,* B1.

Sanderson, W. (1997, Oct. 15). Community college raise plan raises hackles union members are voting this week on complicated wage proposal. *Spokesman Review,* A1.

North Idaho College
Program Line Item Requests for FY 09

Improving Infrastructure

Request Priority 3 of 3

Upgrading Campus Technology to Minimum Standard

North Idaho College has partially equipped 98 of 146 classrooms for media presentations using readily available technology, including projectors, internet-attached computers, and audio/video players. Rooms have had lighting, screens, and furniture added to make it easy for faculty and students to use the technology for teaching and learning.

While the processes and services to acquire and support the use of teaching technology have improved, there is still a lack of systematic equipping to protect the investments, lower operating costs, and further improve use.

A "baseline" reset of the classroom technology is needed to bring all appropriate classrooms to a minimum campus standard. The following benefits would be achieved:

1. Provide the capability to use presentation technology in all classrooms where required.
2. Improve facility efficiency by creating flexibility in assigning classrooms.
3. Allow technology classrooms to begin a replacement funding rotation for equipment.
4. Lower the per room cost to acquire expensive equipment.
5. Lower the per room cost to support those using equipment.

<u>NIC is requesting funding for $615,000 over a two-year span to equip all classrooms to the campus minimum standard</u>.

Classrooms assessed against the standard classroom minimum. All items with useful life will continue to be used. Classrooms that will not be used for student or instructor presentations are marked "dry" and are included in the total but will not be equipped or included in equipment rotations.

Note: Includes classrooms on Coeur d'Alene Campus, Workforce Training, Ramsey Technical Building and Outreach Centers. Excludes general computer labs, U of I rooms in Molstead, AEC on Lakeside and Welding Tech.

Model to fund NIC Classrooms to the "Baseline" Technology Standard

FY09 Requests	Number of Classrooms	Cost per Classroom	Budget
Classrooms that currently are "Dry" (no technology) and will remain without	25	-0-	-0-
Classrooms that currently are at or above minimum standard	32	-0-	-0-
Classrooms that currently have nothing and need standardization	23	$12,000	$276,000
Classrooms that currently are at 50% and need to be brought to standard	47	$6,000	$282,000
Classrooms that currently are at 75% and need to be brought to standard	19	$3,000	$57,000

Total Budget Necessary for Project…….$307,500

FY 2009 BUDGET REQUEST

Institution / Agency: College of Western Idaho Agency #:

Decision Unit / Line Item: 12.01 Rank: 1 of 1

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Placeholder: FY 2009 General Fund Appropriation
FTP:
Gen $ 0 Fed $ 0 Ded/Other $ 0 Total $ 0

Description:

The trustees of the new community college district for the College of Western Idaho (CWI) are preparing a budget request which will be submitted to the Division of Financial Management (DFM) and the Legislative Budget Office for the FY 2009 State budget development process. DFM has granted an extension to CWI to submit their budget request information.

By approving this line item, the State Board of Education is alerting the DFM and LSO that a budget request from the CWI will be submitted even though the amount of the request was not known at the August Board meeting. Once the budget has been submitted, the Board may make a formal approval at a separate Board meeting.

THIS PAGE INTENTIONALLY LEFT BLANK

Line Items: Agricultural Research and Extension Service

Line Items for the Agricultural Research and Extension Service is summarized on the next page.

The detail, supporting documentation for this Line Item can be found on page 2.

MOTION

A motion to approve for final development the following specific budget Line Items for Agricultural Research and Extension Service:

1. Salary Enhancement: $1,220,500 ($1,211,000 General Funds, $9,500 Federal Funds)
2. Full-Time 4-H Program Coordinator Positions: $169,600 (General Funds)
3. University of Idaho Center for Bioenergy Research, Development and Outreach: $150,000 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

University of Idaho Ag Research and Extension

Fiscal Year 2009 Line Items

Grouped by Program in Priority Order

	Program/Priority/Line Item	Detail Page	FTP	General	Other Funds	Total
1						
2	**Ag Research Extension**					
3	**FY 2008 Appropriation**		370.46	27,665,700	5,021,900	32,687,600
4	**1** Salary Enhancement	3		1,211,000	9,500	1,220,500
5	**2** New/Expanded Programs: Full-Time 4-H Program Coordinator Positions	4	4.00	169,600		169,600
6	**3** New/Expanded Programs: University of Idaho Center for Bioenergy Research, Development and Outreach	6	1.50	150,000		150,000
7	**Total Line Items**		**5.50**	**$ 1,530,600**	**$ 9,500**	**$ 1,540,100**
8	Percentage of FY 2008 Appropriation		1.48%	5.53%	0.19%	4.71%

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho
Agricultural Research and Extension

Agency #: 514

Decision Unit / Line Item: 12.01

Rank: 1 of 3

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Enhancements
FTP:
Gen $1,211,000 Fed Ded/Other $9,500 Total $1,220,500

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* of the University of Idaho's strategic plan by enabling it to attract and retain excellent faculty and staff to carry out the other three goals of the plan which are: *Teaching and Learning*, *Scholarly and Creative Activity*, and *Outreach and Engagement*.

Description:

The University of Idaho had the lowest percentage increase (3.96%) for total wages and fringe benefits from FY 2002 though FY 2005 of all its peer institutions per the National Center for Education Statistics. The mean four year increase was 12.77% and the high was 29.78%.

Faculty salary averages for FY 2006 comparing the University of Idaho (including Agricultural programs) with its seventeen peer institutions are:

Faculty Rank	University of Idaho	Peer Median	Peer High
Assistant Professor	$54,340	$59,555	$ 65,426
Associate Professor	$62,957	$68,059	$ 80,891
Professor	$82,366	$88,476	$110,571

Salary enhancements of 5% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and publish service functions of the institutions.

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agricultural Research and Extension — Agency #: 514

Decision Unit / Line Item: 12.02 — Rank: 2 of 3

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Full-Time 4-H Program Coordinator Positions
FTP: 4.0
Gen $169,616 Fed $ Ded/Other $ Total $169,616

How connected to institution/agency strategic plan:
Outreach and Engagement Goal: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Description:

Background

Youth involved in 4-H perform better academically and are less likely to engage in high risk behaviors. A preliminary study suggests that ISAT reading scores also improve for youth participating in 4-H after school programs. Idaho's population is growing rapidly and additional Extension faculty and staff are needed to expand opportunities for more youth involvement in 4-H.

Current Situation

University of Idaho Extension responded to 2003 budget cuts by restructuring Extension operations at the county and district levels. The reorganization reflected recommendations made by UI Extension Advisory Board members from throughout Idaho and supporters of the 4-H/youth program. This action by UI Extension was designed to find new ways to serve Idaho's citizens effectively despite reduced faculty and staff resources.

UI Extension restructured the delivery of 4-H/youth programs. A three-year pilot program in ten counties across Idaho was initiated to hire Program Coordinators to maintain day-to-day operations and administration of 4-H programs, including recruiting and training volunteers, promoting 4-H in local communities, and organizing project evaluation and exhibit events. There is high clientele satisfaction with the 4-H Program Coordinator system, a strong team atmosphere among Program Coordinators and Extension Educators, and highly effective subject matter support for the 4-H program by Extension Educators.

Planned Activities

Based on the success and high clientele satisfaction, we wish to expand the number of 4-H Program Coordinator positions and request additional funding for four 4-H Program Coordinator positions. This funding will leverage county funds to create eight additional 4-H Program Coordinator positions throughout Idaho to maintain strong 4-H Youth Development programs, and allow expansion of the programs to more youth.

Salary and Fringe Benefits (4 FTP @ $42,404/FTP)	$169,616
Total	**$169,616**

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho Agricultural Research and Extension — Agency #: 514

Decision Unit / Line Item: 12.03 — Rank: 3 of 3

Category: New/Expanded Programs and Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: University of Idaho Center for Bioenergy Research, Development and Outreach
FTP: 1.5 FTP
Gen $150,000 Fed $ Ded/Other $ Total $150,000
How connected to institution/agency strategic plan:
Scholarly and Creative Activity Goal: Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Description:

Background

Three decades of research at the University of Idaho have provided the foundation of the modern biodiesel industry in the US and globally. More recently, UI research has made significant contributions toward developing feedstocks for bio-based ethanol production.

Current Situation

Current political and economic events have prompted planning for, or implementation of, biofuel production facilities in all regions of Idaho. UI researchers, located primarily in the Colleges of Agricultural and Life Sciences, Engineering, and Natural Resources, are routinely asked to provide technical and economic advice during the planning of these facilities.

Planned Activities

We plan to integrate UI biofuels expertise by establishing a Center for Bioenergy Research, Development, and Outreach (CBRDO). Center administration will be structured to promote resource integration and collaboration internally and externally. The CBRDO will be a one-stop, accessible entity to provide biofuel research, outreach and extension to Idaho citizens, and will provide expertise in biofuel technology, economics, social impacts and economic development, and environmental issues.

Seed funding to implement the CBRDO will be provided by the UI colleges, departments, and the Idaho Agricultural Experiment Station. It is anticipated that, except for a modest operating budget, the center will be self-sustaining from grants and contracts. This request is for a portion of the basic operation which includes staffing, travel, and routine operating expenses as follows:

0.5 FTP Director Salary and Fringe Benefits	$ 70,000
1.0 FTP Support Staff Salary and Fringe Benefits	$ 45,000
Operating Expenditures (includes travel)	$ 35,000
Total	**$150,000**

THIS PAGE INTENTIONALLY LEFT BLANK

Line Items: Special Programs

Line Items for the Special Programs are summarized on the next page.

The summary on pages 2 and 3 lists the page number where the detail, supporting documentation can be found for each Line Item.

MOTION

A motion to approve for final development the following specific budget Line Items for the Special Programs, as shown on the next page:

1. Forest Utilization Research - Salary Enhancement: $20,800 (General Funds)
2. Forest Utilization Research – Increasing Value of Idaho Forest Resources @ $119,500 (General Funds)
3. Forest Utilization Research – Enhanced Policy Analysis @ $105,000 (General Funds)“
4. Idaho Geological Survey - Salary Enhancement: $36,000 (General Funds)
5. Idaho Geological Survey – Mission Capability Enhancement: $169,500 (General Funds)
6. Idaho Geological Survey – Web site redesign and upgrade: $23,000 (General Funds)
7. Idaho Geological Survey – Seismic monitoring stations: $50,000 (General Funds)
8. Scholarships and Grants – Increase in various Scholarships: $290,000 (General Funds)
9. Idaho Museum of Natural History - Salary Enhancement:: $21,200 (General Funds)
10. Idaho Museum of Natural History - Increased Operating Support: $111,700 (General Funds)
11. Idaho Small Business Development Centers - Mission Capability Enhancement: $83,700 (General Funds)
12. Idaho Small Business Development Centers – Salary Competitiveness: $12,500 (General Funds)
13. Idaho Council on Economic Education – Mission Capability Enhancement: $22,500 (General Funds)
14. Idaho Council on Economic Education – Mission Economic Education Materials for Teachers and High School Seniors: $20,000 (General Funds)
15. Tech Help - Growth Services/New Product Development Program: $270,000 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Special Programs Summary
Fiscal Year 2009 Line Items
Grouped by Program in Priority Order

	Program/Priority/Line Item	Detail Page	FTP	General	Other Funds	Total
1	**Forest Utilization Research**					
2	**FY 2008 Appropriation**		5.75	626,600		626,600
3	**1** Salary Enhancement	5		20,800		20,800
4	**2** New/Expanded Programs: Increasing value of forest resources	6		119,500		119,500
5	**3** New/Expanded Programs: Policy Analysis Enhancement	7		105,000		105,000
6	**Total Line Items**			**224,500**		**224,500**
7	**Percentage of FY 2008 Appropriation**		0.00%	35.83%		35.83%
8						
9	**Idaho Geological Survey**					
10	**FY 2008 Appropriation**		10.35	874,800	-	874,800
11	**1** Salary Enhancement	9		36,000		36,000
12	**2** New/Expanded Programs: Mission Capability Enhancement	10		169,500		169,500
13	**3** Operating Costs: Web site redesign and upgrade	11		23,000		23,000
14	**4** Operating Costs: Seismic monitoring stations **(One-time)**	12		50,000		50,000
15	**Total Line Items**			**278,500**		**278,500**
16	**Percentage of FY 2008 Appropriation**		0.00%	31.84%		31.84%
17						
18	**Scholarships and Grants**					
19	**FY 2008 Appropriation**			9,462,500	440,000	9,902,500
20	**1** Various Scholarship Programs	13		290,000		290,000
21	**Total Line Items**			**290,000**		**290,000**
22	**Percentage of FY 2008 Appropriation**			3.06%	0.00%	2.93%
23						
24	**Idaho Museum of Natural History**					
25	**FY 2008 Appropriation**		8.50	595,500		595,500
26	**1** Salary Enhancement	15		21,200		21,200
27	**2** Operating Costs: Increased Operating Support for the Idaho Museum of Natural History	17	1.40	111,700		111,700
28	**Total Line Items**		**1.40**	**132,900**		**132,900**
29	**Percentage of FY 2008 Appropriation**		16.47%	22.32%		22.32%
30						

Special Programs Summary
Fiscal Year 2009 Line Items
Grouped by Program in Priority Order

	Program/Priority/Line Item	Detail Page	FTP	General	Other Funds	Total
31	**Idaho Small Business Development Centers**					
32	**FY 2008 Appropriation**		19.32	302,700		302,700
33	**1** New/Expanded Programs: Mission Capability Enhancement	19	1.00	83,700		83,700
34	**2** Salary Enhancement	21		12,500		12,500
35	**Total Line Items**		**1.00**	**96,200**		**96,200**
36	**Percentage of FY 2008 Appropriation**		5.18%	31.78%		31.78%
37						
38	**Idaho Council on Economic Education**					
39	**FY 2008 Appropriation**			57,500		57,500
40	**1** New/Expanded Programs: Mission Capability Enhancement	23		22,500		22,500
41	**2** New/Expanded Programs: Economic Education Materials for Teachers and High School Seniors	24		20,000		20,000
42	**Total Line Items**			**42,500**		**42,500**
43	**Percentage of FY 2008 Appropriation**			73.91%		73.91%
44						
45	**Tech Help**					
46	**FY 2008 Appropriation**		5.00	176,200		176,200
47	**1** New/Expanded Programs: Growth Services/New Product Development Program	25	3.00	270,000		270,000
48	**Total Line Items**		**3.00**	**270,000**		**270,000**
49	**Percentage of FY 2008 Appropriation**		60.00%	153.23%		153.23%
50						

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Forest Utilization Research Agency #: 516

Decision Unit / Line Item: 12.01 Rank: 1 of 3

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Enhancements
FTP:
Gen $20,800 Fed $ Ded/Other $ Total $20,800

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* of the University of Idaho's strategic plan by enabling it to attract and retain excellent faculty and staff to carry out the other three goals of the plan which are: *Teaching and Learning*, *Scholarly and Creative Activity*, and *Outreach and Engagement*.

Description:

The University of Idaho had the lowest percentage increase (3.96%) for total wages and fringe benefits from FY 2002 though FY 2005 of all its peer institutions per the National Center for Education Statistics. The mean four year increase was 12.77% and the high was 29.78%.

Faculty salary averages for FY 2006 comparing the University of Idaho with its seventeen peer institutions are:

Faculty Rank	University of Idaho	Peer Median	Peer High
Assistant Professor	$54,340	$59,555	$ 65,426
Associate Professor	$62,957	$68,059	$ 80,891
Professor	$82,366	$88,476	$110,571

Salary enhancements of 5% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and publish service functions of the institutions.

FY 2009 BUDGET REQUEST

Institution / Agency: Forest Utilization Research Agency #: 516

Decision Unit / Line Item: 12.02 Rank: 2 of 3

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Increasing value of forest resources
FTP:
Gen $119,500 Fed $ Ded/Other $ Total $119,500

How connected to institution/agency strategic plan:

This request specifically addresses the *Outreach and Engagement Goal* of the University of Idaho's strategic plan by fostering local economic development and by contributing to the nation's energy self-sufficiency and security. In addition it addresses the *Teaching and Learning Goal* by giving students hands-on training and preparing them to be competitive in a global forest products economy.

Description:

Forest resource utilization contributes significantly to the economic well being of Idaho. To remain competitive, the industry needs to increase the value of the forest resource by enhanced utilization. The goal is to increase the competitive advantage of Idaho's forest products industry, foster local economic development and reduce forest fire risk through research programs that will improve yield and to utilize low grade trees and forest biomass for use in value added product by:

- Development of non-destructive analysis tools to grade trees and logs in order to improve yield and value in structural applications
- Create bio-fuels and wood based composites from forest residues

This will be accomplished through research, demonstration and hands-on training of student at the UI forest products laboratory.

The funding request in the decision unit will:

- Enable the university to address the growing need to prepare graduates with a level of skills and knowledge that equips Idaho and its citizens to be competitive in a global forest products economy
- Maintain specialized accreditation in Forest Products which is in line with the University's mission
- Reduce risk of wildfires through utilization of forest woody fuels
- Contribute to the nation's energy self-sufficiency and security

FY 2009 BUDGET REQUEST

Institution / Agency: Forest Utilization Research Agency #: 516

Decision Unit / Line Item: 12.03 Rank: 3 of 3

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Policy Analysis Enhancement
FTP:
Gen $105,000 Fed $ Ded/Other $ Total $105,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Outreach and Engagement Goal* of the University of Idaho's strategic plan by addressing a range of interdisciplinary perspectives on natural resources issues of interest to the people of Idaho. This need is often expressed by natural resource leaders in the state who support the PAG's work by serving on the Advisory Committee. These individuals represent state and federal public agencies, environmental non-governmental organizations, and private firms and resource associations who all represent different natural resources management interests that will benefit from the enhanced interdisciplinary research this request will enable.

Description:

The CNR Policy analysis Group was created in 1989 by the Idaho state legislature. The PAG identifies and analyzes scientific and institutional problems associated with natural resource policy issues. In keeping with its mandate the PAG develops, analyzes, and presents several alternative policy options without recommending any particular one. According to the mandate, "Individual projects and analyses will be conducted by the group's staff or members of the college's faculty, or by scientists from other educational institutions or research entities as appropriate [and] must adhere to the highest professional and scientific standards for objective, scientific research."

Interdisciplinary research is growing dramatically at the University of Idaho. This type of research integrates policy and law with the biological and physical sciences to solve real natural resource management problems. This has increased the demand for policy analysis in many of our research projects, providing additional opportunities for the PAG to have an impact on improtatnt natural resource issues. The PAG must provide funding support for a broader array of faculty to contribute to the PAG's mission. To ensure that PAG makes contributions to the increasingly complex natural resource management issues of our day, we are requesting $105,000 to fund additional faculty contributions to policy analysis. The personnel costs represent partial faculty

appointments that will total approximately $63,900 and the associated fringe benefits. Operating expenses of $20,000 are also requested.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Geological Survey Agency #: 516

Decision Unit / Line Item: 12.01 Rank: 1 of 4

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Enhancements
FTP:
Gen $36,000 Fed $ Ded/Other $ Total $36,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* of the University of Idaho's strategic plan by enabling it to attract and retain excellent faculty and staff to carry out the other three goals of the plan which are: *Teaching and Learning*, *Scholarly and Creative Activity*, and *Outreach and Engagement*.

Description:

The University of Idaho had the lowest percentage increase (3.96%) for total wages and fringe benefits from FY 2002 though FY 2005 of all its peer institutions per the National Center for Education Statistics. The mean four year increase was 12.77% and the high was 29.78%.

Faculty salary averages for FY 2006 comparing the University of Idaho with its seventeen peer institutions are:

Faculty Rank	University of Idaho	Peer Median	Peer High
Assistant Professor	$54,340	$59,555	$ 65,426
Associate Professor	$62,957	$68,059	$ 80,891
Professor	$82,366	$88,476	$110,571

Salary enhancements of 5% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and publish service functions of the institutions.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Geological Survey Agency #: 516

Decision Unit / Line Item: 12.02 Rank: 2 of 4

Category: New/Expanded Program
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Mission Capability Enhancement
FTP:
Gen $169,500 Fed $ Ded/Other $ Total $169,500

How connected to institution/agency strategic plan:

This request specifically addresses the *Outreach and Engagement Goal* of the University of Idaho's strategic plan by providing for state-mission applied research and delivery of geologic information.

Description:
These additional funds will enhance the capability of IGS to respond to Idaho's growing demand for geologic information by enhancing the state's benefits and outcomes from the Idaho Geological Survey's main office in Moscow and branch offices in Boise and Pocatello. Additional funds for personnel costs and operating expenditures will provide for state-mission applied research and delivery of geologic information (geology for growth corridors, highway routes, mining geology and mines, geologic hazards, groundwater protection, and aquifer modeling).

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Geological Survey Agency #: 516

Decision Unit / Line Item: 12.03 Rank: 3 of 4

Category: Operating Support – one time
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Web site redesign and upgrade
FTP:
Gen $23,000 Fed $ Ded/Other $ Total $23,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Outreach and Engagement Goal* of the University of Idaho's strategic plan by providing an avenue for the public to obtain products and information from the IGS.

Description:

The Idaho Geologic Survey's web-site needs a redesign and upgrade, including shopping-cart services. The Survey's web-site has become the primary delivery system for all geologic information produced and provided by the Survey. Client demand for Internet products and information is outpacing the current configuration of the Survey's web-site. The outcomes of the Survey's grants and contracts, valued at about $1.2 million in FY 2007 depend on the services of the Survey's web-site. The requested funds will pay for design services, equipment upgrades, and the capability for shopping-cart, or "e-commerce" services.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Geological Survey Agency #: 516

Decision Unit / Line Item: 12.04 Rank: 4 of 4

Category: Operating support – **one time**
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Seismic monitoring stations
FTP:
Gen $50,000 Fed $ Ded/Other $ Total $50,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Scholarly and Creative Activity Goal* of the University of Idaho's strategic plan by enhancing the Idaho Geological Survey's ability to monitor on-going earthquake activity by upgrading seismic instrumentation.

Description:

U.S. Array, the transportable seismograph component of the national EarthScope program is currently active in Idaho. Each installation will remain for only 18 months of data collection before it is relocated. The program is offering research partners the opportunity to purchase stations for ongoing earthquake monitoring. Once they are purchased, a communication system needs to be reestablished. The cost is a substantial savings over establishing new sites. Idaho is fifth in earthquake occurrence, but is one of the most poorly instrumented states for seismic monitoring. The request will add two new permanent stations and fund their reconfiguration into the Idaho seismic network.

FY 2009 BUDGET REQUEST

Institution / Agency: SBOE Scholarships and Grants

Agency #: OSBE

Decision Unit / Line Item: 12.01

Rank: of

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Various Scholarship Programs

FTP:

Gen $290,000 Fed $ Ded/Other $ Total $290,000

The following 3 programs are authorized by statute and the appropriation is requested in the year following the year the expenses are actually incurred by the institutions.

1. Student Incentive Loan Forgiveness – Statute authorizes a total of 14 new nursing loan contracts and 16 new teaching loan contracts each year. The number of contracts per institution is set by statute. If an institution does not use some of the loan contracts, the contract can be reassigned to another institution. The increase in this program reflects both the reassignment of loan contracts and tuition increases at institutions. Authorizing statute is 33-3722. **$46,700**

2. Freedom Scholarship (POW/MIA) A qualifying dependent will be attending an Idaho institution beginning in 2007-2008. This request reflects the estimate of qualifying expenses authorized by 33-4302, Idaho Code. **$13,000**

3. Peace Officer/Fireman (Public Safety Officer Dependent Scholarship) Funds from FY2007 were used to pay for scholarships for one of the three participants under this program authorized by 33-4302A. **$19,700 reduction**

The Robert R. Lee Promise Category A Scholarship provides between 25-40 new scholarships each year to academic scholarship and professional-technical students. The award is $3,000/year renewable up to four years for academic programs and for the term of the professional-technical program, up to three years. Due to early graduations, deferments, and available funding, we were able to award 40 new scholarships for the 2007-2008 academic year. The current state funding for the Promise Category A Scholarship is $331,300, which allows for a maximum of 110 active participants at any one time. Idaho Code allows for a total of no greater than 400 and no more than 100 new awards a year. For academic year there were 180 applicants that met or exceeded the criteria for the academic scholarship. After 31 scholarships were awarded and 12 applicants declined, there were 137 qualified applicants that did not receive a scholarship. There were nine offers made to qualifying professional-technical applicants for a total of 40 new Robert Lee Promise A scholarships. **$250,000**

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Museum of Natural History Agency #: 513

Decision Unit / Line Item: 12.01 Rank: 1 of 2

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Competitiveness
FTP:
Gen $21,200 Fed $ Ded/Other $ Total $21,200

How connected to institution/agency strategic plan:

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

Description:

Faculty and staff (professional and classified) salaries continue to be ISU's most important budget priority for FY09. Comparison of FY07 salaries for ISU faculty with other public, doctoral-research universities reveals that ISU faculty salaries continue to be significantly below peer institutions, especially at the higher academic ranks. Average salaries for Professors at ISU are nearly 20 percent below professors at peer institutions; ISU Associate Professors are 16 percent below peers, and ISU Assistant Professors are 11 percent below peers. ISU faculty are recruited nationally, and for ISU to remain competitive in attracting high quality faculty, salary must be competitive.
Similarly, ISU competes locally and regionally to recruit and retain classified staff and nationally for professional staff. Professional staff salaries lag behind those of ISU's peer institutions by margins similar to those listed above for faculty salary gaps, making it very difficult to consummate national searches for vacancies successfully. Though steps toward salary equity for classified staff have been made in recent years, the still-extant gaps often affect the institution's ability to recruit and retain them. In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training. The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

Given that several of ISU's strategic goals are affected by these salary gaps for faculty and professional/classified staff, this line item budget request is crucial to maintaining ISU's ability to meet current and future mission-driven needs.

The specific strategic goals impacted by this request include the following:

Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
(SBOE Main Goals: Quality and Relevancy)

Goal 6 — Support: Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. (SBOE Main Goals: Quality, Access, Efficiency)

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Museum of Natural History Agency #: 513

Decision Unit / Line Item: 12.02 Rank: 2 of 2

Category: Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Increased Operating Support for the Idaho Museum of Natural History
FTP: 1.4
Gen $111,700 Fed $ Ded/Other $ Total $111,700

How connected to institution/agency strategic plan:

The Idaho Museum of Natural History actively nurtures an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets and displays natural and cultural objects for Idaho residents, visitors and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices. Research and teaching efforts centered on the PhD in Counseling program also further the following Goals, as articulated in ISU's current strategic plan:

Goal 1 — Access: Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs (SBOE Main Goals: Access and Relevancy)

Goal 3 — Research: Conduct research consistent with the state, regional, and national public service missions and the University's undergraduate and graduate programs.

(SBOE Main Goals: Quality and Relevancy)

Goal 4 — Service: Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events. (SBOE Main Goals: Quality, Access, and Relevancy)

Description:

This requests includes regular salary and benefits for an additional 0.5 FTE Life Sciences Collections Manager, and an additional 0.9 FTE to fund three curators (Botany, Anthropology and Mammalogy) at 0.2 FTE and bring the other three we currently have (Ornithology, Herpetology, Geology) from 0.1 FTE to 0.2 FTE. Current staffing for collections management provides a 0.5 FTE Earth Sciences Collections Manager and a 0.5 FTE Anthropology Collections manager; there is no one managing the Life Sciences collections (over 75,000 specimens). Current staffing for curators is at

0.5 FTE for Vertebrate Paleontology (curates over 250,000 specimens), 0.1 FTE for birds, 0.1 FTE for reptiles, and 0.1 for invertebrate paleontology, paleobotany, and rocks and minerals. There is currently no one curating botanical specimens, mammals, or anthropology. The 0.1 FTE level (1/2 day/week is not enough to keep up with curating these collections. These requests are made to fill voids in our structure for collections management and care that were identified in our reaccreditation self-study. The request also includes and additional $10,000 for materials, supplies, communications, and travel is requested for the Museum. This will allow us to keep up with record-keeping and conservation requirements of being an accredited museum. This request directly serves our audience, which is Idaho residents, visitors to Idaho, and the world's community of students and scholars. The Museum's core functions are to collect, care for, research, interpret and present, through educational programs and exhibitions, Idaho's cultural and natural heritage, and to support and encourage local and municipal natural history museums throughout Idaho. The Museum cannot fully perform these core functions without this additional funding, and collections care, preservation, management and access will suffer.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho SBDC Agency #: 516

Decision Unit / Line Item: 12.01 Rank: 1 of 2

Category: Expanded Program

Title: Hispanic Business Outreach
FTP: 1.0
Gen $83,700 Fed $ Ded/Other $ Total $83,700

How connected to institution/agency strategic plan:
Goal 1: Improve the success of small businesses through delivery of our core services – one-on-one business consulting, training and research. Objective 1.3: Ensure that services are available to minorities and available all counties.

Description:

Currently, the Idaho Small Business Development Center (SBDC) is serving only a small percentage of the Hispanic business community due to limited resources within the SBDC. In order to reach the growing need to serve the Hispanic business community, additional resources are needed.

This funding would allow the SBDC to hire a bilingual/bicultural individual to better serve the Hispanic businesses in the southern part of the state. The individual will need to bring experience in owning and operating a small business to this job. The individual would be located in Canyon County, but would serve Hispanic businesses in the entire southern part of the state.

This individual will be responsible for determining the needs in the Hispanic business community. Based on these needs, this person will deliver tailored consulting and training to improve the success of these businesses. It also provides sufficient funding to allow this person to travel to Idaho Falls, Pocatello, Burley, Twin Falls, etc. to provide consulting and training to existing and startup Hispanic businesses.

COST:

PERSONNEL:	$ 50,000
FRINGE:	17,500
OPERATING:	16,200
TOTAL:	$83,700

With the addition of this new position, we would expect to see an additional 100 new business owners and to provide at least 800 hours of consulting. We would also expect at least 14 training courses delivered to the Hispanic community.

With the growth of the Hispanic population in Idaho, it is important that the Idaho SBDC, along with our college and university partners, help diversify the business base and help in the creation of new businesses and the jobs they bring to the state of Idaho. More than 80% of the new jobs in Idaho are created by small businesses.

The Idaho SBDC has shown over the past 13 years that entrepreneurs that use Idaho SBDC services grow at faster rate than the average Idaho business. Sales growth is more than 3 times the state's average. Job creation is more than 4 times that that an average business creates.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho SBDC Agency #: 516

Decision Unit / Line Item:12.02 Rank: 2 of 2

Category: Salary Enhancements

Title: Salary Enhancements
FTP:
Gen $12,500 Fed $ Ded/Other $ Total $12,500

How connected to institution/agency strategic plan:
Goal 1: Improve the success of small businesses through delivery of our core services – one-on-one business consulting, training and research.

Description:

The Idaho Small Business Development Center has had difficulty retaining and replacing personnel. Our experience is similar to the colleges and universities around the state. A 4.5% increase is requested to help increase our ability to retain and attract quality people to serve our clientele.

DESCRIPTION:
This would provide the Idaho SBDC additional funds to increase our competitiveness to retain and attract quality personnel to serve the citizens and entrepreneurs in Idaho.

The Idaho SBDC has shown over the past 13 years that entrepreneurs that use Idaho SBDC services grow at faster rate than the average Idaho business. Sales growth is more than 3 times the state's average. Job creation is more than 4 times that of an average business.

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Council on Economic Education Agency #: 516

Decision Unit / Line Item:12.01 Rank: 1 of 2

Category: Expanded Educational Program

Title: Financial Literacy Materials and Training
FTP:
Gen $22,500 Fed $ Ded/Other $ Total $22,500

How connected to institution/agency strategic plan:

The mission of the Idaho Council on Economic Education is to provide financial literacy and economic education to Idaho K-12 students and teachers. There is great demand for this program in Idaho. This funding will make it possible to provide the program to 9,000 students.

Description:

This will allow the Idaho Council on Economic Education to provide financial literacy educational materials and training to 9,000 Idaho K-12 students and their teachers in all 6 regions of Idaho. The funds will be used specifically to provide “The Stock Market Game” in Idaho. This program is nationally recognized as one of the top financial literacy programs in the United States. Many Idaho students want to participate in this program but have been prevented from doing so due to lack of funding from their schools.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Council on Economic Education Agency #: 516

Decision Unit / Line Item: 12.02 Rank: 2 of 2

Category: Expanded Educational Program

Title: Economic Education Materials for Teachers and High School Seniors
FTP:
Gen $20,000 Fed $ Ded/Other $ Total $20,000

How connected to institution/agency strategic plan:

The mission of the Idaho Council on Economic Education is to provide financial literacy and economic education to Idaho K-12 students and teachers. Idaho requires that high school students take one semester of economics for graduation. This funding will provide direct support for materials and training in conjunction with this required class.

Description:

This will allow the Idaho Council on Economic Education to provide economic education materials and training to Idaho teachers and high school seniors in conjunction with their required senior year course in economics. These funds will be used specifically to provide the International Economic Summit program to 2,000 students in schools that have not had the funding to participate in this program previously, primarily rural Idaho schools.

FY 2009 BUDGET REQUEST

Institution / Agency: TechHelp Agency #: 516

Decision Unit / Line Item: 12.01 Rank: 1 of 1

Category: New/Expanded Programs

Title: Growth Services/New Product Development Program
FTP: 3
Gen $ 270,000 Fed $0 Ded/Other $0 Total $270,000

How connected to institution/agency strategic plan:

The TechHelp Growth Services/New Product Development Program will create public engagements that link the university's academic mission with its community partners to address issues of mutual benefit, create partnerships that contribute to regional growth and development, create network and outreach opportunities with the community, provide development opportunities for faculty to integrate research and teaching and create an organization that is responsive to change.

Description:

TechHelp requests a budget enhancement to support work with manufactures on growth strategies that will augment our successful cost reduction programs. The growth strategies effort would require 3 FTE initially in two main areas: Eureka! Winning Ways (E!WW) Growth Services and New Product Development. Because 80% of companies say they need ideas for growth, TechHelp teamed with famed innovation guru, Doug Hall, of Eureka! Ranch to create Eureka! Winning Ways, a program that will help Idaho manufacturers and processors develop ideas and products that will drive top line growth of at least 20% annually. TechHelp Specialists will guide each participating company through a process that will create at least 50 ideas for measurably smarter growth. TechHelp specialists will help the companies generate action plans to accelerate the smartest ideas and will provide ongoing coaching that will create a deep understanding of how to ignite continuous exponential growth.

TechHelp's Growth Services/New Product Development Program will generate the need for additional TechHelp assistance in the areas of new product development (design, prototyping, material analysis…), intellectual property protection, technology transfer, product research (in cooperation with University partners), Lean Manufacturing, Six Sigma, ISO Certification, quality programs, marketing, financing and more.

THIS PAGE INTENTIONALLY LEFT BLANK

Line Items: Health Programs

Line Items for the Health Programs are summarized on the next page.

MOTION

A motion to approve for final development the following specific budget Line Items for the Health Programs:

1. WOI - Salary Enhancement: $23,000 (General Funds)
2. WOI - Additional Veterinary Student Positions: $258,100 (General Funds)

3. WWAMI - Salary Enhancement: $32,700 (General Funds)

4. IDEP - Salary Enhancement: $15,000 (General Funds)

5. IDEP – Expansion of Dental Program @ $29,800 ($10,400 General Funds, $19,400 Dedicated Funds)

6. Family Practice Residencies - Salary Enhancement: $19,000 (General Funds)

7. UofU – Additional Seats (2): $71,500 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Health Programs Summary
Fiscal Year 2009 Line Items
Grouped by Program in Priority Order

	Program/Priority/Line Item	Detail Page	FTP	General	Other Funds	Total
1	**WOI Veterinary Education**					
2	**FY 2008 Appropriation**		6.92	1,743,700	100,000	1,843,700
3	**1** Salary Enhancement	3		23,000		23,000
4	**2** New/Expanded Programs: Additional Veterinary Student Positions	4	2.00	258,100		258,100
5	**Total Line Items**		**2.00**	**281,100**		**281,100**
6	**Percentage of FY 2008 Appropriation**		28.90%	16.12%	0.00%	15.25%
7						
8	**WWAMI Medical Education**					
9	**FY 2008 Appropriation**		6.57	3,368,600	295,400	3,664,000
10	**1** Salary Enhancement	5		32,700		32,700
11	**Total Line Items**			**32,700**		**32,700**
12	**Percentage of FY 2008 Appropriation**		0.00%	0.97%	0.00%	0.89%
13						
14	**IDEP Dental Education**					
15	**FY 2008 Appropriation**		3.25	1,142,500	132,900	1,275,400
16	**1** Salary Enhancement	7		15,000		15,000
17	**2** New/Expanded Programs: Additional Seat for IDEP program	9		10,400	19,400	29,800
18	**Total Line Items**			**25,400**	**19,400**	**44,800**
19	**Percentage of FY 2008 Appropriation**		0.00%	2.22%	14.60%	3.51%
20						
21	**Family Practice Residencies**					
22	**FY 2008 Appropriation**		6.57	3,368,600	295,400	3,664,000
23	**1** Salary Enhancement	11		19,000		19,000
24	**Total Line Items**			**19,000**		**19,000**
25	**Percentage of FY 2008 Appropriation**		0.00%	0.56%	0.00%	0.52%
26						
27	**University of Utah Medical Education**					
28	**FY 2008 Appropriation**			1,088,800		1,088,800
29	**1** New/Expanded Programs: Additional Seats	13		71,500		71,500
30	**Total Line Items**			**71,500**		**71,500**
31	**Percentage of FY 2008 Appropriation**			6.57%		6.57%
32						
33	**WICHE Optometry**					
34	No Line Items					

FY 2009 BUDGET REQUEST
Institution / Agency: University of Idaho
WOI Veterinary Education
Agency #: 515

Decision Unit / Line Item: 12.01 Rank: 1 of 2

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Enhancements
FTP:
Gen $23,000 Fed Ded/Other $ Total $23,000

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* of the University of Idaho's strategic plan by enabling it to attract and retain excellent faculty and staff to carry out the other three goals of the plan which are: *Teaching and Learning*, *Scholarly and Creative Activity*, and *Outreach and Engagement*.

Description:

The University of Idaho had the lowest percentage increase (3.96%) for total wages and fringe benefits from FY 2002 though FY 2005 of all its peer institutions per the National Center for Education Statistics. The mean four year increase was 12.77% and the high was 29.78%.

Faculty salary averages for FY 2006 comparing the University of Idaho (including Agricultural programs) with its seventeen peer institutions are:

Faculty Rank	University of Idaho	Peer Median	Peer High
Assistant Professor	$54,340	$59,555	$ 65,426
Associate Professor	$62,957	$68,059	$ 80,891
Professor	$82,366	$88,476	$110,571

Salary enhancements of 5% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and publish service functions of the institutions.

FY 2009 BUDGET REQUEST

Institution / Agency: University of Idaho — Agency #: 515
WOI Veterinary Education

Decision Unit / Line Item: 12.02 — Rank: 2 of 2

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Additional Veterinary Student Positions
FTP: 2.0
Gen $258,100 Fed $ Ded/Other $ Total $258,100

How connected to institution/agency strategic plan:

This request addresses the Outreach and Engagement Goal of the University of Idaho's Strategic Action Plan by addressing large animal veterinary needs for Idaho's dairy and cattle industries.

Description

Support fees for two additional veterinary student positions: $258,100

Background:

The livestock industry in Idaho has grown dramatically during the past decade. The Idaho dairy industry, currently ranked 4th nationally, is the largest single sector in Idaho's agricultural economy, while the beef cattle industry is the 2nd largest single sector in Idaho's agricultural economy. Combined, the livestock industry generated $2.5 billion in on-farm cash receipts in 2005, 55% of the total for Idaho's agricultural industry. Growth in the number of milk cows is predicted to be 25%, or 100,000 head, during the next five years.

An increasing number of large animal veterinarians will be required for the growing livestock industry to provide adequate animal and herd health care associated with sustainable production and food security. Idaho currently appropriates funding for 11 student positions at the WSU College of Veterinary Medicine. The requested ongoing funding includes 8 student-years (2 students X 4 years of education for DVM) at the established FY09 support fees rate of $32,258 per year.

FY 2009 BUDGET REQUEST

Institution / Agency: WWAMI Agency #: 514

Decision Unit / Line Item:12.01 Rank: 1 of 1

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Enhancement
FTP:
Gen $32,700 Fed $ Ded/Other $ Total $32,700

How connected to institution/agency strategic plan:

This request specifically addresses the *Organization, Culture, and Climate Goal* of the University of Idaho's strategic plan by enabling it to attract and retain excellent faculty and staff to carry out the other three goals of the plan which are: *Teaching and Learning*, *Scholarly and Creative Activity*, and *Outreach and Engagement*.

Description:

The University of Idaho had the lowest percentage increase (3.96%) for total wages and fringe benefits from FY 2002 though FY 2005 of all its peer institutions per the National Center for Education Statistics. The mean four year increase was 12.77% and the high was 29.78%.

Faculty salary averages for FY 2006 comparing the University of Idaho with its seventeen peer institutions are:

Faculty Rank	University of Idaho	Peer Median	Peer High
Assistant Professor	$54,340	$59,555	$ 65,426
Associate Professor	$62,957	$68,059	$ 80,891
Professor	$82,366	$88,476	$110,571

Salary enhancements of 5% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and publish service functions of the institutions.

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Dental Education Program Agency #: 513

Decision Unit / Line Item: 12.01 Rank: 1 of 2

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Competitiveness
FTP:
Gen $15,000 Fed $ Ded/Other Total $15,000

How connected to institution/agency strategic plan:

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

Description:

Faculty and staff (professional and classified) salaries continue to be ISU's most important budget priority for FY09. Comparison of FY07 salaries for ISU faculty with other public, doctoral-research universities reveals that ISU faculty salaries continue to be significantly below peer institutions, especially at the higher academic ranks. Average salaries for Professors at ISU are nearly 20 percent below professors at peer institutions; ISU Associate Professors are 16 percent below peers, and ISU Assistant Professors are 11 percent below peers. ISU faculty are recruited nationally, and for ISU to remain competitive in attracting high quality faculty, salary must be competitive.
Similarly, ISU competes locally and regionally to recruit and retain classified staff and nationally for professional staff. Professional staff salaries lag behind those of ISU's peer institutions by margins similar to those listed above for faculty salary gaps, making it very difficult to consummate national searches for vacancies successfully. Though steps toward salary equity for classified staff have been made in recent years, the still-extant gaps often affect the institution's ability to recruit and retain them. In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training. The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

Given that several of ISU's strategic goals are affected by these salary gaps for faculty and professional/classified staff, this line item budget request is crucial to maintaining ISU's ability to meet current and future mission-driven needs.

The specific strategic goals impacted by this request include the following:

Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
(SBOE Main Goals: Quality and Relevancy)

Goal 6 — Support: Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. (SBOE Main Goals: Quality, Access, Efficiency)

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Dental Education Program Agency #: 513

Decision Unit / Line Item: 12.02 Rank: 2 of 2

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Additional Seat for IDEP program
FTP:
Gen $10,400 Fed $ Ded/Other $19,400 Total $29,800

How connected to institution/agency strategic plan:

The Idaho Dental Education Program's (IDEP) goal is to provide residents of Idaho with access to an outstanding dental education and encourage their return to practice in Idaho. The program is designed to develop graduates who possess the ability to practice today's dentistry at its finest. IDEP graduates will also acquire the background to evaluate changes and future treatment methods as they relate to individual patient care. IDEP serves as Idaho's state assisted route of access for dental education. The Program is a cooperative effort of Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University's Kasiska College of Health Professions in Pocatello, Idaho. As the SBOE-designated lead institution of higher education for the health professions in Idaho, ISU's expansion of IDEP is consistent with the institution's health-professions driven strategic planning. Research and teaching efforts centered on the program also further the following Goals, as articulated in ISU's current strategic plan:

Goal 1 — Access: Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs (SBOE Main Goals: Access and Relevancy)

Goal 2 — Learning: Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds. (SBOE Main Goals: Quality and Relevancy)

Goal 4 — Service: Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events. (SBOE Main Goals: Quality, Access, and Relevancy)

Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
(SBOE Main Goals: Quality and Relevancy)

Description:
IDEP requests the increase of one additional seat in the program. This request represents the second increase as outlined in the original plan for increasing enrollment from seven to ten seats over a three year period. The program was initiated with the funding for one additional seat in FY2002 (from 7 to 8). Approval of this decision unit would result in nine available seats. Funding is also requested for the increased Trustee Benefit payment to Creighton University in accordance with the contract. This request is supported by the State Board of Education's emphasis on increasing the available health education seats for Idaho's residents. Idaho has experienced a 49% increase in population since 1980. The population is projected to increase by an additional 8% by 2010. The number of idaho applicants far exceeds the capacity of the current program. For the past two years there have been between 13 and 14 applicants for every available seat in the program. Early indications suggest that the number of qualified applicants for the upcoming application cycle will meet or exceed those for the past two years. Over 70% of the students graduating from the program return to Idaho to practice.

FY 2009 BUDGET REQUEST

Institution / Agency: Family Practice Residency Agency #: 513

Decision Unit / Line Item: 12.01 Rank: 1 of 1

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Salary Competitiveness
FTP:
Gen $19,000 Fed $ Ded/Other $ Total $19,000

How connected to institution/agency strategic plan:

Recruiting and retaining highly qualified faculty and staff will benefit all of Idaho's citizens by improving the instruction, research and public service functions of the university. A well-educated, well-informed workforce will help Idaho attract and retain business and industry.

Description:

Faculty and staff (professional and classified) salaries continue to be ISU's most important budget priority for FY09. Comparison of FY07 salaries for ISU faculty with other public, doctoral-research universities reveals that ISU faculty salaries continue to be significantly below peer institutions, especially at the higher academic ranks. Average salaries for Professors at ISU are nearly 20 percent below professors at peer institutions; ISU Associate Professors are 16 percent below peers, and ISU Assistant Professors are 11 percent below peers. ISU faculty are recruited nationally, and for ISU to remain competitive in attracting high quality faculty, salary must be competitive.
Similarly, ISU competes locally and regionally to recruit and retain classified staff and nationally for professional staff. Professional staff salaries lag behind those of ISU's peer institutions by margins similar to those listed above for faculty salary gaps, making it very difficult to consummate national searches for vacancies successfully. Though steps toward salary equity for classified staff have been made in recent years, the still-extant gaps often affect the institution's ability to recruit and retain them. In general, retention and recruitment success will yield greater employee productivity while reducing expenditures for recruitment, moving expenses, start-up and training. The university and subsequently the state are impacted as we are unable to attract and retain quality faculty and staff. Without appropriate and competitive compensation, the university and state will experience higher turnover rates, fewer recruitment successes, and the lag between current compensation levels and the marketplace will grow.

Given that several of ISU's strategic goals are affected by these salary gaps for faculty and professional/classified staff, this line item budget request is crucial to maintaining ISU's ability to meet current and future mission-driven needs.

The specific strategic goals impacted by this request include the following:

Goal 5 — Faculty: Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.
(SBOE Main Goals: Quality and Relevancy)

Goal 6 — Support: Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment. (SBOE Main Goals: Quality, Access, Efficiency)

FY 2009 BUDGET REQUEST

Institution / Agency: UofU Agency #: 515

Decision Unit / Line Item:12.01 Rank: 1 of 1

Category: New/Enhanced Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Additional Program Seats
FTP:
Gen $71,500 Fed $ Ded/Other $ Total $71,500

How connected to institution/agency strategic plan:
The Idaho UofU Medical Education Program provides eight entering Idaho students with the opportunity to complete their medical training through the University of Utah School of Medicine. Idaho has been involved with the UofU program for 30 years beginning with an association through the WICHE program and then through the current contract. In 2005 Idaho ranked 47th out of 50 states in the number of physicians per population, and Idaho's population is projected to grow to 1.8 million by 2020. With the current 32 seats (8 per year X 4 years) for Idaho UofU, qualified Idaho students have a one in six chance of getting into a state-supported medical school education, compared to a one in three chance on the national average. This means that for every top student admitted to UofU, five other Idaho students have to leave the state to pursue medical training.

The number of state-supported medical student seats needs to grow substantially over the next ten years in order to address the medical needs of Idaho. We request that Idaho start by restoring the remaining two UofU seats from the original state allocation and contract (to a total of 10 entering Idaho UofU seats in FY2009), and then develop a plan for continued growth in medical student seats for Idaho residents in the years to come.

Description:
In FY2009, funding is required for 2 additional first year student fees. Additional funding will be requested each year, as the students advance and others enter the program over the next 3 fiscal years.

FY2009 1st year @ $35,732 X 2 Students
FY2010 2nd year @ $35,732 X 2 Students
FY2011 3rd year @ $35,732 X 2 Students
FY2012 4th year @ $35,732 X 2 Students

After the students' training is complete, Idaho residents stand to benefit from this medical education funding, as Idaho physicians set up practice in their home state, serving the people who helped make it possible for them to become doctors. UofU increases the likelihood that students will return to Idaho communities to practice.

THIS PAGE INTENTIONALLY LEFT BLANK

Line Items: Agencies

Office of the State Board of Education

MOTION

A motion to include for final FY 2009 budget development the following specific Line Items, for Office of the State Board of Education, as displayed on Page 4.

1. Assessment – FY 2008 Supplemental: $1,530,000 **($130,000 one-time)** (General Funds)
2. GEAR UP – FY 2008 Supplemental: $675,000 (Federal Funds)
3. NAEP – FY 2009 Federal Spending Authority: $128,100 (Federal Funds from SDE)
4. Deaf & Blind Coordinators: FY 2009 Position Upgrades: $19,600 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Professional-Technical Education

MOTION

A motion to include for final FY 2009 budget development the following specific Line Items, for Professional-Technical Education, as displayed on Page 4.

1. Secondary Added Cost Workload Adjustment: $180,500 (General Funds)
2. Fire Training and Testing Unit: $650,000 (**$500,000 one-time**) (General Funds)
3. Secondary Added Cost Formula: $684,900 (General Funds)
4. Technical College Program Expansion: $2,470,800 (**$900,000 one-time**) (General Funds)
5. Technical College Instructional Equipment: $753,400 (General Funds)
6. Technical College Faculty Salary Competitiveness: $716,700 (General Funds)
7. HR/ABE/GED/Veterans/Proprietary Function Transfer (Placeholder)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Division of Vocational Rehabilitation

MOTION

A motion to include for final FY 2009 budget development the following specific Line Items, for Idaho Division of Vocational Rehabilitation, as displayed on Page 5.

1. Extended Employment Funding: $500,000 (General Funds)
2. Pass Plan Writer: $76,400 ($16,300 General Funds, $60,100 Federal Funds)
3. Epilepsy Services Funding Increase: $30,000 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Public Television

MOTION

A motion to include for final FY 2009 budget development the following specific Line Items, for Idaho Public Television, as displayed on Page 5.

1. Reliable Emergency Power Backup: $325,000 (General Funds)
2. Idaho Experience Documentaries: $358,400 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Historical Society

MOTION

A motion to include for final FY 2009 budget development the following specific Line Items, for Idaho State Historical Society, as displayed on Page 5.

1. Community Assistance Grants: $150,000 (General Funds)
2. Museum Restoration Initiative: $59,300 (General Funds)
3. Senior Maintenance/Craftsman: $36,500 (General Funds)
4. Matching Cost Share for State Archeologist: $41,900 (General Funds)
5. Collection Development: $40,000 (General Funds)
6. History Day Enhancement: $16,100 (General Funds)
7. Compact/Mobile Shelving: $750,000 **one-time** (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Commision for Libraries

MOTION

A motion to include for final FY 2009 budget development the following specific Line Items, for Idaho Commision for Libraries, as displayed on Page 5.

1. Read to Me: $1,170,000 (General Funds)

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Agency Summary
Fiscal Year 2009 Line Items
Grouped by Agency in Priority Order

	Program/Priority/Line Item	Detail Page	FTP	General	Other Funds	Total
1	**Office of the State Board of Education**					
2	**FY 2008 Appropriation**		27.00	10,920,700	8,792,000	19,712,700
3	**1** Assessment: FY08 Supplemental	7		1,530,000		1,530,000
4	**2** GEAR UP: FY08 Supplemental	8	3.00		675,000	675,000
5						
6	**3** NAEP FY 2009 Federal Spending Authority	9			128,100	128,100
7	**4** Deaf & Blind Coordinators: Position Upgrades	10		19,600		19,600
8	**Total Line Items**		**3.00**	**1,549,600**	**803,100**	**2,352,700**
9	**Percentage of FY 2008 Appropriation**		11.11%	14.19%	9.13%	11.93%
10						
11	**Idaho School for the Deaf and the Blind**					
12	No Line Items Requested					
13						
14	**Professional-Technical Education**					
15	**FY 2008 Appropriation**		550.60	51,595,000	8,620,700	60,215,700
16	**1** Maintenance/Infrastructure: Secondary Added Cost Workload Adjustment	11		180,500		180,500
17	**2** Maintenance/Infrastructure: Fire Training and Testing Unit **($500,000 one-time)**	12	1.00	650,000		650,000
18	**3** Maintenance/Infrastructure: Secondary Added Cost Formula	13		684,900		684,900
19	**4** New/Expanded Programs: Technical College Program Expansion **($900,000 one-time)**	14	24.25	2,470,800		2,470,800
20	**5** Maintenance/Infrastructure: Technical College Instructional Equipment	17		753,400		753,400
21	**6** Salary Enhancements: Technical College Faculty Salary Competitiveness	18		716,700		716,700
22	**7** New/Expanded Programs: HR/ABE/GED/ Veterans/Proprietary Function Transfer **(Placeholder)**	19				
23	**Total Line Items**		**25.25**	**5,456,300**		**5,456,300**
24	**Percentage of FY 2008 Appropriation**		4.59%	10.58%	0.00%	9.06%
25						

Agency Summary
Fiscal Year 2009 Line Items
Grouped by Agency in Priority Order

	Program/Priority/Line Item	Detail Page	FTP	General	Other Funds	Total
25						
26	**Idaho Division of Vocational Rehabilitation**					
27	**FY 2008 Appropriation**		150.00	8,353,000	16,322,300	24,675,300
28	**1** New/Expanded Programs: Extended Employment Funding	21		500,000		500,000
29	**2** Salary Enhancements: Pass Plan Writer	23	1.00	16,300	60,100	76,400
30	**3** New/Expanded Programs: Epilepsy Services Funding Increase	24		30,000		30,000
31	**Total Line Items**		**1.00**	**546,300**	**60,100**	**606,400**
32	**Percentage of FY 2008 Appropriation**		0.67%	6.54%	0.37%	2.46%
33						
34	**Idaho Public Television**					
35	**FY 2008 Appropriation**		57.00	3,279,900	5,906,700	9,186,600
36	**1** Maintenance/Infrastructure: Reliable Emergency Power Backup	25		325,000		325,000
37	**2** New/Expanded Programs: Idaho Experience Documentaries	27		358,400		358,400
38	**Total Line Items**			**683,400**		**683,400**
39	**Percentage of FY 2008 Appropriation**		0.00%	20.84%	0.00%	7.44%
40						
41	**Idaho State Historical Society**					
42	**FY 2008 Appropriation**		49.02	2,972,200	2,393,500	5,365,700
43	**1** New/Expanded Programs: Community Assistance Grants	29		150,000		150,000
44	**2** New/Expanded Programs: Museum Curatorial Registrar/Restoration Initiative	31	1.00	59,300		59,300
45	**3** Maintenance/Infrastructure: Historic Structures Maintenance Craftsman	33	1.00	36,500		36,500
46	**4** New/Expanded Programs: Matching Cost Share for State Archeologist	35	1.00	41,900		41,900
47	**5** New/Expanded Programs: Collection Development for Public Archives and Research Library (PARL)	37		40,000		40,000
48	**6** New/Expanded Programs: History Day Enhancement Project	39		16,100		16,100
49	**7** Maintenance/Infrastructure: Compact/Mobile Shelving at Public Archives and Research Library (PARL) **($750,000 one-time)**	41		750,000		750,000
50	**Total Line Items**		**3.00**	**1,093,800**		**1,093,800**
51	**Percentage of FY 2008 Appropriation**		0.06	36.8%	0.0%	20.4%
52						
53	**Idaho Commision for Libraries**					
54	**FY 2008 Appropriation**		40.50	2,879,800	1,586,100	4,465,900
55	**1** New/Expanded Programs: Read to Me	43	3.00	1,170,000		1,170,000
56	**Total Line Items**		**3.00**	**1,170,000**		**1,170,000**
57	**Percentage of FY 2008 Appropriation**		7.41%	40.63%	0.00%	26.20%

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Office of the State Board of Education Agency #: 501

Decision Unit / Line Item: 12.01 Rank: 1 of 4

Category: New/Expanded Programs or Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Assessment: FY 2008 Supplement
FTP:
Gen $1,530,000 Fed $ Ded/Other $ Total $1,530,000

Description:

Although our former contractor delivered all of the Board required elements of the Idaho Assessment System (ISAT) at a lesser cost, it was found by both an independent review and a federal peer review that the Spring ISAT, which is used to meet the requirements of No Child Left Behind (NCLB), did not meet the national standards for validity, reliability and alignment to State content standards. That contract was set to expire July 2006, and Staff was anticipating a new contract when it received the information from the studies noted above. Because of these reports, the focus for the RFP for the new contract became meeting the compliance requirements for NCLB. Therefore, the focus was on the Spring ISAT and making sure it met all of the technical requirements. The other elements of the ISAT, including 2nd/9th grade and Fall testing, were proposed as cost options which were not initially incorporated into the new contract. Although sufficient funding was not available to cover the costs of these additional cost options, they are required by Board rule. With careful management and fiscal responsibility, the OSBE budget can absorb cost options except for the Fall test. The cost of these additional costs is approximately $1.8m ongoing. The primary reason for additional costs under the new contract has been the need for extensive test development because there were very few items aligned to State content standards.

The implementation of a new test for Limited English Proficiency Students in the Idaho English Language Assessment (IELA) program, as required by NCLB, has so far not qualified for additional federal funds. Therefore, the costs for this implementation have been paid out of the ISAT funding at a cost of $600,000 per year for three years. The OSBE budget also does not have adequate funds for these costs. The State Board of Education is only asking for an ongoing supplemental for FY 2009 of $1.4 million dollars at this time.

In addition, $130,000 of **one-time** funding is requested for 2nd grade PLD development and standard setting.

In addition, $_____ ongoing funding is requested for 2% Modified Alternative Assessment which will increase AYP flexibility for students with disabilities.

FY 2009 BUDGET REQUEST

Institution / Agency: Office of the State Board of Education Agency #: 501

Decision Unit / Line Item: 12.02 Rank: 2 of 4

Category: Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: GEAR UP
FTP: 3.0
Gen $ 0 Fed $ 675,000 Ded/Other $ 0 Total $675,000

How connected to institution/agency strategic plan:
GEAR UP aligns with SBE goals of access, relevance, and quality

Description: GEAR UP is entering the second year of a six year discretionary grant designed to increase the number of low income students, beginning in the 7th grade, who are academically prepared to enter and be successful in post-secondary education and provide scholarships for those completing the GEAR UP program to help defray the cost of post-secondary education. FTE include one (1) Program Manager and two (2) Regional Coordinators to provide technical assistance and compliance monitoring for twenty-five (25) middle/junior high schools. Approximately 4,425 students will take part in GEAR UP activities in FFY09.

FY 2009 BUDGET REQUEST

Institution / Agency: Office of the State Board of Education

Agency #: OSBE

Decision Unit / Line Item: 12.03

Rank: 3 of 4

Category: New/Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: NAEP State Coordinator Funding
FTP:

Gen	$	Fed	$128,100	Ded/Other	$	Total	$128,100

Funding for the NAEP State Coordinator is currently coming from the State Department of Education's appropriation through a memorandum of understanding. For FY 2009, the Office of the State Board of Education (OSBE) needs spending authority for this federally funded program.

The Coordinator position is utilizing an existing FTP within OSBE, so there is no need for an increase in FTP.

FY 2009 BUDGET REQUEST

Institution / Agency: Office of the State Board of Education Agency #: 501

Decision Unit / Line Item: 12.04 Rank: 4 of 4

Category: Position Upgrades
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Deaf and Blind Coordinators
FTP:
Gen $ 19,600 Fed $ Ded/Other $ 0 Total $19,600

How connected to institution/agency strategic plan:
Deaf and Hard of Hearing/Blind and Visually Impaired education aligns with SBE goals of access, relevance, and quality

The duties and requirements necessary to implement the Deaf and Hard of Hearing/Blind and Visually Impaired education services model are at a higher level than originally envisioned for a Project Coordinator position.

Increased requirements of the positions raise the positions to the level of Program Manager from Projects Coordinator. The PM salary range is $45,000 - $75,000. The mid-point is $60,000.

This request asks for the increase for salaries and benefits for the two existing Project Coordinators to the Program Manager level pending legislative authorization of the model.

FY 2009 BUDGET REQUEST

Institution / Agency: Division of Professional-Technical Education Agency #: 503

Decision Unit / Line Item: 12.01 Rank: 1 of 6

Category: Maintenance/Infrastructure
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Secondary Added Cost Workload Adjustment
FTP: 0.00
Gen $ 180,500 Fed $ Ded/Other $ Total $ 180,500

How connected to institution/agency strategic plan: In Section 2 (Access) of the Idaho Division of Professional-Technical Education Strategic Plan 2005-2009, it refers to helping all students develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners. This request is to provide support for new and expanded high school PTE programs. This is further supported in the PTE Strategic Plan in Section 2 by Objective 1: Expand high demand training programs. This is referenced to the SBOE Strategic Plan in Section 1-5.

Description: Historically, this is a maintenance level request. This funding request addresses the additional costs of new and expanded programs that have met the requirements and been approved at the high school level. The secondary workload adjustment formula drives the added-cost funds for all approved professional-technical programs. Since all programs that meet the criteria get to participate in the funding formula, without this funding, existing programs will necessarily receive less money than they did the year before.

Every high school in Idaho has at least one professional-technical program. Nearly every student enrolls in at least one professional-technical program and many enroll in more than one program during their high school experience. The secondary workload adjustment is designed to help pay for the increased added-costs of instruction including extended contracts, travel expenses, purchased services, specialized materials and supplies, new equipment and equipment replacement needs. A total of 809.6 program units are projected for FY 2008; an increase of 41.0 units over FY 2007.

To ensure that existing high school PTE programs are funded at the same level, and the new and expanded programs are funded, the secondary workload adjustment request for FY 2009 is $180,522. This budget request will provide the funding necessary for those already approved programs. If this request is not funded, the level of added-cost support to programs will need to be reduced.

FY 2009 BUDGET REQUEST

Institution / Agency: Division of Professional-Technical Education — Agency #: 503

Decision Unit / Line Item: 12.02 — Rank: 2 of 6

Category: Maintenance/Infrastructure
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Fire Training and Testing Unit
FTP: 1.00
Gen $650,000 Fed $ Ded/Other $ Total $650,000
Note: $500,000 of the amount above would be **one-time**.

How connected to institution/agency strategic plan: This mobile live-fire training and testing unit will provide the equipment and technology needed to train and test structural firefighters to meet the current industry standards. Goal 3, Objective 5 (SBOE 3-4).

Description: The Division of Professional Technical Education (PTE) provides resources for the training of emergency service personnel across the state. The National Fire Protection Association (NFPA) Standard #1001 for firefighter qualification was updated in 2002 and now requires the ability to provide live-fire training and testing. This request would provide new equipment to meet the new NFPA Standard. The equipment would be housed at one of the technical colleges and would be moved around the state to provide training for the fire service community.

Idaho is scheduled for a reaccreditation site visit in 2008 by the International Fire Service Accreditation Congress. Without the ability to train and test using live-fire, we will lose our accreditation. We must, at the very least, demonstrate a plan to obtain the required capability as soon as possible.

Fire departments in many Idaho communities have attempted to provide live-fire training for their personnel using acquired structures. This practice is becoming increasingly more difficult due to environmental regulations. It is also very dangerous because it is extremely difficult to effectively control a fire's behavior inside ordinary construction once it has been set. Nationwide, a dozen or more firefighters are killed or seriously burned in live-fire training accidents every year.

We need to provide access to the necessary training for structural firefighters in a safe, controllable atmosphere. Firefighters are risking their lives daily to protect people and property. More than 80% of the fire protection in Idaho is provided by volunteers or paid-per-call personnel who protect their communities with little or no compensation for their services. This request would provide them with the training and testing necessary to do their jobs safely.

FY 2009 BUDGET REQUEST

Institution / Agency: Division of Professional-Technical Education — Agency #: 503

Decision Unit / Line Item: 12.03 — Rank: 3 of 6

Category: Maintenance/Infrastructure
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Secondary Added Cost Formula
FTP: 0.00
Gen $684,900 Fed $ Ded/Other $ Total $684,900

How connected to institution/agency strategic plan:
In Section 1 (Quality) of the Idaho Division of Professional-Technical Education Strategic Plan 2005-2009, it states, "Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system." This is referenced to the SBOE Strategic Plan in Section 4-10.

Description: During the FY 2006 Legislative Session, the Joint Finance and Appropriations Committee appropriated $300,000 to begin the process of implementing the recommendations made by an independent study of the high school professional-technical added-cost formula. The study revealed that the formula fell short of meeting the added costs of instruction, extended contracts, travel expenses, purchased services, specialized materials and supplies, and equipment. The study recommended that the formula be adjusted to meet the current needs of programs including equipment upgrading and replacement, one-time start up costs, innovative program costs, web-based instruction, student leadership development, and career-technical guidance.

To implement the recommendations of the study, $684,900 is needed. This recommendation was initially made in FY 2003, so the problems and shortages identified have grown since then.

FY 2009 BUDGET REQUEST

Institution / Agency: Division of Professional-Technical Education Agency #: 503

Decision Unit / Line Item: 12.04 Rank: 4 of 6

Category: Expanded programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Technical College Program Expansion
FTP: 24.25
Gen $2,470,800 Fed $ Ded/Other $ Total $2,470,800
Note: $900,000 is **one-time** start-up costs.

How connected to institution/agency strategic plan:
In Section 2 (Access) of the Idaho Division of Professional-Technical Education Strategic Plan 2005-2009, it refers to helping all students develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners. This request is further supported in Section 2 by Objective 1: Expand high demand training programs. This is referenced to the SBOE Strategic Plan in Section 1-5.

Description: This budget request would provide funding to begin or expand 21 new professional-technical programs in Idaho's six technical colleges. The demand for workers in the professional and skilled trades is high in Idaho and around the globe. Many of the fastest growing Idaho jobs that are both high demand and high wage are clustered around health care, manufacturing, and technical occupations. Many of the jobs in these high wage, high demand occupations require an Associates Degree or PTE certificate.

Postsecondary technical education is becoming the new minimum requirement for the majority of jobs in Idaho and the US. The continued success of Idaho's economy depends on an increasing supply of professional and technically trained employees and entrepreneurs. Professional-Technical Education is Idaho's primary source of these workers. The past few years have been challenging for the technical colleges. Budget pressures and low unemployment have resulted in a focus on maintaining existing programs - with limited funding available for growing new ones. This budget request addresses both the increased skills needed in existing jobs and the need to fill new positions. Specific programs that will be targeted include those related to manufacturing, healthcare, allied health occupations, energy systems technician, web development, and veterinary technician. Funds for the new programs will be distributed according to the percentage of people served in each region. Those regions with the lowest percentage of people served will receive the most programs. This request would serve Idaho citizens throughout the state who need and can benefit from postsecondary

professional-technical training. It would also serve the businesses who depend on a highly trained workforce in order to remain competitive.

Distribution will be as follows:

Institutions	FTP	On-going	One-time	Total
BSU	8.13	555,800	350,000	905,800
CSI	2.86	188,100	100,000	288,100
EITC	5.00	275,600	150,000	425,600
ISU	1.50	102,200	50,000	152,200
LCSC	2.76	182,800	100,000	282,800
NIC	4.00	266,300	150,000	416,300
TOTALS	**24.25**	**1,570,800**	**900,000**	**2,470,800**

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution / Agency: Professional-Technical Education Agency #: 503

Decision Unit / Line Item: 12.05 Rank: 5 of 6

Category: Maintenance/Infrastructure
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Technical College Instructional Equipment
FTP: 0.00
Gen $753,400 Fed $ Ded/Other $ Total $753,400

How connected to institution/agency strategic plan: This decision unit meets the Professional-Technical Education's Strategic Plan 2005-2009 Goal 1. Quality – Provide leadership and technical assistance that will continually improve the quality of Idaho's professional-technical education system.

Description - This request addresses ongoing requirements to provide state of the art equipment and technology to insure that instruction and training is current with business and industry certification standards. Many of the teaching laboratories in the technical college system are quickly becoming outdated as industries and technologies evolve. The technical colleges must keep their instructional equipment current in order to provide quality industry relevant training necessary to compete in a global marketplace. This request is submitted in an effort to sustain the level of training that is needed by graduates as they compete for jobs following graduation. The percentage of budget dedicated to instructional equipment has steadily declined from FY 1997 levels of 6.3% to a low of 2.2% in FY 2003, and 2.99% in FY 2008. This request would increase the percentage of budget dedicated to instructional equipment to 5%. Last year's one time appropriations, although definitely needed and beneficial, did not ensure the ongoing need to maintain state of the art instructional equipment. Funds will be distributed based on the institution's relative FY 2008 instructional base.

Distribution will be as follows:

BSU	$150,900
CSI	$114,700
EITC	$102,000
ISU	$214,000
LCSC	$83,700
NIC	$88,100

FY 2009 BUDGET REQUEST

Institution / Agency: Professional-Technical Education Agency #: 503

Decision Unit / Line Item: 12.06 Rank: 6 of 6

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Technical College Faculty Salary Competitiveness
FTP: 0.00
Gen $716,700 Fed $ Ded/Other $ Total $716,700

How connected to institution/agency strategic plan: This decision unit meets the Professional-Technical Education's Strategic Plan 2005-2009 Goal 1. Quality – Provide leadership and technical assistance that will continually improve the quality of Idaho's professional-technical education system.

Description: Idaho's technical college salaries are considerably lower than salaries offered by business and industry to individuals with the same level of expertise and experience. Business and industry is also the source of technical college instructors, but hiring well qualified instructors has become extremely difficult. Even those individuals who would enjoy teaching are reluctant to reject higher salaries to accept employment for lower wages in technical colleges. As professional-technical faculty are selected for their expertise, experience, and education, their salaries should reflect the higher end of business and industry salary ranges. Providing technical instructor salaries that are competitive with business and industry is critical to maintaining quality instruction.

There are instances where students who hold no more than one or two-year technical certificates begin work in entry-level positions for business or industry at salaries that are $5,000 to $10,000 more per year than their instructors are paid. If technical colleges are restricted to hiring instructors who will accept low wages, instructors may not deliver the level of quality performance in the classroom or be at the top of their professions. In numerous instances, salaries are not competitive with comparable instructors in neighboring states.

Distribution will be as follows:

BSU	$153,400
CSI	$116,100
EITC	$73,000
ISU	$199,400
LCSC	$82,500
NIC	$92,300

FY 2009 BUDGET REQUEST

Institution / Agency: Division of Professional-Technical Education — Agency #: 503

Decision Unit / Line Item: Information Item – Figures transferred at base level — Rank: N/A of N/A

Category: Expanded programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: HR/ABE/GED/Veterans/Proprietary Function Transfer
FTP:
Gen Fed $ Ded/Other $ Total

How connected to institution/agency strategic plan:

Description: These programs have been transferred to the Division through a memorandum of understanding. The FY 2009 budgets will need to be modified to reflect shifting those functions from the Division of Human Resources and the Department of Education to the Division of Professional-Technical Education. The specific budget numbers are not yet available, but there will be no new general account dollars requested. The Division may need 3 more FTP to cover 2 positions now employed by the Department in Group positions and 1 to cover proprietary school oversight. Those FTPs should be available when CIS is transferred to the Department of Labor.

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2009 BUDGET REQUEST

Institution/Agency: Idaho Division of Vocational Rehabilitation Agency#: 523

Decision Unit / Line Item: Rank: #1 of 3

Category: Expanded Program
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Extended Employment Funding
FTP: N/A
Gen $500,000 Fed $ Ded/Other $ Total $500,000

How connected to institution/agency strategic plan: This request support the goal #1, objectives 1, 2, and 3 of the IDVR Strategic Plan.

Description:
The Extended Employment program provides long term support for significantly disabled individuals. This program has been managed by IDVR for the last three years, having been transferred from Health & Welfare. Support is provided by oversight within a protected environment or by job coaches at a job site in the community, providing any necessary support from a few hours per week to full time support giving job training to the employee and insuring the employer of work task completion. This program is important to maintain as studies have shown that individuals who maintain employment need fewer state and federal support services.

The most significant challenge facing the program is a matter of resource shortage.

Since IDVR began management of the program:
- Employment placement has increased by 30%, from approximately 900 to 1,176 in 3 years.
- Funding has been increased by $246,600, but the waiting list has increased by 40% from 175 to approximately 250 individuals in 3 years.
- Approximately 240 individuals have been moved off the waiting list in the last year.

Growth in the waiting list is related to several factors: rapid state population growth, a better managed program with an improving reputation, and a back log of pent up demand for the employment services.

In order to eliminate the current waiting list, funding of about one million dollars is needed, but significant progress can be made by an addition of $500,000 to the program.
- Focus area 1: Shifting the program toward community supported employment, about 10% less expensive than supported employment in a customized, protected environment.
- Focus area 2: Moving clients more rapidly through the system.

The second significant challenge is that the number of providers of service recently grew from 22 to 30 providers with the number expected to further increase over the next few years. The new providers do not have funds designated to provide services to our clients since present resources could only be taken from long standing providers for redistribution to the new providers. An increase in funds will allow for the use of new providers as individuals needing support choose these providers for their employment support.

IDVR will continue to seek service improvements through various methods such as the recent Round Table discussion established among representation from IDVR, Co-Ad, the DD Council, the Idaho Association of Community Rehabilitation Programs, the Vocational Providers of Idaho, and the State Independent Living Council.

FY 2009 BUDGET REQUEST

Institution/Agency: Idaho Division of Vocational Rehabilitation Agency#: 523

Decision Unit / Line Item: Rank: #2 of 3

Category: Salary Enhancements
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Pass Plan Writer
FTP: 1
Gen $16,300 Fed $60,100 Ded/Other $ Total $76,400

How connected to institution/agency strategic plan: This request support the goal #2, objective 3 "Enhance Revenue Opportunities for all VR Programs" of the IDVR Strategic Plan.

Description:

IDVR is requesting one FTP for a position to write PASS (Plan for Achieving Self Support) plans. The objective is to provide otherwise unavailable resources directed towards independence from federal and state support for individuals with severe disabilities on SSA benefits. The agency currently has no individuals dedicated to this purpose.

PASS plans assist in reducing Division costs for SSA clients the PASS plan incorporates expenditures that may otherwise constitute a financial obligation to the agency.

- One full time PASS plan writer could write and submit 50 plans annually.
- The average PASS plan in a previous pilot project was valued at about $10,000.
- Potential return on investment: $500,000 annually.
- At any given time over 300 VR clients could benefit from PASS plans but resources are insufficient, in personnel and dollars, to develop the written plans and provide the subsequent oversight.
- Each plan may take from 20 to 40 hours to produce.
- Clear understanding of disabilities and excellent writing skills are needed for this position. IDVR will provide needed training.

The addition of this position would provide unavailable resources for division clients or conserve Division resources by bringing in SSA reimbursements to offset Division expenditures. Recipients would no longer need SSA benefits thus saving the Federal government.

FY 2009 BUDGET REQUEST

Institution/Agency: Idaho Division of Vocational Rehabilitation Agency#: 523

Decision Unit / Line Item: Rank: #3 of 3

Category: Expanded Program
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Epilepsy Services Funding Increase
FTP: 0
Gen $30,000 Fed $ Ded/Other $ Total $30,000

How connected to institution/agency strategic plan: This request supports goal 1 & 2 of the IDVR Strategic Plan.

Description:

The Epilepsy Foundation of Idaho has contracted with IDVR since 1991 to provide epilepsy services in all Idaho counties excluding Ada County. For the third consecutive fiscal year, the cost of services has exceeded the contracted funds. These changes are largely due to inflation and increased personnel costs.

Cost of Services in Excess of Contract:

FY 2005	$27,938 over contract
FY 2006	$34,755 over contract
FY 2007	$38,000 over contract (estimated)

In prior years The Epilepsy Foundation of Idaho has subsidized these costs through donations from the private sector and special event fundraisers. As donations are becoming more and more difficult to achieve, a funding increase of $30,000 in the contract amount is being requested to more closely reflect actual costs.

The Foundation will continue to seek private funds and increase fundraising efforts as well to continue to subsidize these services.

FY 2009 BUDGET REQUEST

Institution / Agency: Public Television Agency # 520

Decision Unit / Line Item: 12.01 Rank: 1 of 2

Category:
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Maintenance/Infrastructure

Title: Reliable Emergency Power backup

FTP:

Gen $325,000 Fed $ Ded/Other $ Total $325,000

How connected to institution/agency strategic plan:

IdahoPTV Strategies & Measures:

1. Contribute to a well-informed citizenry.
2. Provide high quality television and web programming.
3. Provide relevant Idaho-specific information.
4. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources that support citizen participation and educational goals, via the WWW.
5. Be a relevant education and information resource for all citizens, but particularly for children and the elderly.

Description:

In recent years, the area of Boise that Idaho Public Television's network operations center is located, has been experiencing semi-regular power outages. In early June, 2007, one such power outage lasted nearly two hours, cutting programming and emergency announcement services to all viewers in Idaho and portions of six surrounding states. This in only an example of a on-going pattern. (A detailed list is available for review.) These outages are particularly harmful to the digital equipment housed within the NOC. In addition, when these power outages occur, all regular and emergency programming services to the state is negatively disrupted. We are especially concerned that when an emergency does occur, and localized power outages would be likely, we will not be able to provide timely information to the public via the Emergency Alert System and announcements by local and state officials.

Idaho Public Television broadcasts 24 hours a day, 7 days a week to 97% of the population of Idaho. Utilizing a Network Operations Center (NOC), Idaho Public Television transmits its signal to 10 transmitters and 37 translators across the state. Idaho's population has come to expect consistent and reliable education, entertainment, and information from this Idaho owned State entity. They also have come to expect reliable and timely emergency information, especially those rural Idahoans that rely on

the on air broadcasting to fulfill their television needs. Public broadcasting in general and Idaho Public Television specifically have been exploring ways in which this State owned asset can be of significant use during an emergency in which Homeland Security needs to communicate statewide in a timely manner to everyone in Idaho. Idaho Public Television is the only network in Idaho that can transmit information of this nature and reach the citizenry on a scale broad enough to meet this need from one source.

Over the years, Idahoans have been relying on Idaho Public Television to provide news of the Legislative Session, Governors speeches, and public affairs programming for discussion of these events. The advent of digital television has opened many new avenues available for Idaho Public Television to take advantage of so we can stream live coverage in the House and Senate and at the same time broadcast this same feed to the entire state of Idaho. Whenever there are special events in the Statehouse such as the Governors speeches, awards, or debates its Idaho Public Television's feed that supplies video and audio to the major television stations statewide.

A sudden loss of power at our NOC interrupts the consistent flow of television programming statewide. This same loss of power during a speech by the Governor or an important debate in the legislature deprives Idahoans their participation in its state government. Idaho Public Television cannot even stream to the web more than a few minutes and valuable recording of Idaho government history is lost during this time.

Idaho Public Television would like to propose a one-time cost that would take a major leap towards avoiding these associated problems and open an opportunity to better serve our emergency and Homeland Security issues. Interruptions in the government processes and the flow in education and information would become more consistent and reliable as power interruptions in Boise continue to become worse over time. This is a proposal for a long term backup power flywheel and associated power generator to replace the current system of UPS batteries that currently only allow a few minutes of backup power. We currently employ more than twenty of these and they must be replaced every 2 years to stay even a little effective. Even the security of the facility which includes the regional office of DEQ, utilize this backup energy. Once the UPS is dead, the state broadcast needs and the security system we employ become ineffective.

FY 2009 BUDGET REQUEST

Institution / Agency: Public Television Agency # 520

Decision Unit / Line Item: 12.02 Rank: 2 of 2

Category:
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

New/Expanded Programs

Title: Idaho Experience Documentaries

FTP:

Gen $358,400 Fed $ Ded/Other $ Total $358,400

How connected to institution/agency strategic plan:

IdahoPTV Strategies & Measures:

6. Contribute to a well-informed citizenry.
7. Provide high quality television and web programming.
8. Provide relevant Idaho-specific information.
9. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources that support citizen participation and educational goals, via the WWW.
10. Be a relevant education and information resource for all citizens, but particularly for children and the elderly.

Description:

Idaho Public Television is committed to presenting Idaho stories in a way that preserves and enhances our heritage. Toward that end, we propose to produce two documentaries annually, in the tradition of PBS' *American Experience* or *American Masters*, and to make them available to students, teachers and the Idaho public.

To date, there are no other known efforts to produce comprehensive multi-media documentaries about influential Idahoans and the forces that shaped our state.

Each documentary will be broadcast several times throughout the state, with unlimited off-air record rights for educational institutions. Enhanced DVDs and web-based media of the programs will be available to the Idaho State Library for circulation to libraries throughout Idaho via interlibrary loan. The documentaries will be closed-captioned for the hearing impaired and a companion website will be developed to take the program beyond the television screen and enhance educational opportunities for Idaho's teachers and students.

Working together with the Idaho State Historical Society and the libraries of Idaho's universities and colleges, we will help to preserve Idaho's heritage by preserving

valuable, unique documents and artifacts that are presently stored in the partners' collections but are unusable because of their fragile condition.
Idaho Public Television believes this project will generate excitement to produce other Idaho Experience documentaries. In addition to State of Idaho contributions to this effort, Idaho Public Television will seek additional resources to enhance and expand this effort to beyond the two annual program topics.

The budget request includes one-time and on-going costs. One time expenses include a field camera system and office equipment totaling $84,400. Recurring costs include three positions and expense funds totaling $274,000.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: 12.01 Rank: 1 of 7

Category: Expanded Program
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Community Assistance Grants
FTP: None
Gen $150,000 Fed $ Ded/Other $ Total $150,000

How connected to institution/agency strategic plan:

ISHS 2. Funding/Organizational Development
ISHS 4. Customer Service
SBOE 2. Access
SBOE 3. Relevance

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

In order for the Idaho State Historical Society (ISHS) to meet its statutory obligations (Idaho Code 67-4114 trough 67-4130) of preserving and interpreting the entire state's history, it needs to have the resources to provide assistance to communities throughout the state in their preservation and interpretation efforts. This grant program builds upon a very successful model, also coordinated by ISHS. During the Lewis and Clark Bicentennial ISHS oversaw a community grant program that provided funding to museums, historical societies, cities, schools, tribes, and non-profit organizations along the LC Trail. This funding, from federal and state sources, dramatically enhanced museums and libraries along the Trail, provided for interpretive centers and signage, provided training and educational opportunities for teachers, and in other ways dramatically improved Trail communities' ability to preserve and interpret their history. ISHS proposes to use this highly respected program as a model for a state-wide community grant program. Grants will be available statewide for historic preservation and interpretation needs. Non-profits, tribes, and local government agencies from throughout the state will be able to apply for competitive grants. For the first year of the grants program, priority will be given to education, interpretation, and preservation focusing on the bicentennial of David Thompson and the Fur Trade in Idaho.

Staff member Keith Petersen coordinated the grant program during the Lewis and Clark Bicentennial and will serve as coordinator of this community grants program. No additional staffing will be required. All funds provided by the state will be distributed to communities for projects. General Funds totaling $50,000 are currently in the base for trustee/benefit community projects. This funding was initially provided for Lewis and Clark Bicentennial projects, and in FY 2007 and FY 2008 was used for state-wide projects. In addition, as it did successfully for the Lewis and Clark Bicentennial, the Society has also requested a congressional appropriation for this program.

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

No new positions will be created. No additional operating funds or capital items will be required. The coordination of this community grants program will be assigned to current staff member Keith Petersen as part of his outreach duties, similar to his previous coordination of the Lewis and Clark Bicentennial community grants program. All funding requested will be distributed to communities throughout the state.

This project will be funded by General Funds, as noted. The funding will be ongoing. ISHS is seeking additional sources of funds for this outreach program, particularly a direct congressional appropriation. As noted above, this program is modeled after the Society's Lewis and Clark Bicentennial community grants program. For that effort, more than 90% of the more than $4 million granted came from non-state sources, including congressional appropriations and partnerships with federal agencies. The Society's goal is to have a similar broad-based community grants program for this effort. But state funding is essential to provide the base upon which additional funding efforts can build.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

Perhaps the best way to answer this is to use the example of community museums along the Lewis and Clark Trail and how they benefited from the effort upon which this program is modeled. Museums in Moscow, Lewiston, Orofino, Kamiah, Pierce, Cottonwood, Grangeville, and Salmon were literally transformed into dynamic community educational facilities with a modest amount of funding. Our experience has shown that organizations such as these can make dramatic and dynamic improvements with grants of as little as $15,000, because they have the volunteer base and community support to match and stretch those dollars. These museums are now open longer hours, have new exhibits, handicapped accessibility, websites, and brochures, and in a wide diversity of other ways are greatly improved. It does not take a lot of money to assist community preservation and interpretation needs. Throughout the state there are local historic preservation committees, museums (Idaho has more than 100), historical societies, libraries, schools, and other groups tirelessly working to preserve Idaho's rich heritage and culture. They often do this without recognition and with precious little money. A modest ongoing community grants program like the one outlined here will pay rich dividends in every corner of the state. Idaho lags far behind most states in terms of the funding provided for preservation and interpretation efforts in communities. This proposal helps to fill a need that has been apparent for decades. If funding is not provided, preservation efforts in the state will continue to suffer.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: 12.02 Rank: 2 of 7

Category: Expanded Program
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Museum Curatorial Registrar/Restoration Initiative
FTP: 1.00
Gen $59,300 Fed $ Ded/Other $ Total $59,300

How connected to institution/agency strategic plan:

ISHS 4. Customer Service
SBOE 2. Access
SBOE 4. Efficiency

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

For FY 2008 the State Historical Society requested $118,600 for two curatorial registrar positions for the Idaho State Historical Museum. Half of that request was funded and one curatorial registrar was added to the Museum staff. This request seeks the other half of that funding. Due to the reduction in force in FY 2003, the Society lost three positions in the Museum. The funding we received in FY 2008 replaced one of these. We are still two positions short of what we had six years ago. The Museum holds in trust for the people of Idaho more than 200,000 artifacts relating to the history of Idaho. These unique and priceless artifacts are a true state treasure. The necessary cataloging, conservation, and preservation of these artifacts have suffered in recent years because of lack of professional staff to care for the collection. More of the public will be able to utilize the collection through exhibits, programs, and research if we are able to again have a fuller Museum staff. When the objects are cared for properly they will help future generations understand our past.

Accreditors from the American Association of Museums in 2006 noted a need for two additional curatorial registrars; as noted above, one of these positions was funded for FY 2008. The accrediting team has been notified that the Society received only one of two requested positions. The accrediting team will do its site visit of the Museum in August 2008. We will not know until after that visit whether accreditation will be awarded even though only one position was filled. Even if the Museum does receive accreditation, the need for an additional curatorial registrar will remain, as the backlog in proper conservation of the collections will remain.

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing agency human resources that would be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

This request seeks one permanent museum curatorial registrar, full-time, pay grade 38, with full benefits, with a hiring date of July 1, 2008. There is no set time for position expiration, as this is an ongoing need. Other than an adjustment in supervisory responsibilities by administrative personnel to coordinate work assignments, there will be no shifting of duties within the agency. Approximately $10,000 in operating expenditures will be required annually for office and curatorial supplies to be used by the new registrar to adequately fulfill his/her responsibilities; the Society is not seeking an increase in operating expenditures with this request.

The allocation requested for this position will come from General Funds. This is an ongoing request/position.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Existing operations and the public will benefit from access to artifacts processed and preserved by the registrar. The work the registrar will perform is essential to the preservation of these artifacts, which belong to the people of Idaho.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: Rank: 3 of 7

Category: Maintenance / Infrastructure
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Historic Structures Maintenance Craftsman
FTP: 1.00
Gen $36,500 Fed $ Ded/Other $ Total $36,500

How connected to institution/agency strategic plan:

ISHS 2. Funding/Organizational Development
ISHS 4. Customer Service
SBOE 2. Access
SBOE 4. Efficiency

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request seeks funding to hire an additional Maintenance Craftsman 2, at entry level pay plus 5%.

The Idaho State Historical Society (ISHS) is responsible for the maintenance of 60 structures at four historic sites around the State. The overwhelming majority of these structures are listed on the National Register of Historic Places. Some of these buildings are in Boise, such as the Old Idaho Penitentiary, the Idaho History Center, the Idaho Assay Office, and the former Bureau of Reclamation building. Others are located outside of Boise in the communities of Franklin, Hansen, and Pierce. Currently, the Society has two maintenance craftsmen on staff to maintain all of these structures and the surrounding grounds at the sites; these are the only building maintenance personnel authorized within the entire Society. It is impossible to maintain these state facilities with this skeleton crew, and as a consequence, some of Idaho's most significant historic structures, including one of only three National Landmark buildings in Idaho (the Assay Office) are not being adequately maintained and the required maintenance and inspections are not being preformed in a timely manner. This additional position will assist the Society in reducing its backlog of facilities maintenance, perform ongoing maintenance and inspections, and when required, will help educate local historical groups in caring for their historic structures. This position will be paid by General Funds. There is no funding currently in the base for this position.

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating and capital items needed.

This proposal requests approval to hire a full-time Maintenance Craftsman 2, pay grade 32, with full benefits, to start July 1, 2008 and serve ongoing. This position will be funded by General Funds. Other than an adjustment in supervisory responsibilities by administrative personnel to coordinate work assignments, there will be no shifting of duties within the agency. Approximately $10,000 in current operating funds will be required annually for maintenance supplies to be used by the new Maintenance Craftsman to adequately fulfill his/her responsibilities. The Society is not seeking an increase in operating expenditures with this request.

This position would be paid with General Funds.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The people of Idaho and out of state visitors to our historic sites will benefit from this request. The addition, the work of the Maintenance Craftsman position will help prevent further deterioration of the historic structures belonging to the State Historical Society. It will allow in-house, trained individuals to preserve and restore our historic buildings rather than delaying needed work or relying on contractors to perform the work. The skills needed to perform specialized work on historic buildings in accordance with the Secretary of the Interior's Standards for the Preservation of Historic Properties may not be readily available through contractors. We are then subject to training contractor personnel, or bringing in expertise from out of state to do the work.

The current and back-log workload of maintaining the historic integrity of 60 buildings, fulfilling day-to-day requirements of public accessibility, and ensuring the environmental and safety needs of the staff occupying or visitors touring those structures is beyond the capabilities of the two authorized Maintenance Craftsman positions.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: Rank: 4 of 7

Category: Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Matching Cost Share for State Archeologist
FTP: 1.00
Gen $41,900 Fed Ded/Other Total $41,900

How connected to institution/agency strategic plan:

ISHS 2. Funding/Organizational Development
ISHS 4. Customer Service
SBOE 1. Quality
SBOE 4. Efficiency

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request is to for ½ cost share of state funding to match federal funds for the State Archeologist. Reallocated federal funds would be used to support the hiring of a full time Administrative Assistant 1 for the State Historic Preservation Office.

The current staffing for the Idaho State Archeologist is 1 FTP and is fully funded by Federal Funds. The request is being made to provide needed non-federal matching funds for the federal funding that now fully supports Idaho's State Historical Preservation Office (SHPO). General Funds applied to the State Archeologist position would allow for a reallocation of federal funding for a full time Administrative Assistant to provide customer service and clerical/data entry support to the office which serves between 1,000 and 1,500 requests for mandated services annually.

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

This proposal requests approval to complete two initiatives:

- To provide ½ state General Fund support to the State Archeologist position to assist in non-federal match and
- To reallocate freed-up federal funds to hire an Administrative Assistant 1 at pay grade 32, with full benefits, to start July 1, 2008 and serve ongoing.

Currently, there is no direct cost match from the general fund for the SHPO. The non-federal matching requirement is $396,686 and is currently being met by indirect cost allocation and state funding for restoration of the Capitol. Restoration of the Capitol will not be available as matching funds in FY 2009.

SHPO's State Archeologist and related program staff currently do their own clerical and data entry work. Currently, SHPO staff serves between 1,000 and 1,500 cases per year required for Section 106 Compliance alone. (Not including other key responsibilities of public education, outreach, and the Idaho State Archeological Survey) For each case, there is a minimum of 1 hour in reporting, filing forms, and entering data.

Benefit derived from this shift/redirected effort is conservatively illuminated as follows:

Currently 1,500 hours of managerial/technical at $30/hour = $45,000
Proposed 1,500 hours clerical @ $12 per hour = $18,000

This shift will allow SHPO's professional staff to concentrate their efforts on high value professional and technical work and make more efficient use of their time.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

The Idaho Legislature recognizes the role of and need for a state archaeologist in historic preservation. In Chapter 41 of the Idaho Code, archaeological responsibilities and duties are assigned to the Idaho State Historical Society under 67-4115, 67-4118, 67-4119, 67-4120, 67-4121, and 67-4122. Title 33, Chapter 39 establishes an Idaho Archaeological Survey under authority of the State Board of Education and the regents of the University of Idaho, and stipulates that the "Idaho state archaeologist" shall serve as its director.

Almost all other states and trust territories provide some measure of general fund support for their historic preservation offices. Idaho is one of the few remaining states that relies entirely on Federal support for the direct costs of its State Historic Preservation Office.

Approval of this request will enhance SHPO's efficiency, increase capacity to perform additional technical work as projected by future work and assist in complementing needed non-federal match for the program. Parts of the Garvee Bond-funded highway projects will significantly increase the workload in SHPO. Without additional staff, completion of this and other project may be delayed.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: 12.05 Rank: 5 of 7

Category: Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Collection Development for Public Archives and Research Library (PARL)
FTP: None
Gen $40,000 Fed Ded/Other Total $40,000

How connected to institution/agency strategic plan:

ISHS 2. Funding/Organizational Development
ISHS 4. Customer Service
SBOE 1. Quality
SBOE 2. Access
SBOE 3. Relevance

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This request would provide $40,000 for collection development, roughly 6% of PARL's annual budget.

To maintain a viable research collection that will be used by the public, it is necessary to acquire current resources such as books, periodicals, maps, newspapers, on-line databases, and other materials. Libraries in the United States typically devote 12-15% of their base budget to collection development.

Prior to fall, 2002, PARL had a $38,100 line-item in the ISHS base budget for collection development. Due to the severe economic downturn that year, these funds were removed from the budget and have not been returned. (With one exception: the FY07 budget included a one-time enhancement of $80,000 for collection development which did allow some 'catch-up.')

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

No additional positions would be required at this time.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing staff – two Library Assistant 2s and one Library Assistant 3 – will be responsible for check-in and copy cataloging of these items.

c. List any additional operating funds and capital items needed.

No additional resources would be required at this time.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

PARL annually serves some 15,000-16,000 researchers, both on- and off-site. This request would allow access to current research materials. Failure to fund this requests will result in a growing obsolescence of PARL's resources and decline in researcher use as they find relevant materials elsewhere.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: 12.06 Rank: 6 of 7

Category: Operating Support
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: History Day Enhancement Project
FTP: None
Gen $16,100 Fed Ded/Other Total $16,100

How connected to institution/agency strategic plan:

ISHS 4. Customer Service
SBOE 2. Access
SBOE 4. Efficiency

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This proposal seeks to shift the current, approved History Day Aide from dedicated to General Funds so that it can be sustained.

Currently, the Idaho State Historical Society has a part-time employee working 950 hours per year as the state History Day Aide, paid by dedicated funds. This person serves as the logistical coordinator of this statewide educational outreach program that reaches hundreds of Idaho school children each year, and provides $35,000 in college/university scholarships annually. The earned income (dedicated funds) of the Museum cannot continue to support this position, so this request is to replace dedicated funds with General Funds. The Idaho History Day education program, coordinated statewide by the Idaho State Historical Museum, has grown rapidly due to increased promotion and interest throughout the state. With the 2007 legislative passage of requirements for senior projects prior to graduation beginning in 2013, we anticipate that this program will continue to expand dramatically.

Students in grades 6 through 12 complete research projects based on a theme related to history, and conduct presentations in the form of exhibits, written reports, oral presentations, or dramatic presentations. State winners are eligible for the National History Day competition in Maryland. Participation in the program has grown dynamically in the past few years, from 659 students in 2003 to 1,300 students in 2007. With the likelihood that Idaho History Day projects will qualify as being among those identified as fulfilling research project requirements for high school seniors to graduate, an additional and substantial increase in competitors is being anticipated.

In addition to the History Day Aide, the Museum's educational specialist also spends a great deal of his time on History Day, and this will continue. This proposal does not seek to increase the staffing for this position, but rather to shift the History Day Aide to General Funds so that it can be supported in the future. This position is essential to the continuation of Idaho History Day.

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

c. List any additional operating funds and capital items needed.

This request is for a fund shift from dedicated funds to General Funds, because the earned income at the Museum cannot sustain the necessary History Day Aide. The History Day Aide currently works at pay grade 37, 950 hours per year. This position will continue. This is an ongoing project, so there will be no new human resources required, nor will there be additional operating funds or capital items required.

Break out fund sources with anticipated expenditures in the financial data matrix. Non-General Funds should include a description of major revenue assumptions.

All requested allocations for this request would come from General Funds.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will impact all schools in Idaho serving grades 6 through 12, plus home-schooled students in those grades, who participate or anticipate participating in Idaho History Day. If this request is not funded, the ability to adequately coordinate Idaho History Day and provide appropriate services to the increasing number of participants will be in jeopardy, as will any future anticipated growth in the program, particularly growth that is anticipated as a result of new graduation requirements for Idaho high school students.

FY 2009 BUDGET REQUEST
Institution / Agency: Idaho State Historical Society Agency #: 522

Decision Unit / Line Item: 12.07 Rank: 7 of 7

Category: Maintenance / Infrastructure
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Compact/Mobile Shelving at Public Archives and Research Library (PARL)
FTP: None
Gen $750,000 Fed Ded/Other Total $750,000
$750,000 one-time

How connected to institution/agency strategic plan:

ISHS 2. Funding/Organizational Development
SBOE 2. Access
SBOE 3. Efficiency

Description:

What is being requested and why? What is the agency current staffing level for this activity and how much funding by source is in the base?

This proposal requests additional one-time capital support for $750,000 of compact storage shelving as part of multiple year phasing.

The Merle W. Wells Archives Building was completed in 1998 and included capacity for storage of approximately 60,000 cubic feet of collection materials, primarily state- and county-level public records. The building is now at capacity.

The Wells Building was constructed to allow the addition of compact/mobile storage, with appropriate weight loads and lighting that runs perpendicular to the existing stationary shelving. Conversion of the entire building to compact/mobile storage will allow an 80% increase in storage capacity.

Complete conversion of the building to compact/mobile storage is estimated at $900,000.

What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

No additional positions would be required at this time.

b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing staff members – State Archivist, two Archivists and one Records Technician – will assist the PARL Administrator with oversight of these activities.

c. List any additional operating funds and capital items needed.

The total project budget is $900,000. Combined with $150,000 in the FY 2008 appropriation, approval of this request for one-time $750,000 would result in the project's completion.

FY 2009 BUDGET REQUEST

Institution / Agency: Idaho Commission for Libraries Agency #: 521

Decision Unit / Line Item: 12.01 Rank: 1 of 1

Category: Expanded Programs
(New / Expanded Programs, Operating Support, Maintenance / Infrastructure (Including Occupancy Costs), Salary Enhancements)

Title: Read to Me
FTP: 3.0
Gen $1,170,000 Fed $ Ded/Other $ Total $1,170,000

How connected to agency strategic plan:

SBOE Goal: Access

ICFL Strategic Plan, 2008 – 2011

III.A.1: Develop, coordinate, provide and support reading and literacy programs and services.

a. Coordinate and support Read to Me.

IV.C.1: Promote and support outreach projects that encourage partnership.

a. Collaborate and support Read to Me outreach.

Description:

If funded, this request will expand Read To Me, the early and family literacy program for public libraries and their school and community partners. Read to Me consists of a variety of program elements so each library can choose those that best match its community's needs and resources. Each program element is designed to be easily customized and implemented by a typical Idaho public library (58%, or 60 of Idaho's 104 library jurisdictions, serve populations of less than 5,000. In FY2006, public libraries employed a median staff of 2.32 FTE).

To help build the capacity of libraries to implement Read To Me (RTM) programs at the local level, ICFL develops and delivers training and technical assistance based on current research and best practices for local library staff and their community partners. ICFL also develops resources for parents and support materials, displays, and web tools for participating libraries to increase public awareness of the RTM program.

The intended outcomes of this expansion are:

- More Idaho children will be "ready to learn" when they begin kindergarten, and
- More Idaho early elementary children will maintain or increase their reading skills over the summer.

To achieve these outcomes, the new funding is to be focused in these areas:

- Under First Book, Idaho public libraries work with community partners to identify at-risk children to receive a book a month for a year and to offer parent workshops on family literacy. Expand from 9 public libraries serving 700 children to additional libraries to serve 5,000 children.

- In the Jump Start program, public libraries collaborate with the local school(s) at kindergarten registration to provide resources for parents (kindergarten readiness and early literacy information, summer reading program invitations) and books for the children. Expand from 40 public libraries working with 72 elementary schools reaching 5,500 children to additional libraries and schools to reach 22,000 children.

- Increase participation in local Summer Reading Programs by 10%, from 40,700 to 44,770.

- Increase the number of library and community partner staff reached with RTM training and technical assistance by 20%.

- Offer mini-grants as seed money for 70 local libraries to establish or expand their RTM programs using best practices in library service to children.

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY09 Capital Budget Requests

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c.

BACKGROUND

Capital projects are considered and recommended by the Permanent Building Fund Advisory Council (PBFAC), so the capital projects request process is separate from the operating budget request process. The PBFAC (staffed by the Division of Public Works (DPW)), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition. The State Board of Education reviews and prioritizes major capital projects (as defined by DPW) only, and the DPW staff determines priorities for the remaining areas, such as renovations/remodels.

Major capital projects approved by the State Board of Education are forwarded to the Permanent Building Fund Advisory Council, which reviews and prioritizes all capital projects statewide. The legislature appropriates funds to DPW specifically for major capital projects and makes available funding for renovation and repair and other projects statewide. The Governor also makes a recommendation regarding major capital projects to the legislature.

In the last few years the Board has chosen to not prioritize or recommend any capital facilities to the Permanent Building Fund, requesting that all funding efforts be directed primarily toward Alternation & Repairs, asbestos abatement, etc.

DISCUSSION

Institutions and agencies have prepared and submitted their FY 2009 capital budget requests to the Board office and DPW, as shown on Page 4.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's emphasis based upon the priorities indicated (if any), at the Board's discretion.

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD – continued

ATTACHEMNTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2008 institution request list.

During its 2003 session, the Idaho Legislature approved a slate of projects that were funded by bonds issued by the State Building Authority, commonly referred to as the "bonded projects". Because of that new construction, there were no capital projects requested by the Board for either FY 2005 or FY 2006. There was a general understanding that bonding and constructing several new facilities now was better than having one new educational building each year spread over several years. These bonds will be paid off by annual revenues into the PBFAC.

During the past three years the PBFAC has placed its emphasis on Alteration & Repairs because of the significant backlog in all agencies and institutions. The legislature appropriated over $69 million in Alteration & Repair projects statewide for FY 2008. Therefore, for FY 2009 the PBFAC might choose to recommend one or several major facilities if they were extremely critical.

Board action could be to recommend some or all of the projects to the Permanent Building Fund Advisory Council for consideration at its October 2007 meeting, or to recommend no major capital facilities for FY 2009 and have the PBFAC concentrate upon Alteration and Repair and other non-major projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked. Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2009.

BOARD ACTION

This item is for informational purposes only. Any action, including prioritizing the major capital projects requested, will be at the Board's discretion.

SAMPLE MOTION, IF NEEDED:

A motion to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2009 budget process, and to forward, for information purposes only, the current

INSTITUTION / AGENCY AGENDA
AGENCIES AND INSTITUTIONS OF THE STATE BOARD – continued

list of projects to the Permanent Building Fund Advisory Council so it is aware of the ongoing needs of the institutions.

1. _____ <select from Tab 12g, Page 4>
2. _____ "
3. _____ "
4. _____ "

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY09 Major Capital Request Summary
($ in 000's)

	Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost: Perm. Building Fund	Total Project Cost: Total Funds	FY 2009 Request
1		**Boise State University**				
2	1	Center for Environmental Science & Economic Development	5	15,000.0	35,000.0	15,000.0
3	2	Science Research Building	9	30,000.0	62,000.0	500.0
4		**Idaho State University**				
5	1	Addition to and Renovation of the Life Science Complex	11	33,866.0	33,866.0	33,866.0
6	2	Remodel ISU Meridian Building	12	5,175.0	5,175.0	5,175.0
7	3	Idaho Museum of Natural History Building	13	26,049.0	26,049.0	26,049.0
8	4	Addition to Family Medicine Clinic	14	8,969.0	8,969.0	8,969.0
9		**University of Idaho**				
10	1	Science & New Technologies Laboratory/Interdisciplinary Research & Education Facility (Planning/Pre-Design)	15	10,499.8	65,334.0	3,266.6
11	2	Northern Idaho Classroom/Office Facility (Planning/Pre-Design)	19	4,200.0	8,400.0	420.8
12		**Lewis-Clark State College**				
13	1	Upgrade and Renovate Talkington Hall	23	2,600.0	2,600.0	2,600.0
14	2	Reconfigure Meriwether-Lewis Hall to support program relocations to new Health Sciences Building	25	1,750.0	1,750.0	1,750.0
15	3	Upgrade and Renovation of Administration Building- Phase I (Silverthorne Theatre)	27	1,050.0	1,050.0	1,050.0
16	4	Renovation of Spalding Hall	29	2,625.0	2,625.0	2,625.0
17	5	Upgrade and Renovation of Administration Building- Phase II (Offices and Classrooms)	31	3,675.0	3,675.0	3,675.0
18	6	Remodel and Expansion of Old Science Building	33	2,058.0	2,058.0	2,058.0
19	7	Renovation and Purchase of New Music Building	35	849.0	849.0	849.0
20		**North Idaho College**				
21	1	Seiter Hall Remodel	37	3,950.0	3,950.0	3,950.0
22	2	Professional Technical Building	38	14,028.5	14,028.5	14,028.5
23		**Eastern Idaho Technical College**				
24	1	Construct parking lot for new Health Care Bldg	39	900.0	900.0	900.0
25		**Idaho State Historical Society**				
26	1	Museum Addition - Phase II	41	10,000.0	10,000.0	10,000.0
27	2	Expansion of the Public Archives and Research Library	41	6,500.0	6,500.0	6,500.0
28						
29		**Total**		$ 183,744.3	$ 294,778.5	$ 143,231.9

Project Title: Center for Environmental Science and Economic Development, Boise State University Campus

Institution/Agency: **Boise State University**

Brief Description: The proposed building will support education, research, and outreach involving environmental science and economic development. The facility will be the first new science and engineering building to be located in the southeast expansion zone. The building will be adjacent to the Engineering Technology building, the Micron Engineering Center, and the Harry Morrison Laboratory. The building will house geological science and civil engineering teaching and research laboratories; as well as integrated office and work areas for Geosciences, Civil Engineering, Public Policy and Administration and Political Science. The organization and design layout of the building will promote collaboration between scientists, engineers, as well as public policy and political science faculty on important environmental and public policy issues and problems. Laboratories and work areas will be designed with state-of-the-art equipment and configured within a flexible lab design module and infrastructure system to ensure future flexibility. This design approach will permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

Project Scope: 45,000 **NASF** 70,500 **GSF**

Estimated Total Cost: **$35,000,000**

Date Approved by State Board of Education: June 2006, SBOE approved increase in budget for planning and through design development of $1,680,000.

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source	**Amount**
HUD Grants	$3,125,155
Permanent Building Fund	$15,000,000
Bond Funds (Strategic Facilities Fee)	$16,874,845

Previous Appropriations

Fund Source	**Amount**
N/A	N/A

Budget Year Request

Fund Source	**Amount**
Permanent Building Fund	$15,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed Center for Environmental Science and Economic Development (CESED) will be a unique state-of the art academic facility that fosters interdisciplinary collaboration, research and outreach on a variety of environmental science and economic development issues. Many environmental issues are complex and span an array of disciplines, and work on such is most effectively carried out in a facility that promotes close collaboration between a variety of experts. CESED was created to not only accommodate the growth of individual campus departments, but to provide a facility that eases collaboration between departments in addressing important environmental issues. Thanks to its close proximity to state and federal agencies, emphases in engineering, business, and the social sciences (especially public policy), and a history of successful academic and research programs in the sciences, Boise State University is an optimum location for a facility of this type.

The proposed building will be the first new science and engineering building built in the southeast expansion zone since the 2005 Campus Master Plan update. The building will be adjacent to the Engineering Technology building, the Micron Engineering Center, and the Harry Morrison Laboratory. Eventually, the southeast expansion zone will support a science and engineering complex designed to promote research, education, and outreach in a variety of interdisciplinary fields. While each building will support facilities appropriate to certain research and teaching themes, departmental culture will be preserved in office clusters. The layout of each building will promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be designed with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

No single facility can comprehensively address all environmental issues; academic and research activities in the CESED building will focus on geoenvironmental problems. The building will bring together faculty and students from hydrology, civil and environmental engineering, transportation, near-surface geophysics, biogeochemistry, surficial processes, geology, public policy and administration, and political science. Preliminary analyses indicate that the building can house all of geosciences, public policy and political science and civil engineering faculty and staff, research and teaching labs for geosciences and a significant number of new civil engineering labs. The building will promote better collaboration between scientists and engineers working on Earth systems, house Ph.D. programs, encourage direct interaction between environmental policy experts and geoscientists and civil engineers, and relocate the fledgling energy policy group to be near engineers and scientists working on alternative energy (wind, hydrogen, and geothermal especially).

Enrollment at Boise State University has grown 9.9% over the past five years, with Fall 2006 headcount at 18,876. Students are increasingly taking more credit hours. Over the last five years the number of full-time students has increased 28%. Graduate programs are growing, with applications up by a third between 2006 and 2007. The CESED building will provide much-needed faculty offices, labs and classrooms.

2. PROJECT COMPONENTS

This proposed Center for Environmental Science and Economic Development blends academic and research units from the geosciences, civil engineering, public policy, and political science. Program elements for this project include teaching laboratories, classrooms, research laboratories, faculty offices, offices for lab technicians, administrators and staff members, and office space for graduate students.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms and offices, but the use of these temporary structures should only be considered to meet the short-term needs for the institution. It would not be prudent to utilize modular buildings for long-term research or class laboratory space. The University has purchased land in the expansion zone to accommodate this new facility. Investing in temporary modulars would not be cost effective nor would it meet academic and research needs.

4. VACATED SPACES

In addition to providing up-to-date laboratory, classroom, and office space, this project would permit the Department of Geosciences and others moving to the new building to vacate the space their departments currently occupy in the Mathematics/ Geosciences Building, Public Affairs and Arts West, Engineering Technology and the Micron Engineering Center. These spaces would be made available to meet critical classroom and faculty office space needs of other campus departments such as Mathematics, English and various Engineering departments. Moves of other departments into vacated space will be accomplished consistent with the 2005 Master Plan.

THIS PAGE INTENTIONALLY LEFT BLANK

Project Title: Planning and Design for Science Research Building
Institution/Agency: Boise State University

Brief Description: Boise State University's Master Plan outlines the growth in the Southeast expansion area of science and engineering facilities supporting the Strategic Plan. The requested funds will pay for preliminary planning and design of the second of four new science buildings currently envisioned. Intermediate level planning to insure the coordination of this building with the final build out of the science and engineering area will also be incorporated.

Project Scope: 60,000 **NASF** 100,000 **GSF**

Estimated Total Cost: $62,000,000

Date Approved by State Board of Education: This is the first request for this project.

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source	**Amount**
Permanent Building Fund	$30,000,000
Other Funding (Gifts and University Financing)	$31,500,000

Previous Appropriations n/a

Fund Source	**Amount**
N/A	N/A

Budget Year Request

Fund Source	**Amount**
Permanent Building Fund	$500,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the second of a new four-building science and engineering complex in the southeast expansion zone. The first, the Center for Environmental Science and Economic Development, is currently in design.

Consistent with the 2005 Campus Master Plan, the new science research building will be part of a science and engineering complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state-of-the-art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding.

Current thinking is that this second new building will focus on biomolecular science. Portions of the following existing departments will be included: Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. Collaborative areas of research will include molecular biology, biochemistry, biophysics, biomaterials and bioinformatics. Boise State's new PhD in Biomolecular Science will be centered in this building. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help insure that decisions regarding the particular building design will support the holistic vision put forth in the Master Plan of an integrated science and engineering complex.

2. PROJECT COMPONENTS

This proposed facility blends academic and research units from Biology, Chemistry, Physics, Materials Science Engineering, Electrical and Computer Engineering and Computer Science. The new building will support graduate and undergraduate academic programs in these disciplines, and promote interdisciplinary research. Program elements for this project include core research facilities such as protein sequence analysis, teaching and research laboratories, faculty offices, offices for lab technicians, administrative and staff offices, and office space for graduate students.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms and offices, but the use of these temporary structures should only be considered to meet the short-term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the expansion zone to accommodate this new facility. Investing in temporary modulars would not be cost effective nor would it meet academic and research needs.

4. VACATED SPACES

In addition to providing up-to-date laboratory, classroom, and office space for several academic departments, this project would permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other growing departments such as English, History, Education and others. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of these departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts education and research.

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Renovation and Addition to the Life Science Complex

CONTACT PERSON: Darrell Buffaloe TELEPHONE: 282-2209

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. Renovate existing four buildings in the Life Science Complex and add 40,000 GSF to Life Science A. Remove asbestos from Life Science D

(B) What is the existing program and how will it be improved? The buildings are 36 years old and many of the laboratories are functionally obsolete. The additional space is needed to support new biological faculty members and to support the Biomedical Research Institute.

(C) What will be the impact on your operating budget? There will be an increase in utility, maintenance, and custodial costs associated with the new space.

(D) What are the consequences if this project is not funded? Faculty will continue doing research and teaching in substandard laboratory facilities. The Biomedical Research Institute will be spread throughout the campus.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$33,866,000
A/E fees	$2,646,000	General Account	
Construction	$25,956,000	Agency Funds	
5% Contingency	$1,298,000	Federal Funds	
F F & E	$2,016,000	Other	
Other (Asbestos)	$1,950,000		
Total	$ 33,866,000	Total	$33,866,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 1-A

PROJECT DESCRIPTION/LOCATION: Remodel ISU – Meridian Building

CONTACT PERSON: Darrell Buffaloe TELEPHONE: 282-2209

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. This project will remodel 40,000 FSF of unfinished space in the ISU – Meridian building to support the academic and health research mission of Idaho State University.

(B) What is the existing program and how will it be improved? Idaho State University has several health care programs in the Boise area. The programs are being consolidated into one building.

(C) What will be the impact on your operating budget? There should not be a significant increase in our operating budget. Programs that were previously housed in rented buildings will now be housed in a State owned facility.

(D) What are the consequences if this project is not funded? Faculty will teach and do research in rented space.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$5,175,000
A/E fees	$450,000	General Account	
Construction	$4,500,000	Agency Funds	
5% Contingency	$225,000	Federal Funds	
F F & E	$2,016,000	Other	
Other	0		
Total	$ 5,175,000	Total	$ 5,175,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: New Idaho Museum of Natural History Building

CONTACT PERSON: Darrell Buffaloe TELEPHONE: 282-2209

PROJECT JUSTIFICATION:

(A) The Idaho Museum of Natural History is located in the old university library. The current building does not provide for adequate environmental requirements for the museum collections. It also does not have sufficient space for public display of the collections.

(B) What is the existing program and how will it be improved? This project will provide space for education, research, storage, and display of artifacts of significant importance to the citizens of Idaho.

(C) What will be the impact on your operating budget? An operating budget must be established to support the extra 62,000 GSF added to the program.

(D) What are the consequences if this project is not funded? Priceless natural history artifacts will continue to be stored in inadequate space. The public will not have the access to the museum materials that would be possible with a new building.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$ 26,049,000
A/E fees	$2,122,000	General Account	
Construction	$21,218,000	Agency Funds	
5% Contingency	$1,061,000	Federal Funds	
F F & E	$1,648,000	Other	
Other	0		
Total	$ 26,049,000	Total	$ 26,049,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Addition to the Family Medicine Building

CONTACT PERSON: Darrell Buffaloe TELEPHONE: 282-2209

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. Add 25,000 GSF of space to the Family Medicine Building

(B) What is the existing program and how will it be improved? The Family Medical and Dental Residency programs are located in this building. The Idaho Dental Program and the Dental Hygiene Program will occupy the space.

(C) What will be the impact on your operating budget? The operating budget should remain the same. The two buildings housing the Dental Hygiene Program will be demolished.

(D) What are the consequences if this project is not funded?

ESTIMATED BUDGET:		FUNDING:	
Land	$_0	PBF	$ 8,969,000
A/E fees	$732,000	General Account	
Construction	$7,302,000	Agency Funds	
5% Contingency	$366,000	Federal Funds	
F F & E	$569,000	Other	
Other	0		
Total	$ 8,969,000	Total	$ 8,969,000

Agency Head Signature: _____

Date: _____

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Science and New Technologies / Interdisciplinary Research & Education Facility (Planning/Pre-Design)

Institution/Agency: University of Idaho

Brief Description:

The Science and New Technologies / Interdisciplinary Research & Education Facility project involves construction of a new laboratory facility providing modern, well-equipped spaces supporting a broad range of undergraduate and graduate instructional and research programs in selected scientific and technical disciplines at the university. The facility will be designed to foster interdisciplinary collaboration and interaction and will include flexible systems and support infrastructure, allowing reconfiguration of spaces supporting changes in programs and research needs over time. The initial phase of the project will include a comprehensive building and system assessment that will be used to define the overall scope of the project and prepare a refined cost estimate.

Project Scope:	**NASF**	**GSF**
Building size:	60,000-70,000	90,000-100,000
Site and Utility infrastructure		
Furnishings, Fixtures and Equipment		
All project fees and related expenses		

Estimated Total Cost: $65,334,000

Date Approved by State Board of Education:

First request, July 1999
Second request, July 2000
Third request, July 2001
Fourth request, July 2002
Fifth request, July 2003
Sixth request, July 2004
Seventh request, July 2005

Eighth request, July 2006
Ninth Request, July 2007

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$10,500,000
Federal Funding	$23,334,000
Other Funding (inc Gifts)	$31,500,000

Previous Appropriations

Fund Source	Amount
Fed FY05 Federal Funding	$892,500

Budget Year Request

Fund Source	Amount
Permanent Building Fund	$3,266,600

1. PROJECT DESCRIPTION AND JUSTIFICATION

As the land grant university for the State of Idaho, the University of Idaho places emphasis on problems and challenges facing Idaho and Idahoans. In both undergraduate and graduate education disciplines, especially in scientific and technical fields, enrollment growth and focus upon the university's interdisciplinary programs is leading to a need for additional modern, technically-equipped laboratory and support space. Further, as Idaho's research university, the UI is a main force for research and development in the state with emphasis on selected areas that are key to the economic health and development of Idaho industry. Areas of emphasis in which laboratory space is critical are: Food and Fiber Production, Molecular Biology, Environmental Sciences and Technology, Materials Science, Infrastructure/Construction and Transportation, Computing/Software Systems, and Telecommunications.

The UI Long Range Campus Development Plan identifies 2-3 potential sites that are optimal for this type of facility complex. In some locations it would be necessary to relocate existing programs housed in buildings slated for eventual removal. Selecting a location for the project will be made after the program is fully defined.

This project addresses the specialized laboratory needs of these disciplines for undergraduate, graduate and research programs. The synergies among the various levels of study and scholarship will be fostered in a facility integrating a broad cross section of technical and scientific personnel and programs. Specific facility features and attributes will be detailed during the pre-design phase.

2. PROJECT COMPONENTS

The majority of the project complex will consist of instructional and graduate/research laboratories and laboratory support areas (e.g., instrument labs, specialized containment labs, shared equipment rooms, computer laboratories, seminar and conference areas, and offices). It is anticipated that the size of the building will be approximately 90,000 – 100,000 GSF. Purchase of major furnishings, fixtures and equipment necessary to outfit the laboratories, support areas and connections, and necessary enhancements to the university's infrastructure systems will also be included in the project.

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 2: Construct Separate Laboratory Complexes for Undergraduate and Graduate/Research Programs

This alternative consists of construction of an interdisciplinary laboratory complex for undergraduate instructional and research programs and one for graduate and research programs. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary interaction and collaboration between undergraduate and graduate students, and researchers. The university rejected this alternative.

Alternative 3: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. This is the university's preferred alternative.

4. VACATED SPACE

It is not anticipated that a great deal of space will be vacated upon completion of the proposed project. Space currently used for instructional laboratories and some research laboratories that may be vacated may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Northern Idaho Classroom/Office Facility (Planning/Pre-Design)

Institution/Agency: University of Idaho

Brief Description:

The University of Idaho has responsibility to deliver education, outreach, and extension programs across the State of Idaho. With the tremendous growth in the northern part of the state, there is an ever increasing demand for University of Idaho programs and course delivery. We anticipate the need for an additional facility in the Coeur d' Alene vicinity to meet the classroom and office needs for expanding university programs. This facility will support collaborative programs that provide increased access to education and that ensure relevant education, training, and information services are available in the northern Idaho region. The facility will also enhance regional and statewide economic development by supporting comprehensive educational offerings for building, attracting, and retaining a highly skilled workforce.

Project Scope:	**NASF**	**GSF**
Building size:	~24,000	~32,000
Site and utility infrastructure		
Furnishings, Fixtures and Equipment		
All project fees and related expenses		

Estimated Total Cost: $8,400,000

Date Approved by State Board of Education:
First request, July 2006
Second request, July 2007

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$4,200,000
Other (private) sources	$4,200,000
Total:	$8,400,000

(1) Previous Appropriations

Fund Source	Amount
NA	0

Budget Year Request

Fund Source	Amount
Permanent Building Fund	$420,800

1. PROJECT DESCRIPTION AND JUSTIFICATION

The University, in collaboration with North Idaho College and the City of Coeur d' Alene, envisions the creation of an education corridor in the vicinity of the North Idaho College campus. The University presently leases facilities from the City nearby the NIC campus. Higher education program growth in the region will be concentrated in this education corridor. Expanded facilities are needed to serve the burgeoning population and the corresponding growing demand for higher education services in the region. This new facility will allow the University of Idaho to serve the program needs of citizens in the area, in accordance with its institutional role-and-mission statements.

2. PROJECT COMPONENTS

This facility will be approximately 32,000 square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The building will support local interests in expanding science and technology education in Northern Idaho. The preliminary cost estimate for the building is $8,000,000. The University requests $400,000 in initial funding (5% of overall project budget) to support initial programming and pre-design work. Work products from this pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate. Graphical materials will also be generated to assist in private fundraising efforts in support of the project.

3. VACATED SPACE

It is not anticipated that space will be vacated upon completion of the proposed facilities. Rather, the new space created by these facilities will allow for expansion of programs that meet the needs of citizens in this important geographic region of the state.

THIS PAGE INTENTIONALLY LEFT BLANK

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Upgrade and Renovation of Talkington Hall

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project would fund basic safety upgrades (fire protection, windows, doors), lighting, and HVAC installation so that this former dormitory could be used for office space, meeting areas, instructional areas/classrooms, storage, and "swing" space to support temporary moves on LCSC's Lewiston campus, where available office space does not meet current or projected demand.

(B) What is the existing program and how will it be improved?

Talkington Hall, built in 1930 as a women's dormitory, is no longer useable as a residence hall, due to safety concerns, lack of HVAC, and decrepitude of the carpets, doors, windows, and common areas. [Students have been moved to two new residence halls, built with funds provided by private developers.] The facility is essentially vacant, and only few rooms are used as offices (using extraordinary measures to provide temporary climate control) since there is no other free space on campus. In FY2007, LCSC commissioned a private architectural firm to conduct a modernization feasibility study for the facility. The result of the analysis was a recommendation to retain and renovate the building, for a moderate investment. Renovation of the building to provide safety upgrades, modern lighting, flooring, energy efficient windows/doors, and central an HVAC system would bring 92 dorm-sized rooms and several common areas (21,866 total square feet) back into LCSC's useable office, meeting, and classroom inventory—while preserving one of the most beautiful and historic buildings on the Normal Hill campus.

(C) What will be the impact on your operating budget?

Renovation and installation of energy-efficient HVAC and lighting systems, window replacement, and door replacement will result in significant reductions in energy consumption, lowering utility expenses compared to operations under the current configuration.

(D) What are the consequences if this project is not funded?

Without the proposed upgrades, the use of this facility will be extremely limited due to environmental and safety factors and the prohibitive cost of making temporary accommodations to provide climate control for the rooms in their current state.

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ 2,600,000
A/E fees	$ 260,000	General Account	
Construction	$ 2,210,000	Agency Funds	
5% Contingency	$ 130,000	Federal Funds	
F F & E	$	Other	
Other			
Total	$ 2,600,000	Total	$ 2,600,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Reconfigure Meriwether-Lewis Hall

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project would provide funds needed to reconfigure Meriwether-Lewis Hall—the current home of LCSC's nursing and science programs—to optimize the building's utilization and efficiency following the completion of LCSC's new Health Sciences Building and the relocation of other programs among the new and existing facilities. The project would realign and update the Natural Sciences laboratories, classrooms, offices, and preparation areas for the programs that inherit space vacated by nursing programs, and enable other programs now using cramped space elsewhere on campus to move to suitable facilities.

(B) What is the existing program and how will it be improved?

Built in 1970, and subsequently expanded to support LCSC's nursing and science programs, this three story masonry facility is no longer able to support the College's expanding health sciences programs, which will move at the beginning of FY2010 to a new Nursing/Health Sciences Building (project now underway). The proposed project for the MLH facility will modestly reconfigure and modernize the space in the 38,860 square foot building to accommodate currently over-crowded programs that will relocate to (or within) the building when the new facility goes into operation. Upgrades would include installation of an efficient HVAC system, refurbishment of labs and classrooms, wall relocations where necessary, and reconfiguration of rooms where needed to accommodate new programs and support office requirements.

(C) What will be the impact on your operating budget?

N/A (no significant change from current operating budget after reconfiguration).

(D) What are the consequences if this project is not funded?

The consequences would be that the students and staff using the facility would have to cope with outdated classroom, laboratory, and office space (late 1960's vintage), and needed safety and environmental improvements would continue to be deferred.

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ 1,750,000
A/E fees	$ 175,000	General Account	
		Agency Funds	
Construction	$ 1,487,500	Federal Funds	
5% Contingency	$ 87,500	Other	
F F & E	$		
Other		Total	$ 1,750,000
Total	$ 1,750,000		

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Upgrade and Renovation of Administration Building-Phase I (Silverthorne Theatre)

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project would provide renovation funds needed for renovation of the Silverthorne Theatre in the Administration Building which was constructed in 1921. The project would bring the theatre up to code and provide for needed improvements for classroom functions as well as enhance theatre experience on campus.

(B) What is the existing program and how will it be improved?

This project would address needs in the area of theatre arts experience on campus as well as providing an updated common classroom for campus use by renovation of the present theatre which is located in the Administration Building. The theatre is vital if the College is to serve student needs relating to visual and performing arts, music and all facets of human communications. The College now provides a theatre experience by staging productions and practices in the Administration Building auditorium which was constructed in 1921. The present scene shop and dressing room are located in the basement rooms which were not designed for that purpose, are too cramped, and do not meet current code requirements. The balcony of the theatre is currently not usable because the front half of the stage, which was added in the 1970's, is not visible from most of the balcony. Additionally, there are safety issues which would need to be addressed with a renovation of the balcony. While these facilities have been well maintained and are currently in use by our programs, the 1989 evaluation by the Northwest Association of Schools, Colleges, and Universities described the facilities as "deplorable."

(C) What will be the impact on your operating budget?

N/A

(D) What are the consequences if this project is not funded?

The alternative to this remodeling project is to remain "as-is", whereby the students at Lewis-Clark State College would be denied access or appropriate use of approximately 8,430 GSF of space. Use of this facility currently is limited due to Life-Safety Code and other code issues, and the need of our students to have classrooms that meet accreditation standards. Classroom areas in this building are not acceptable environments for quality education. The breadth of this remodel and expansion project exceeds the normal physical maintenance capabilities of the college.

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ 1,050,000
A/E fees	$ 105,000	General Account	
Construction	$ 892,500	Agency Funds	
5% Contingency	$ 52,500	Federal Funds	
F F & E		Other	
Other			
Total	$ 1,050,000	Total	$ 1,050,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 4

PROJECT DESCRIPTION/LOCATION: Renovation of Spalding Hall

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project would provide funds to renovate and equip the offices and classrooms in Spalding Hall. Spalding Hall was constructed in 1924. The project would bring the building up to code and provide for needed improvements for classroom functions as well as enhance the offices contained within the building.

(B) What is the existing program and how will it be improved?

Spalding Hall currently houses all of the Education division programs for the College, the Humanities division, and the Social Sciences division. The Education division is one of our largest programs, with a historical link to the original mission of the College of providing teacher education and certification.

The proposed renovation will allow expansion of badly needed classroom space, and updating of heating, electrical, and air conditioning systems in the building. From the outside, Spalding Hall is a unique building that complements the history and culture of the campus. However, the interior is in disrepair and needs to be brought up to code to address life safety issues caused by old wiring, and a deteriorating infrastructure.

(C) What will be the impact on your operating budget?

N/A

(D) What are the consequences if this project is not funded?

The alternative to this remodeling project is to remain "as-is", whereby the students and faculty in the Education, Humanities, and Social Sciences divisions at Lewis-Clark State College would be denied access or appropriate use of space. Classroom and faculty office areas in this building are not acceptable environments for quality education. Providing a safe, comfortable working environment for faculty and an acceptable learning environment for students would be sacrificed without the remodel. The breadth of this remodel and expansion project exceeds the normal physical maintenance capabilities of the college

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ 2,625,000
A/E fees	$ 263,000	General Account	
Construction	$ 2,231,000	Agency Funds	
5% Contingency	$ 131,000	Federal Funds	
F F & E		Other	
Other			
Total	$ 2,625,000	Total	$ 2,625,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 5

PROJECT DESCRIPTION/LOCATION: Upgrade and Renovation of Administration Building-Phase II (Offices and Classrooms)

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project would provide funds to renovate and equip the offices and classrooms in the Administration Building. The Administration Building was constructed in 1921. The project would bring the building up to code and provide for needed improvements for classroom functions as well as enhance the offices contained within the building.

(B) What is the existing program and how will it be improved?

The Main Administration Building currently houses the offices for the central administration for the College including the President, Provost, and Academic Vice President, Vice President for Finance and Administration, Institutional Research, Human Resources, Budget Officer, Purchasing, and Controller's offices, as well as the Academic Business Department. In addition, it contains several classrooms that are used as general classrooms for the entire campus. It also houses the Silverthorne Theatre and classroom. Since the late 1970s, the student body at Lewis-Clark State College has more than doubled in size to nearly 3,500. Because this building provides a significant amount of teaching and learning classroom space and is the main building visited by the general public in doing business with the College, it is important to provide an environment that supports and encourages the learning activity demanded as a part of the mission for the College with the technical enhancements needed to prepare students for success after college.

(C) What will be the impact on your operating budget?

Utility and maintenance support by formula.

(D) What are the consequences if this project is not funded?

The alternative to this remodeling project is to remain "as-is", whereby the students at Lewis-Clark State College would be denied access or appropriate use of space. Classroom areas in this building are not acceptable environments for quality education. The breadth of this remodel and expansion project exceeds the normal physical maintenance capabilities of the college

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ 3,675,000
A/E fees	$ 368,000	General Account	
Construction	$ 3,123,000	Agency Funds	
5% Contingency	$ 184,000	Federal Funds	
F F & E		Other	
Other			
Total	$ 3,675,000	Total	$ 3,675,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 6

PROJECT DESCRIPTION/LOCATION: Remodel and Expansion of Old Science Building

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The project would provide renovation funds needed to bring the Old Science Building, constructed in 1909, up to current code requirements and to an acceptable functioning level of operation for its current use as a classroom building. This request will remodel the facility for code compliance (electrical, structural, and mechanical) and make it useful for current and contemplated future classroom needs.

(B) What is the existing program and how will it be improved?

The remodel will allow expansion of badly needed classrooms for sciences and other general education courses.

(C) What will be the impact on your operating budget?

N/A

(D) What are the consequences if this project is not funded?

The building will continue to be utilized with the code issues listed and will not be utilized as efficiently and effectively as it would with a remodel.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	$ 2,058,000
A/E fees	$ 146,000	General Account	
Construction	$ 1,240,000	Agency Funds	
5% Contingency	$ 73,000	Federal Funds	
F F & E	$ 599,000	Other	
Other			
Total	$ 2,058,000	Total	$ 2,058,000

Agency Head Signature: _____

Date: _____

THIS PAGE INTENTIONALLY LEFT BLANK

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 7

PROJECT DESCRIPTION/LOCATION: Renovation and Purchase of New Music Building

CONTACT PERSON: Chet Herbst TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The project would provide renovation funds needed to bring the Music Building up to an acceptable functioning level of operation. Funds would also be used to repay the College for the acquisition cost of the property. Remodeling work will include HVAC consolidation, acoustical treatments, ADA-approved restrooms and several Life-Safety Code upgrades.

(B) What is the existing program and how will it be improved?

The Music Building is a former church adjacent to the LCSC campus that became available for purchase. Recognizing the value and understanding that the opportunity to purchase the property could not be delayed, LCSC sought and received State Board of Education approval for the purchase. The purchase was with the hope that the Permanent Building Fund would reimburse the College for the acquisition and refurbish the facility for needed classroom space.

The remodel will be designed so that student classrooms in the discipline of music can be utilized effectively. This remodel will allow an area of instruction that has been neglected to work in an acceptable educational environment. Remodeling work will include HVAC consolidation, acoustical treatments, ADA-approved restrooms and several Life-Safety Code upgrades.

The acquisition of this building with Permanent Building Funds will allow LCSC to reallocate critically needed physical plant funds into other areas of operation needing major consideration.

(C) What will be the impact on your operating budget?

N/A

(D) What are the consequences if this project is not funded?

The building will continue to be utilized with the code issues listed and will not be utilized as efficiently and effectively as it would with a remodel.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 296,000	PBF	$ 849,000
A/E fees	$ 50,000	General Account	
Construction	$ 430,000	Agency Funds	
5% Contingency	$ 22,000	Federal Funds	
F F & E	$ 51,000	Other	
Other			
Total	$ 849,000	Total	$ 849,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College** AGENCY PROJECT PRIORITY: **1**

PROJECT DESCRIPTION/LOCATION: **Seiter Hall Remodel/Renovation**

CONTACT PERSON: Rolly Jurgens TELEPHONE: 208-769-3340

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. To remodel the former Science building (Seiter Hall) into general classroom space, which in the past was primarily a laboratory classroom facility. Will include substantial mechanical, electrical, energy conservation upgrades, and roof repair. Remodel will bring the building into current ADA code standards.

(B) What is the existing program and how will it be improved? All existing programs have been moved to the new Meyer Health Science Building, which opened in fall of 2005. Remodel could add 15 plus classrooms and two classroom auditoriums. Other educational and staff departments will gain much needed office and classroom space.

(C) What will be the impact on your operating budget? Upgrading with energy efficient systems, and making needed roof repairs will reduce the overall operating budget as the building comes on line.

(D) What are the consequences if this project is not funded? NIC is in desperate need of general classroom and office space. If funding is not provided, Seiter Hall and its unused lab space will not be conducive for general classroom educational activities. The learning environment will be less than desired, and will reduce educational opportunities in North Idaho, especially in light of current Growth Trends. The building will be under used.

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ **3,950,000**
A/E fees	**275,000**	General Account	
Construction	**3,166,200**	Agency Funds	
5% Contingency	**158,300**	Federal Funds	
F F & E	**350,500**	Other	
Other			
Total	**3,950,000**	Total	$**3,950,000**

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College** AGENCY PROJECT PRIORITY: **3**

PROJECT DESCRIPTION/LOCATION: **Professional Technical Building – Post Falls, Id.**

CONTACT PERSON: Rolly Jurgens TELEPHONE: 208-769-3340

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. To construct a new Professional Technical Building to create additional space for existing programs, expansion of new professional technical education programs, and to partner with local school districts to provide facilities to support their professional technical education programs as well.

(B) What is the existing program and how will it be improved? Currently there are business and professional programs, health professions and trades an industry programs. These programs are near capacity with 12% of the student body enrolled in those programs. Nationally, 40% or more enrollments would be in these programs. Construction of this facility would expand professional technical education opportunities, keep up with rapid changes in technology, and increase student enrollments.

(C) What will be the impact on your operating budget? Would increase in the areas of staffing, utilities and maintenance costs.

(D) What are the consequences if this project is not funded? In coming and continuing students, local businesses and industries, and local public school districts would not be able to rely on NIC to provide expanded programs or enrollments.

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	**$14,028,500**
A/E fees	**1,156,900**	General Account	
Construction	**11,156,900**	Agency Funds	
5% Contingency	**557,800**	Federal Funds	
F F & E	**1,156,900**	Other	
Other			
Total	**14,028,500**	Total	**$14,028.500**

CAPITAL BUDGET REQUEST
FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **Eastern Idaho Technical College**
PROJECT PRIORITY: 1.

PROJECT DESCRIPTION/LOCATION: Construct parking lot for Health Care Building 6

CONTACT PERSON: Steve T. Bunnell TELEPHONE: 208-524-3000 ext 3393

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
Construct a parking lot on Campus to provide parking for students, faculty and staff that are using this new Health Care Education Building. This would include design, site work, lighting, concrete, asphalt, striping and signage.

(B) What is the existing program and how will it be improved?
This Building is a share building with ISU and EITC. All programs that will operate within this building. Adequate parking in proximity of the facility is essential.

(D) What are the consequences if this project is not funded?
Insufficient number of parking spaces adjacent to this new building.

* If this project needs to be funded in A&R please move to number one priority 1.

ESTIMATED BUDGET:				FUNDING:	
Land	$			PBF	$ 900,000
A/E fees		$	78,000	General Account	
Construction	$ 780,000		5%	Agency Funds	
Contingency	$ 39,000	FF&E		Federal Funds	
Other	$ 3,000			Other	
Total	$ 900,000			Total	$ 900,000

THIS PAGE INTENTIONALLY LEFT BLANK

CAPITAL BUDGET REQUEST

FY 2009

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **Idaho State Historical Society**

1) Expansion of the Idaho State Historical Museum: $10 million.

The Idaho State Historical Museum, in Boise's Julia Davis Park, long-ago outgrew its existing facility, which was constructed in 1950 and expanded in 1982. Currently, less than 5% of the Society's historical artifacts are on exhibit at any given time in the state's most-visited museum. Lack of space prevents the exhibiting of more materials, hinders the staff's ability to frequently change exhibits, and prohibits accessibility to major traveling exhibits. In FY 2008, Permanent Building Fund money enabled DPW to hire LKV Architects to develop a concept for a 35,000 square foot expansion to the existing 29,000 square foot facility.

The museum expansion project, in this the centennial anniversary of both the Idaho State Historical Society and Julia Davis Park, is our highest priority capital request and will serve the residents of Idaho for decades to come.

2) Expansion of the Public Archives and Research Library: $6.5 million.

In 2007, Governor Otter, as part of his proposal to devolve the Department of Administration, proposed moving the State Records Center to the Idaho State Historical Society. This proposal was also a recommendation of Governor Kempthorne's 2020 Blue Ribbon Task Force in 2002. The proposal, advocated for reasons of efficiency, was well received by the legislature in 2007. The Historical Society also believes this would lead to greater efficiencies in the handling of state records and archives. This request would provide for needed expansion to the present Public Archives and Research Library to absorb Records Center functions, or, if the Records Center does not move, will provide expansion space for the State Archives program, which will be necessary in the future in any event.

THIS PAGE INTENTIONALLY LEFT BLANK

STATE DEPARTMENT OF EDUCATION
AUGUST 9-10, 2007

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S UPDATE**	Information Item
2	**POST FALLS SCHOOL DISTRICT TRUSTEE ZONE BOUNDARY CHANGE**	Motion to approve
3	**CURRICULAR MATERIALS SELECTION COMMITTEE APPOINTMENT**	Motion to approve
4	**ADOPTION OF CURRICULAR MATERIALS**	Motion to approve
5	**SCIENCE CONTENT STANDARDS RULE – APPROVAL OF TEMPORARY AND PROPOSED AMENDMENT – IDAPA 08.02.03.004 – RULES GOVERNING THOROUGHNESS**	Motion to approve
6	**CERTIFICATION RULE - APPROVAL OF TEMPORARY AND PROPOSED RULE – IDAPA 08.02.02.015 - RULES GOVERNING UNIFORMITY**	Motion to approve
7	**ACCREDITATION RULES – APPROVAL OF TEMPORARY AND PROPOSED RULE – IDAPA 08.02.02.140 – RULES GOVERNING UNIFORMITY**	Motion to approve

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

N/A

DISCUSSION

N/A

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Adjusted Trustee Zones for Post Falls School District

APPLICABLE STATUE, RULE, OR POLICY

Sections 33-313, Idaho Code

BACKGROUND

Section 33-313 of Idaho Code prescribes the procedure for adjusting trustee zones for school districts. Trustee zones should be defined and drawn to have approximately equal populations. The Post Falls School District Board of Trustees has submitted the required documents and prepared a proposal which is submitted to the State Board of Education. The responsibility of the State Board of Education is to approve or disapprove the proposal for the adjusted trustee zones.

DISCUSSION

Due to population growth, Post Falls School District is requesting an adjustment to their trustee zones to equalize population within the zones. None of the current trustees will be displaced.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Letter from Post Falls School District Page 3
Attachment 2 – Legal Description of Proposed Trustee Zones Page 7
Attachment 2 – Map of Proposed Trustee Zones Page 11

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the approval of the adjusted trustee zones for the Post Falls School District.

BOARD ACTION

A motion to approve the adjusted trustee zones for the Post Falls School District as submitted.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

THIS PAGE LEFT INTENTIONALLY BLANK

POST FALLS SCHOOL DISTRICT #273
DISTRICT ADMINISTRATIVE OFFICE

P.O. Box 40 • Post Falls, ID 83877-0040
208-773-1658 • FAX 208-773-3218
www.pfsd.com

RECEIVED
JUN 18 2007
OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

June 14, 2007

Karen McGee
State Board of Education
650 W. State Street
Box 83720
Boise ID 83720-0037

Dear Ms. McGee:

The Post Falls School District respectfully requests that the State Board of Education approve the adjusted trustee zones as presented in compliance with Idaho Code § 33-313. Continued rapid population growth in our district prompted a review of the zones, and we found that four of them would need to be adjusted to meet the 10% equalization requirement. As stated in my recommendation to the Board of Trustees, the adjustments are relatively minor. The proposed changes do not displace any of the current trustees.

At their regular meeting on June 11, 2007, the Post Falls School District Board of Trustees approved a plan to adjust trustee zones 1, 2, 3 and 4 to maintain the population balance. Enclosed are the legal descriptions of the zones, a comparison of zone populations, a trustee zone map and a memo to the Board recommending approval of the zone adjustments.

Please call me at 208-773-1658 if you should have questions or concerns.

Sincerely,

Jerry Keane
Superintendent of Schools

JK/jaa

All students will have the attitudes, skills and knowledge to be productive and responsible citizens.

POST FALLS SCHOOL DISTRICT #273
DISTRICT ADMINISTRATIVE OFFICE

P.O. Box 40 • Post Falls, ID 83877-0040
208-773-1658 • FAX 208-773-3218
www.pfsd.com

June 6, 2007

TO: Board of Trustees

FM: Jerry Keane

RE: Trustee Zone Boundaries

I would recommend that the Board of Trustees approve the attached proposed changes to our Trustee boundaries. As you know, the district is required to adjust our trustee zone boundaries on a systematic basis in order to ensure that each trustee represents approximately the same number of constituents. It is especially important that Post Falls School District keep a close eye on our zones because of the exceptional community growth.

The district contracted with J.P. Stravens and Company to develop current demographic information and to provide a recommendation regarding how to best balance our zones if necessary. State Code requires trustee zone population variances of less than ten percent. As you will see on the map, it will be necessary to make relatively minor modifications to our zones in order to maintain reasonable balance in our zones.

Janie did a real nice job summarizing the proposed zone changes on the attached document as well are showing detail demographic information. We also attached a map that shows the proposed changes as well. Please give me a call if you have any questions.

All students will have the attitudes, skills and knowledge to be productive and responsible citizens.

Post Falls School District
Trustee Zone Populations

	2001 population	2007 population in 2001 boundaries	% increase in population	2007 population in adjusted boundaries
Zone 1	4,925	7,411	50.5%	6,476
Zone 2	4,894	5,018	2.5%	6,769
Zone 3	4,809	8,433	75.4%	7,050
Zone 4	5,155	6,031	17.0%	6,598
Zone 5	4,792	6,527	36.2%	6,527
TOTALS	24,575	33,420	36%	33,420

2007 Changes to Trustee Zones

Zone 1:
Added the western tip of Zone 2 between Mullan Avenue and the Spokane River, and Spokane Street west to Chase Road. The block from east from McGuire Road to Chase Road and south from Mullan Avenue to the Spokane River moved to Zone 3.

Zone 2:
Added the section from Greensferry Road east to Highway 41, and Mullan Avenue north to Poleline Avenue. The western tip moved to Zone 1.

Zone 3:
Added the section from Mullan Avenue south to the Spokane River and between Chase Road and McGuire Road. Block from Grange Avenue north to Prairie Avenue between Idaho Street and Chase Avenue moved to Zone 4. Section bounded by Highway 41, Mullan Avenue, Greensferry Road and Poleline Avenue moved to Zone 2.

Zone 4:
Added the block north from Grange Avenue to Prairie Avenue between Idaho Street and Chase Road.

Zone 5:
No changes.

THIS PAGE LEFT INTENTIONALLY BLANK

E) Trustee Zone Legal Descriptions:

All of the Post Falls School District Trustee Zones reside entirely within Kootenai County, Idaho, Boise Prime Meridian.

ZONE 1
Zone 1 generally consists of the Sections south of the River plus the ones north of the River and south of Poleline Avenue and west of McGuire Road, and the entire west half of Section 3 T51N R5W, more specifically described as:
Legal: Beginning at the NW corner of Section 36 T51N R6W going east to the NE corner of Section 32 T51N R5W, then south to the point where the eastern edge of Section 5 T50N R5W meets the Spokane River, then easterly up the river approximately 1 ½ miles taking the center channel between the two islands that are on the border between Sections 3 and 4 of T50N R5W, then looping around the eastern edge of the northern island to the point where the western edge of Section 3 Township 50 N Range 5 West meets the Spokane River, then north to the NW corner of said section then east to the NE corner of the W1/2 of said section, then south to the point where the eastern edge of the W1/2 of said section touches the Spokane River, then easterly up the Spokane River to the point where the Spokane River touches the eastern border of Section 12 T50N R5W, then south to the SE corner of the N½ of Section 24 T50N R5W, then west to the SE corner of the NW1/4 of Section 23 T50N R5W, then south to the SE corner of the SW1/4 of said section, then west to the NE corner of the W1/2 of Section 28 T50N R5W, then south to the SE corner of the W1/2 of said section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N1/2 of Section 9 T49N R5W, then west to the SW corner of the NE1/4 of Section 8 T49N R5W, then north to the SW corner of the NE1/4 of Section 5 T49N R5W, then west to the SW corner of the N1/2 of Section 1 T49N R6W, then north to the point of beginning.

ZONE 2
Zone 2 generally consists of the Sections north of the River and south of Poleline Avenue, and between Spokane Street and Highway 41, more specifically described as:
Legal: Beginning at the NW corner of the S1/2 of Section 35 T51N R5W and going east to the NE corner of the S1/2 of said section, then north to the NW corner of Section 36 T51N R5W, then west to the NE corner of said Section, then south to the SE corner of said Section, then west to the SW corner of said Section, then south to the point where the edge of Section 11 T50N R5W meets the

Spokane River, then westerly down the Spokane River approximately 1 2/3 miles to the point where the western edge of the E1/2 of Section 3 T50N R5W meets the River, then north to the NW corner of the E1/2 of said Section, then east to SW corner of Section 35 T51N R5W, then north to the point of beginning.

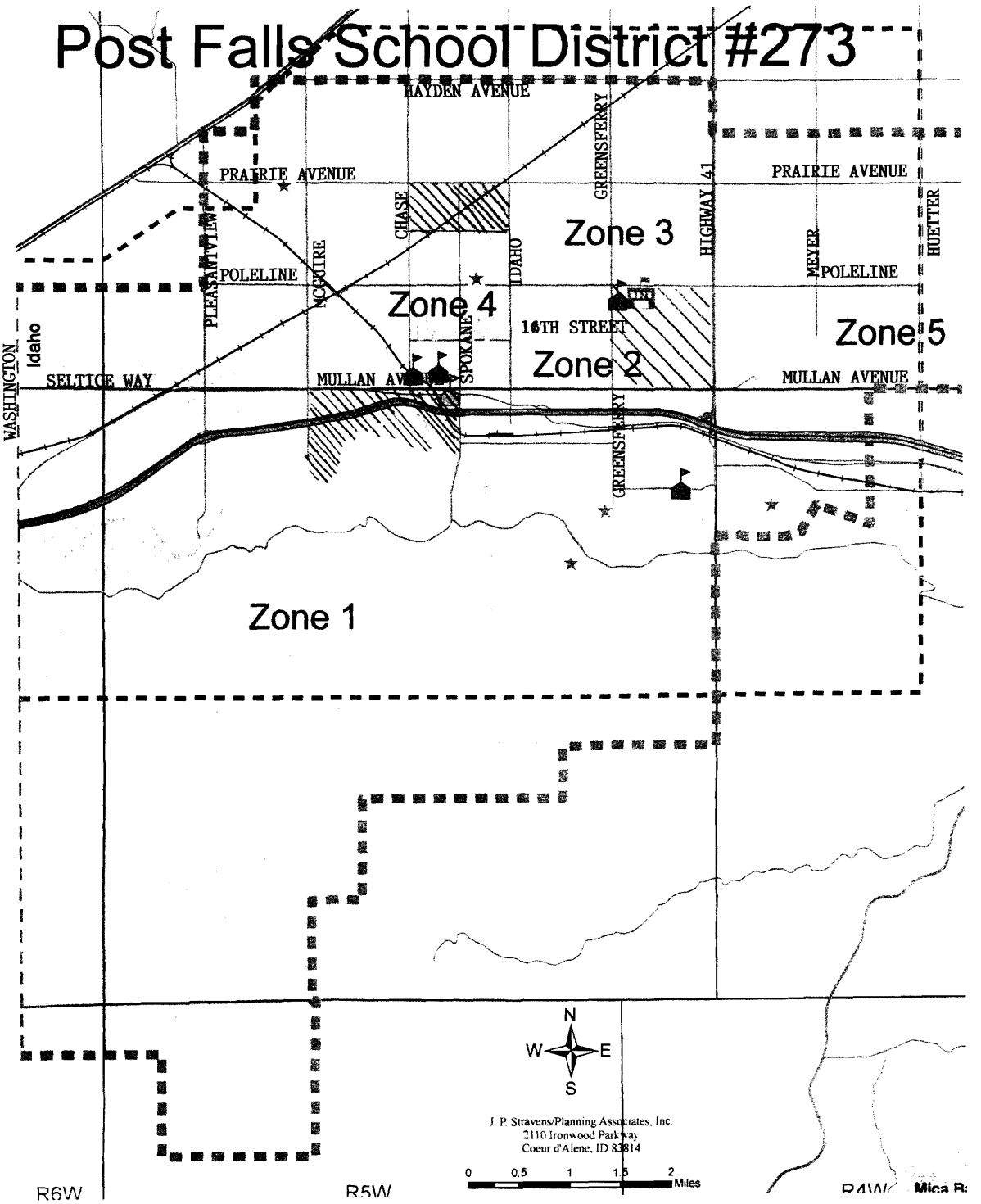
ZONE 3
Zone 2 generally consists of the Sections north of the Spokane River except the western and eastern few, and except the central part of Post Falls, more specifically described as:
Legal: Beginning at the NW corner of the NE1/4 of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S1/2 of said Section, then west to the NE corner of the S1/2 of Section 19 T51N R4W, then south to the SE corner of Section 31 T51N R4W, then west to the SW corner of Section, then north to the NW corner of said Section, then west to the SW corner of Section 25 T51N R5W, then south to the SE corner of the N1/2 of Section 35 T51N R5W, then west to the SW corner of the N1/2 of said Section, then north to the SE corner of Section 22 T51N R5W, then west to the SW corner of said Section, then south to the point where the eastern edge of Section 4 T50N R5W meets the Spokane River, then going around the east bank of the north island and down the channel between the two island then following the Spokane River to the point where it meets the western edge of Section 4 T50N R5W, then north to the SE corner of Section 29 T51N R5W, then north to the SW corner of the NW1/4 of Section 20 T50N R5W, then east to SE corner of the NW1/4 of said Section, then north to the point of beginning.

ZONE 4
Zone 4 generally consists of Sections 27 and 34 of T51N R5W, more specifically described as:
Legal: Beginning at the NW corner of Section 27 T51N R5W going east to the NE corner of said section, then south to the SW corner of Section 34 T51N R5W then west to the SE corner of said Section, then north to the point of beginning.

ZONE 5
Zone 5 generally consists of the Sections in the Post Falls School District that are east of Meyer Road, and south of Mullan when also east of Ross Point Road, more specifically described as:
Legal: Beginning at the NW corner of the S1/2 of Section 20 T51N R4W and going east to the NE corner of the SW1/4 of Section 21 T51N R4W, then south to the SE corner of the W1/2 of Section 33 T51N R4W, then east to the NE corner of the W1/2 of Section 5 T50N R4W, then south to the point where the east edge of

the W1/2 of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the western edge of Section 12 T50N R5W meets the Spokane River, then north to the NW corner of Section 1 T50N R5W, then east to the NW corner of Section 5 T50N R4W, then north to the point of beginning.

THIS PAGE LEFT INTENTIONALLY BLANK


Post Falls School District #273
HAYDEN AVENUE
PRAIRIE AVENUE
PRAIRIE AVENUE
POLELINE
POLELINE
16TH STREET
MULLAN AVENUE
MULLAN AVENUE
SELTICE WAY
WASHINGTON
Idaho
PLEASANT VIEW
MCGUIRE
CHASE
SPOKANE
IDAHO
GREENSFERRY
HIGHWAY 41
MEYER
HUETTER
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
N
W
E
S
J. P. Stravens/Planning Associates, Inc.
2110 Ironwood Parkway
Coeur d'Alene, ID 83814
0 0.5 1 1.5 2 Miles
R6W
R5W
R4W

THIS PAGE LEFT INTENTIONALLY BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 3
STATE BOARD OF EDUCATION

33-313. TRUSTEE ZONES. Each elementary school district shall be divided into three (3) trustee zones and each other school district shall be divided into no fewer than five (5) or more than nine (9) trustee zones according to the provisions of section 33-501, Idaho Code. Any proposal to define the boundaries of the several trustee zones in each such school district shall include the determination, where appropriate, of the number of trustee zones in such district, and the date of expiration of the term of office for each trustee. The boundaries of the several trustee zones in each such school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population.

Whenever the area of any district has been enlarged by the annexation of all or any part of another district, or by the correction of errors in the legal description of school district boundaries, any such additional territory shall be included in the trustee zone or zones contiguous to such additional territory until such time as the trustee zones may be redefined and changed. Trustee zones may be redefined and changed, but not more than once every five (5) years in the manner hereinafter provided.

A proposal to redefine and change trustee zones of any district may be initiated by its board of trustees and shall be initiated by its board of trustees at the first meeting following the report of the decennial census, and submitted to the state board of education, or by petition signed by not less than fifty (50) school electors residing in the district, and presented to the board of trustees of the district. Within one hundred twenty (120) days following the decennial census or the receipt of a petition to redefine and change the trustee zones of a district the board of trustees shall prepare a proposal for a change which will equalize the population in each zone in the district and shall submit the proposal to the state board of education. Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective.

Within sixty (60) days after it has received the said proposal the state board of education may approve or disapprove the proposal to redefine and change trustee zones and shall give notice thereof in writing to the board of trustees of the district wherein the change is proposed. Should the state board of education disapprove a proposal the board of trustees shall within forty-five (45) days submit a revised proposal to the state board of education. Should the state board of education approve the proposal, the trustee zones shall be changed in accordance with the proposal.

At the next regular meeting of the board of trustees following the approval of the proposal the board shall appoint from its membership a trustee for each new zone to

serve as trustee until that incumbent trustee's three (3) year term expires. If the current board membership includes two (2) incumbent trustees from the same new trustee zone, the board will select the incumbent trustee with the most seniority as a trustee to serve the remainder of his three (3) year term. If both incumbent trustees have equal seniority, the board will choose one (1) of the trustees by the drawing of lots. If there is a trustee vacancy in any of the new zones, the board of trustees shall appoint from the patrons resident in that new trustee zone, a person from that zone to serve as trustee until the next annual meeting. At the annual election a trustee shall be elected to serve during the term specified in the election for the zone. The elected trustee shall assume office at the annual meeting of the school district next following the election.

SUBJECT

Appointment to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection
Sections 33-118 and 33-118a, Idaho Code

BACKGROUND

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

DISCUSSION

Currently there is one opening on the Selection Committee for the state's four colleges of education. This one (1) open position being recommended for appointment is for Idaho State University. This recommendation is for a complete five-year term.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Day Scherz Letter of Interest Page 3
Attachment 2 – Day Scherz Resume Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the appointment of Susan Day Scherz, Ed.D, College of Education, Idaho State University. This appointment is for a period of five years.

BOARD ACTION

A motion to approve the request by the State Department of Education for Day Scherz appointment to the Idaho State Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

THIS PAGE LEFT INTENTIONALLY BLANK

IDAHO STATE UNIVERSITY

April 11, 2007

Val Fenske
Curricular Materials Coordinator
State Department of Education
PO Box 83720
Boise, ID 83720

Re: SBOE Selection Committee

Dear Ms. Fenske:

The purpose of this memorandum is to express my interest in serving on the SBOE Selection Committee, as the representative for the Idaho State University, College of Education.

During my career in K-12 public school education, I have worked in a number of areas including the following:

- High School English ESL (English as a Second Language), and reading teacher with short stints at science and physical education
- Tutor and counselor(after hours) through community-based outreach for high school migrant workers
- Director and associate superintendent for a county-based education agency providing special education providers (speech, pathologist, occupational therapist, and so on) for rural school districts, as well teacher professional development, comprehensive health services, Eisenhower grant math and science resources, alternative education, jail education, and a variety of resources, as funded by grants or supported by area school districts.
- K-12 principal in a traditional school district;
- Superintendent for K-12 districts;
- Adjunct college instruction teaching, reading instruction, educational leadership courses and community college ESL classes;
- Currently teaching educational leadership courses that include courses dealing with curriculum, instruction, and assessments

I enjoy working with broad-based organizations and would appreciate the opportunity as a way to not only represent the college and serve education in Idaho, but to also establish networks and understandings that would enhance my instructional work and provide insights re: education issues impacting administrators, schools and districts in Idaho.

Cordially,

Susan Day Scherz, Ed.D
Assistant Professor
Dept. of Educational Leadership

Department of Educational Leadership
College of Education
Idaho State University
921 South 8th Avenue
Stop 8059
Pocatello, ID
83209-8059

Phone (208) 282-5385
Fax (208) 282-5324

ISU Is An Equal Opportunity Employer

THIS PAGE LEFT INTENTIONALLY BLANK

Susan Day Scherz, Ed.D.
Assistant Professor

Idaho State University
College of Education
Dept. of Educational Leadership
921 South 8th Avenue, Stop 8059
Pocatello, ID 83209-8059; 208-282-4441

SUMMARY OF QUALIFICATIONS

- Assistant professor in educational leadership
- Superintendent and principal experience
- Strategic planning for vision development and long range planning with school district; strategic planning and innovative design to develop a county-wide education agency
- Worked at all levels of schooling: pre-K through 12; community college; university
- Experienced with diverse populations of all ages

RELEVANT EXPERIENCE

Organizational Management/School Administration

- Developed all facets of an education agency: budget, personnel function, curriculum development, staff development, etc.
- Grant writing to assist with programs/funding
- Implementation of charter school sites; later, accommodation school
- Established networks and partnerships to provide educational services county-wide for agency, school districts, and schools
- Assisted school district/boards with long range planning
- Doctoral studies in educational leadership; research related to small school districts and board-superintendent relationships
- Support/leadership for underperforming school – now performing
- Reorganization of school structure and procedures to align with policy

Developing Positive Learning/Working Environments

- Implemented strict, but fair discipline policy in several districts
- Involved student body in school decisions, operations, etc.
- Built high functioning staff teams
- Involved staff in decision making
- Turned around staff & morale (more positive/productive)
- Facilities improvements including new construction, renovations
- Organizing professional development for staff

Curriculum Development

- Redefined and aligned curriculum based on Arizona standards
- Curriculum development in the areas of reading, ESL, and English
- Developed framework for integrating high school core curriculum
- Developed curriculum to meet needs of special needs students: English language learners, migrant students, jail education, etc.
- Leadership for curriculum mapping and assessment decisions
- Support for expansion of and/or development of curriculum for career and technical education

Susan Day Scherz
Page 2

WORK EXPERIENCE

Teaching

- Streamlined/adapted curriculum for special needs students
- Taught high school English, ESL, reading & physical education
- Taught ESL at community college level
- Taught reading instruction and supervised student teachers
- Taught applied English for community college job training program
- Taught leadership classes as adjunct for Northern Arizona University

Assistant Professor
Idaho State University, College of Education, Pocatello, ID; Aug 06 - present

Superintendent
Aguila Elementary School District, Aguila, AZ; July 2005 – present

Superintendent
Williams Unified School District, Williams, AZ; July 2002-June 2005

Superintendent/High School Principal
Bagdad Unified School District, Bagdad, AZ; July 2001-June 2002

Interim Junior/High School Principal (temporary position)
Nome Public School, Nome, Alaska; January 2001-June 2001

Superintendent/Principal (grades 6-12), July 2000-Dec. 2000
Yuma County Accommodation School District, Yuma, Arizona
(left with transition of newly elected county school superintendent)

Patagonia Joint School Districts, Principal
Patagonia, Arizona, August 1998-June 2000

Full time doctoral student; Adjunct instructor-Northern Arizona University,
1997-98 school year

Yuma County School Superintendent's Cooperative, Yuma, AZ
Associate Superintendent/Director, February 1990-June 1997

Yuma Union High School District
Teacher/Migrant Dropout Advisor, Yuma, Arizona
June 1982-May 1988, full time; June 1988-Feb. 1990, part-time

Northern Arizona University/Arizona Western College
Adjunct Instructor, 1984-1989; 1997-1998; 2002-present (NAU only)

Santa Cruz Valley Union High School, Eloy, Arizona
H.S. English and Physical Education Teacher; 1980-82

EDUCATION

Ed.D. – Educational Leadership, May 2004
Northern Arizona University, Flagstaff, Arizona
M.A. Education Admin. – June 1993; M.A. – TESOL – Aug. 1987
Northern Arizona University, Flagstaff, Arizona
Secondary Teaching Credentials – July 1979
B.A. – English – August 1972
Capital University, Columbus, Ohio

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

128. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).
The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Polices. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-118A. CURRICULAR MATERIALS -- ADOPTION PROCEDURES. All curricular materials adoption committees appointed by the state board of education shall contain at least two (2) persons who are not public educators or school trustees. All meetings of curricular materials adoption committees shall be open to the public. Any member of the public may attend such meetings and file written or make oral objections to any curricular materials under consideration. A complete and cataloged library of all curricular materials adopted and used in Idaho public schools is to be maintained at the state department of education at all times and open to the public.

"Curricular materials" is defined as textbook and instructional media including software, audio/visual media and internet resources.

SUBJECT

Adoption of Curricular Materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

APPLICABLE STATUE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection
Sections 33-118 and 33-118a, Idaho Code

BACKGROUND

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128, describe describes the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and Internet resources" (Idaho Code 33-118A.) Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

DISCUSSION

For 2007, the main adoption cycle is curricular materials in the subject areas of Language Arts, Part I: Reading/Literature and Research Based Reading. K-12, Interim adoption clause allows for submissions in the subject area of Language Arts Part II: Language Usage; Annual adoption continues for Limited English Proficiency, Health Occupations and Computer Applications.

This year the curricular materials review week was held June 18-22nd. Forty content area specialists assisted the eighteen selection committee members in the evaluation of the curricular materials.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Curricular Materials Recommendations Book Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the adoption of curricular materials as outlined 2007 Curricular Materials Recommendations Book.

BOARD ACTION

A motion to approve the request by the State Department of Education to adopt curricular materials as outlined 2007 Curricular Materials Recommendations Book.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

THIS PAGE LEFT INTENTIONALLY BLANK

2007
Curricular Materials Recommendations

Curricular Materials Adoption Process

THE IDAHO STATE DEPARTMENT OF EDUCATION
TOM LUNA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. A 2007 *Session* was called for reviewing curricular materials in the subject area of Language Arts-Part I: Reading, Research Based Reading Comprehensive and Intervention for *Reading First, NCLB and Needs Improvement.*

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

CURRICULAR MATERIALS ADOPTION PROCEDURES FOR THE STATE OF IDAHO

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all of Idaho's school districts. These materials are screened in order to eliminate any of inferior quality or undesirable content. This process maintains local control in the choice of instruction materials by providing a multiple list of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools.

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), limited English proficiency (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one year after the regular adoption year to submit new copyrights for a particular content area, allowing each content area submissions for a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are unsuitable for use in the designated subject area.

Schools are required to select curricular materials from the state multiple-adoption list. Deviation points are subtracted from the school's accreditation report if this is not followed. Materials that serve as supplements to the core curricular materials do not have to be selected from the adoption listings.

Schools may submit a waiver to the Executive Secretary of the Committee requesting to use materials that do not appear in the Adoption Guide. Local school boards must approve this request prior to sending it to the Executive Secretary of the Committee. Requests are granted for new copyrights not currently under adoption, or materials not submitted to the Selection Committee for consideration. No requests are granted for any materials denied by the Selection Committee nor for old copyrights.

Curricular Materials Adoption Procedures (continued)

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years, which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality and textbooks are required to meet Textbook Manufacturing Standards and Specifications as well as organization, vocabulary and graphic presentation.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed of getting the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

The membership on the 19-member Selection Committee consists of:

- one representative from each of the state's four colleges of education
- one secondary administrator
- one elementary administrator
- two secondary teachers
- two elementary teachers
- one district school board member
- one representative from private/parochial schools
- three parent representatives
- one member who is not a public school educator nor trustee
- one content area specialist from the SDE
- one representative from the Division of Professional-Technical Education.
- the Executive Secretary

Curricular Materials Adoption Procedures (continued)

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator, the content specialist from SDE, and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by reading specialists from throughout the state, met for one week in June to review and correlate all materials to the Content Standards and Research Based Reading Standards. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2007), contracts are mailed to the publishing companies (August 2007). After the return of signed contracts, the listing of newly adopted materials is published by December 1, 2007 in the annual Adoption Guide found on the Internet at http://www.sde.idaho.gov/AdoptionGuide%20CurricularMaterial/default.asp .

A state curriculum library is maintained at the SDE as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library
Albertson College of Idaho
Caldwell, Idaho

Albertson Library
Boise State University
Boise, Idaho

David O. McKay Library
Brigham Young University-Idaho
Rexburg, Idaho

Instructional Materials Center
Idaho State University
Pocatello, Idaho

Curriculum Library
Lewis-Clark State College
Lewiston, Idaho

Riley Library
Northwest Nazarene University
Nampa, Idaho

Instructional Materials Technology Center
University of Idaho
Moscow, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

Idaho

STATE CURRICULAR MATERIALS SELECTION COMMITTEE
COMMITTEE MEMBERS LIST AS OF JUNE, 2007

Sally Harris State Div. of Prof-Tech Education PO Box 83720 Boise ID 83720-0095	Chris Hanson, Reading Coordinator State Department of Education PO Box 83720 Boise ID 83720-0027	Nancy Swanger Trustee Troy School District 337 Big Meadow Road Troy Idaho 83871
Judith Walling Elementary Teacher Eagle Middle School 1000 W Floating Feather Eagle ID 83616	Dr. Bruce Roberts, Asst Supt. Bonneville School Dist. 3497 North Ammon Road Idaho Falls, ID 83401-1301	Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201
Dr. William Medlin, Parent Representative. PO Box 8493 Moscow ID 83843	Janice Burkholder Parent Representative Boise State University 1910 University Drive Boise, ID 83725	Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333.
George Grant, Assistant Superintendent Vallivue School District #139 5207 S. Montana Ave. Caldwell ID 83607	Rodney McConnell College of Education, ED 405B University of Idaho Moscow ID 83844	Vicki Scaggs Secondary Teacher Vallivue High School 1407 Homedale Road Caldwell, ID 83607
Norma Jeanne Wellman, Idaho PTA 3831 W. Park Creek Drive Meridian, ID 83642	Daniel Makely Diacese of Boise Catholic Schools 303 Federal Way Boise, ID 83705	Kathy Hurley Parent Representative 3392 S Ashbury Place Boise, ID 83706
Margaret Chase Boise Sate University 1910 University Drive #502 College of Education, MS1745 Boise, ID 83725	Val Fenske, Executive Secretary Curriculum & Technology Center 650 West State Street, B-25 Boise, ID 83702	Linda Lofaro Coursey Lewis-Clark State College Division of Education 500 E 8th Ave. Lewiston, ID 83501

2007 Curricular Materials
Research Based Reading Recommendations

Curricular Materials Recommendations - Regular Adoptions

It was moved by **Stacey Jensen**, seconded by **Vicki Scaggs**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Language Arts-Part I: Reading and Research Based Reading materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations – Annual Adoptions

It was moved by **Nancy Swanger**, seconded by **Norma Jeanne Wellman**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications, Limited English Proficiency (LEP) and Health Occupations materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

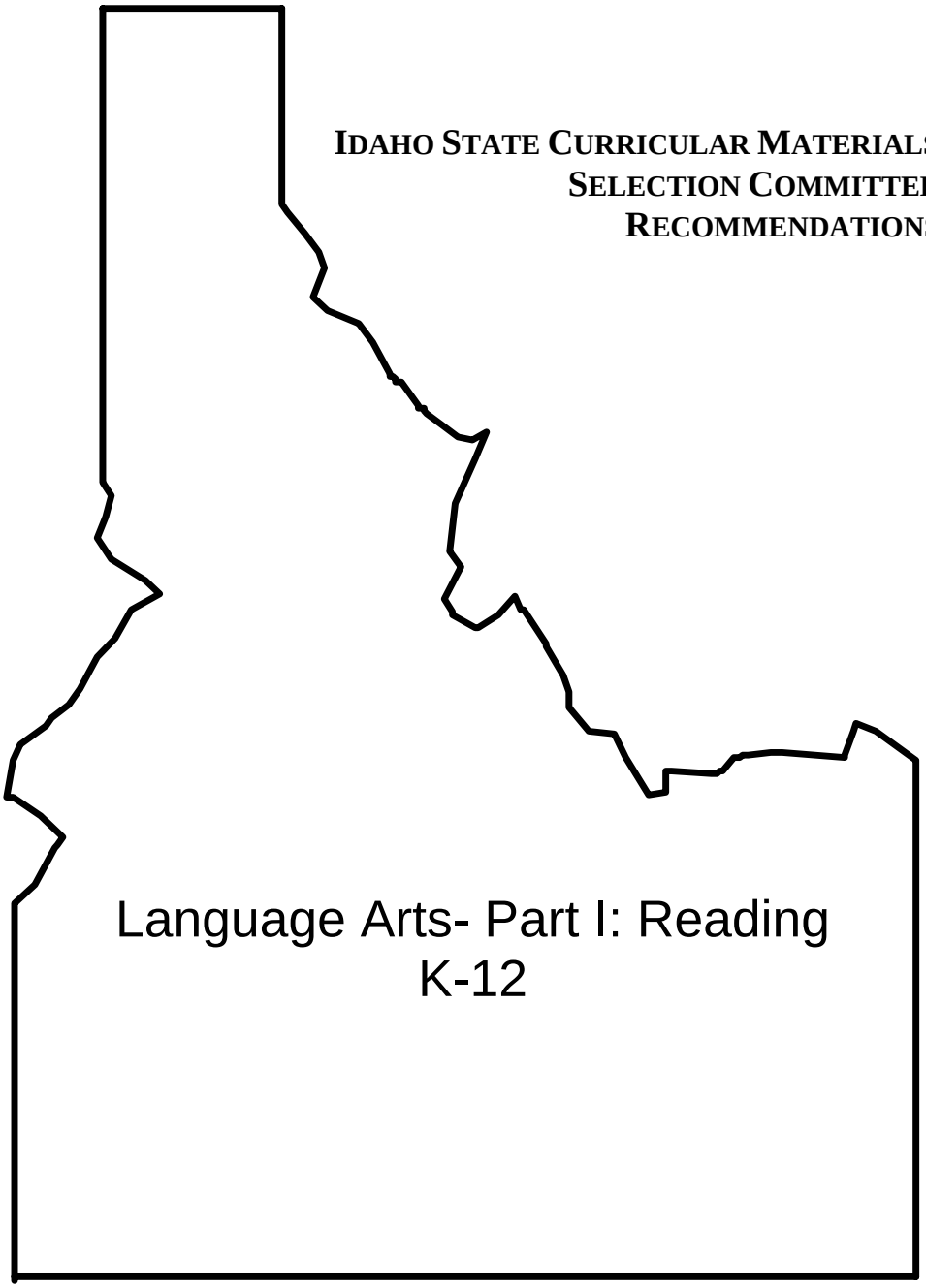
Curricular Materials Recommendations - Interim Adoptions

It was moved by **Rodney McConnell**, seconded by **Margaret Chase**, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* ofLanguage Arts-Part II: Language Usage materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment

Motion for adjournment was made by **Daniel Makely**, seconded by **Unanimous Vote**, and carried to adjourn the meeting on June 22, 2007.

Respectfully submitted,
Val Fenske
Executive Secretary



IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE RECOMMENDATIONS

Language Arts- Part I: Reading K-12

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
ABDO Publishing Company	**Alphabet Program (26 Titles)**	**Kelly Doudna**	**2000/2001**	**PreK-3**	**1591970008**	**R**
	Note: Recommended as "Resource Only." Key Features: Photos assist reader with word recognition and reflect multicultural diversity. Letter(s) highlighted in different color for easy decoding by beginning readers. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Animal Tales Program (24 Titles)	**Doudna, Kompelien, Salzmann, Tuminelly, Hanson**	**2006**	**PreK-3**	**1596799994**	**R**
	Note: Recommended as "Resource Only." Key Features: This program exposes fluent readers to a variety of genre and text structures to learn to compare and contrast nonfiction and fiction in two parts. The first part is a unique side-by-side format that provides the opportunity to develop multiple reading comprehension strategies and increase fluency. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Blends/More Blends Program (12 Titles)	**Scheunemann, Molter**	**2000/2001**	**PreK-3**	**1591970423**	**R**
	Note: Recommended as "Resource Only." **Key Features: These easy readers feature and highlight consonant blends used in common words and children's names. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.**					
	Capital Letters Program (6 Titles)	**Pam Scheunemann**	**2001**	**PreK-3**	**1591970954**	**R**
	Note: Recommended as "Resource Only." Key Features: This program introduces the reader to the concept of capital letters in names, places, days, months, states, and cities. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Compound Words Program (12 Titles)	**Amanda Rondeau**	**2004**	**PreK-3**	**1591979781**	**R**
	Note: Recommended as "Resource Only." Key This enjoyable program introduces compound words through simple sentences and fun rhyming stories to build literacy skills. Features: Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	First Rhymes Program (48 Titles)	**Doudna, Salzmann, Hanson**	**2006**	**PreK-3**	**1596798114**	**R**
	Note: Recommended as "Resource Only." Key Features: This program focuses on common word families for beginning readers. Each book starts with a picture glossary illustrating five words from the featured word family. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
ABDO Publishing Company	**First Sounds Program (48 Titles)**	**Doudna, Salzmann, Hanson**	**2005**	**PreK-3**	**1596791217**	**R**
	Note: Recommended as "Resource Only." Key Features: An innovative, emerging three-part approach to letter recognition and letter-sound relationships that contains single words to sound out, simple rebus sentences using the words, and a fun, short story for beginning reading instruction. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	First Words Program (48 Titles)	**Kelly Doudna, Mary Elizabeth Salzmann, Anders Hanson**	**2006**	**PreK-3**	**1596798092**	**R**
	Note: Recommended as "Resource Only." Key Features: Introduces multi-syllabic and compound words, simple adjectives, and inflectional endings. This program provides emerging readers with multiple opportunities to practice reading high-frequency words used in simple text. These books are appropriate for independent, shared, and guided reading. There are three sections and rebus glossary. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Homographs Program (4 Titles)	**Carey Molter**	**2002**	**PreK-3**	**1591971217**	**R**
	Note: Recommended as "Resource Only." Key Features: Introduces multi-syllabic and compound words, simple adjectives, and inflectional endings. Photos assist reader with word recognition and reflect multicultural diversity. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Homonyms Program (8 Titles)	**Kelly Doudna**	**2002**	**PreK-3**	**1591971233**	**R**
	Note: Recommended as "Resource Only." Key Features: Introduces multi-syllabic and compound words, simple adjectives, and inflectional endings. Photos assist reader with word recognition and reflect multicultural diversity. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Homophones Program (18 Titles)	**Amanda Rondeau, Mary Elizabeth Salzmann**	**2002**	**PreK-3**	**1591970628**	**R**
	Note: Recommended as "Resource Only." Key Features: Introduces multi-syllabic and compound words, simple adjectives, and inflectional endings. Photos assist reader with word recognition and reflect multicultural diversity. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Long Vowels Program (6 Titles)	**Mary Elizabeth Salzmann**	**2000**	**PreK-3**	**159197044X**	**R**
	Note: Recommended as "Resource Only." Key Features: Long vowels are featured and highlighted in these easy readers about children having fun. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
ABDO Publishing Company	**Primeros Sonidos Program (36 Titles)**	**Cathy Camarena, Gloria B. Ruff**	**2006**	**PreK-3**	**1296799986**	**R**
	Note: Recommended as "Resource Only." Key Features: An innovative three-part approach to Spanish letter recognition and letter-sound relationships using single words to sound out, simple rebus sentences using the words, and a fun, entertaining short story for early reading instruction. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Punctuation Program (6 Titles)	**Mary Elizabeth Salzmann**	**2001**	**PreK-3**	**1591971136**	**R**
	Note: Recommended as "Resource Only." Key Features: This program introduces readers to the proper use of common punctuation marks. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Rhyme Time Program (48 Titles)	**Doudna, Kompelien, Salzmann, Hanson, Westberg**	**2005**	**PreK-3**	**1591979285**	**R**
	Note: Recommended as "Resource Only." Key Features: An entertaining leveled two-part approach to reading featuring imperfect rhyme using simple sentences, whimsical rhyming stories, and a riddle in each book. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Sentences Program (6 Titles)	**Kelly Doudna**	**2001**	**PreK-3**	**1591971047**	**R**
	Note: Recommended as "Resource Only." Key Features: These easy readers feature and highlight the use of basic parts of speech within complete sentences. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Sight Words Program (18 Titles)	**Salzmann, Doudna**	**2004**	**PreK-3**	**1591979633**	**R**
	Note: Recommended as "Resource Only." Key Features: An innovative, leveled, program introducing the top 100 sight words (based upon the Frye Sight Word List) in sentences and in a short story that provides young readers enjoyable opportunities to gain reading skills. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Silent Letters Program (6 Titles)	**Carey Molter**	**2004**	**PreK-3**	**159197996X**	**R**
	Note: Recommended as "Resource Only." Key Features: A creative and innovative program featuring a two-part approach to reading to learn about words with silent letters using simple sentences and a clever story. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
	Sound Words Program (6 Titles)	**Kelly Doudna**	**2004**	**PreK-3**	**1591979870**	**R**
	Note: Recommended as "Resource Only." Key Features: An entertaining and unique program featuring a two-part approach to reading to learn about words that sound like what they describe and gain reading skills. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
ABDO Publishing Company	**Vowel Blends Program (6 Titles)**	**Mary Elizabeth Salzmann**	**2001**	**PreK-3**	**1591970539**	**R**
	Note: Recommended as "Resource Only." Key Features: Vowel blends are featured and highlighted in these easy readers about children having fun. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning				.	
	Word Families Program (48 Titles)	**Doudna, Salzmann, Tuminelly, Rondeau, Molter**	**2003**	**PreK-3**	**1591973988**	**R**
	Note: Recommended as "Resource Only." Key Features: A fun, creative leveled two-part approach to reading featuring common word families using simple sentences and rhyming stories. Integrates a balanced, guided, leveled approach focusing on language development to support effective reading instruction within core content areas of early learning.					
Great Source Education Group/ Houghton Mifflin	**Lessons in Literacy Kit Grade 1**	**Irene Fountas**	**2007**	**1**	**9780669522167**	**R** **86%**
	Note: Recommended as a "Resource Only". Key Features: Provides reading, writing, and literacy support for focused skill and strategy instruction. Explicit and effective lessons, on color-coded folders, are aligned with the Idaho Language Arts Standards and Reading First. The skills and strategies found in the program address all key literacy skills including phonological awareness, phonics and word study, vocabulary, fluency, comprehension, writing, research skills, and listening, speaking, and viewing.					
	Lessons in Literacy Kit Grade 2	**Irene Fountas**	**2007**	**2**	**9780669522174**	**R** **92%**
	Note: Recommended as a "Resource Only". Key Features: Provides reading, writing, and literacy support for focused skill and strategy instruction. Explicit and effective lessons, on color-coded folders, are aligned with the Idaho Language Arts Standards and Reading First. The skills and strategies found in the program address all key literacy skills including phonological awareness, phonics and word study, vocabulary, fluency, comprehension, writing, research skills, and listening, speaking, and viewing.					
	Lessons in Literacy Kit Grade 3	**Irene Fountas**	**2007**	**3**	**9780669522181**	**R** **88%**
	Note: Recommended as a "Resource Only". Key Features: Provides reading, writing, and literacy support for focused skill and strategy instruction. Explicit and effective lessons, on color-coded folders, are aligned with the Idaho Language Arts Standards and Reading First. The skills and strategies found in the program address all key literacy skills including phonological awareness, phonics and word study, vocabulary, fluency, comprehension, writing, research skills, and listening, speaking, and viewing.					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Great Source Education Group/ Houghton Mifflin	**Lessons in Literacy Kit Grade 4**	**Irene Fountas**	**2007**	**4**	**9780669522198**	**R 88%**
	Note: Recommended as a "Resource Only". Key Features: Provides reading, writing, and literacy support for focused skill and strategy instruction. Explicit and effective lessons, on color-coded folders, are aligned with the Idaho Language Arts Standards and Reading First. The skills and strategies found in the program address all key literacy skills including phonological awareness, phonics and word study, vocabulary, fluency, comprehension, writing, research skills, and listening, speaking, and viewing.					
	Lessons in Literacy Kit Grade 5	**Irene Fountas**	**2007**	**5**	**9780669522204**	**R 76%**
	Note: Recommended as a "Resource Only". Key Features: Provides reading, writing, and literacy support for focused skill and strategy instruction. Explicit and effective lessons, on color-coded folders, are aligned with the Idaho Language Arts Standards and Reading First. The skills and strategies found in the program address all key literacy skills including phonological awareness, phonics and word study, vocabulary, fluency, comprehension, writing, research skills, and listening, speaking, and viewing.					
	Summer Success: Reading Kit Grade K	**Robb et al**	**2008**	**K**	**9780669543001**	**R 76%**
	Note: Recommended as a "Resource Only". Key Features: Designed to help struggling learners become fluent readers. The complete, ready-to-use kit provides all the materials needed for a successful summer school program. Motivating theme magazines and students books promote reading success and improve test scores. Blending current research with time-tested best practices from successful reading teachers, Summer Success: Reading features five key elements to help students build essential reading strategies:					
	Summer Success: Reading Kit Grade 1	**Robb et al**	**2008**	**1**	**9780669543018**	**R 63%**
	Note: Recommended as a "Resource Only". Key Features: Designed to help struggling learners become fluent readers. The complete, ready-to-use kit provides all the materials needed for a successful summer school program. Motivating theme magazines and students books promote reading success and improve test scores. Blending current research with time-tested best practices from successful reading teachers, Summer Success: Reading features five key elements to help students build essential reading strategies:					
	Summer Success: Reading Kit Grade 2	**Robb et al**	**2008**	**2**	**9780669543025**	**R 63%**
	Note: Recommended as a "Resource Only". Key Features: Designed to help struggling learners become fluent readers. The complete, ready-to-use kit provides all the materials needed for a successful summer school program. Motivating theme magazines and students books promote reading success and improve test scores. Blending current research with time-tested best practices from successful reading teachers, Summer Success: Reading features five key elements to help students build essential reading strategies:					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Great Source Education Group/ Houghton Mifflin	**Summer Success: Reading Kit Grade 3**	**Robb et al**	**2008**	**3**	**9780669543032**	**R 53%**
	Note: Recommended as a "Resource Only". Key Features:					
	Summer Success: Reading Kit Grade 4	**Robb et al**	**2008**	**4**	**9780669543049**	**R 57%**
	Note: Recommended as a "Resource Only". Key Features:					
	Summer Success: Reading Kit Grade 5	**Robb et al**	**2008**	**5**	**9780669543063**	**R 57%**
	Note: Recommended as a "Resource Only". Key Features:					
	Vocabulary for Achievement Gr. 3 Student Book, 5-pack	**Margaret Ann Richek**	**2001**	**3**	**9780669520316**	**R 62%**
	Note: Recommended as a "Resource Only". Key Features: Offers a research based, systematic approach to vocabulary development to help students build the skills and strategies they need to read for comprehension, write effectively, and perform well on standardized tests. Specific features and word lists have been included to reflect what is now commonly found on SAT, ACT and state tests.					
	Vocabulary for Achievement Gr. 4 Student Book, 5-pack	**Margaret Ann Richek**	**2001**	**4**	**9780669520323**	**R 73%**
	Note: Recommended as a "Resource Only".					
	Vocabulary for Achievement Gr. 5 Student Book , 5-pack	**Margaret Ann Richek**	**2001**	**5**	**9780669520330**	**R 65%**
	Note: Recommended as a "Resource Only". Key Features:					
National Geographic School Publishing and Hampton Brown	**Windows on Literacy: Language, Literacy and Vocabulary-Emergent**	**Linda Hoyt/National Geographic/Various**	**2006**	**K-3**	**07922-71742**	**R**
	Note: Recommended as "Resource Only". Great photos, High interest nonfiction Key Features: Scaffolded Literacy and Content Development allows children to develop academic vocabulary, comprehension, and fluency as they learn grade level content in social studies, science and math.Sheltered Instruction approach for young learners to provide extra support on grade level content while building a strong foundation for reading success.Concept Books build background knowledge and key concepts, vocabulary and oral language. Thematically related nonfiction books support key concepts and allow student to practice and apply what they have learned. Fiction titles are also available to support the themes. Beautifully illustrated books available in Emergent, Early, Fluent and Fluent Plus levels. Audiolessons available for all books.					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
National Geographic School Publishing and Hampton Brown	**Windows on Literacy: Language, Literacy and Vocabulary-Early**	**Linda Hoyt/National Geographic/Various**	**2006**	**K-3**	**07922-78100**	**R**
	Note: Recommended as "Resource Only". Great photos, High interest nonfiction Key Features: Scaffolded Literacy and Content Development allows children to develop academic vocabulary, comprehension, and fluency as they learn grade level content in social studies, science and math.Sheltered Instruction approach for young learners to provide extra support on grade level content while building a strong foundation for reading success.Concept Books build background knowledge and key concepts, vocabulary and oral language. Thematically related nonfiction books support key concepts and allow student to practice and apply what they have learned. Fiction titles are also available to support the themes. Beautifully illustrated books available in Emergent, Early, Fluent and Fluent Plus levels. Audiolessons available for all books.					
	Windows on Literacy: Language, Literacy and Vocabulary-Fluent	**Linda Hoyt/National Geographic/Various**	**2006**	**K-3**	**978-14263-68684**	**R**
	Note: Recommended as "Resource Only". Great photos, High interest nonfiction Key Features: Scaffolded Literacy and Content Development allows children to develop academic vocabulary, comprehension, and fluency as they learn grade level content in social studies, science and math.Sheltered Instruction approach for young learners to provide extra support on grade level content while building a strong foundation for reading success.Concept Books build background knowledge and key concepts, vocabulary and oral language. Thematically related nonfiction books support key concepts and allow student to practice and apply what they have learned. Fiction titles are also available to support the themes. Beautifully illustrated books available in Emergent, Early, Fluent and Fluent Plus levels. Audiolessons available for all books.					
	Windows on Literacy: Language, Literacy and Vocabulary-Fluent Plus	**Linda Hoyt/National Geographic/Various**	**2006**	**K-3**	**07922-71831**	**R**
	Note: Recommended as "Resource Only". Great photos, High interest nonfiction Key Features: Scaffolded Literacy and Content Development allows children to develop academic vocabulary, comprehension, and fluency as they learn grade level content in social studies, science and math.Sheltered Instruction approach for young learners to provide extra support on grade level content while building a strong foundation for reading success.Concept Books build background knowledge and key concepts, vocabulary and oral language. Thematically related nonfiction books support key concepts and allow student to practice and apply what they have learned. Fiction titles are also available to support the themes. Beautifully illustrated books available in Emergent, Early, Fluent and Fluent Plus levels. Audiolessons available for all books.					
	Reading Expeditions: Language, Literacy and Vocabulary-Science	**Linda Hoyt/National Geographic/Various**	**2006**	**3-8**	**07922-58096**	**R**
	Note: Recommended as "Resource Only". Great photos, High interest nonfiction. Key Features: A sheltered instruction approach combines essential science and social studies content with nonfiction reading skills and strategies.Forty-eight books offer accessible grade level content and literacy instruction. Books are organized in six content-based series, three for science and three for social studies.Beautiful full color transparencies (4 per title) help develop key concepts, build academic vocabulary and support comprehension.Audiolessons provide a complete recording of each student book. They give students the practice they need to become fluent, independent readers. Audio provides both context building and reading of the text.					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
National Geographic School Publishing and Hampton Brown	**Reading Expeditions: Language, Literacy and Vocabulary-Social Studies**	**Linda Hoyt/National Geographic/Various**	**2006**	**3-8**	**07922-58118**	**R**
	Note: Recommended as "Resource Only". Great photos, High interest nonfiction. Key Features: A sheltered instruction approach combines essential science and social studies content with nonfiction reading skills and strategies.Forty-eight books offer accessible grade level content and literacy instruction. Books are organized in six content-based series, three for science and three for social studies.Beautiful full color transparencies (4 per title) help develop key concepts, build academic vocabulary and support comprehension.Audiolessons provide a complete recording of each student book. They give students the practice they need to become fluent, independent readers. Audio provides both context building and reading of the text.					
Options Publishing	**Best Practices in Reading Intervention Package – Level A (20 students)**	**The Quarasan Group, Inc.**	**2006**	**1**	**1-59137-704-8**	**R 53%**
	Note: Recommended as "Resource Only". Must be purchased with Reading Classroom Library to be effective. Key Features: Best Practices in Reading Intervention Packages pair fiction with nonfiction to teach comprehension for students in an intervention program. Comprehension strategies are extended into thematic fiction and nonfiction literature. Pretests identify students' functional level while the posttests measure students' growth. Pacing charts and daily lesson plans are provided for ease of use.					
	Teacher Resource Guide				1-59137-704-8	
	Best Practices Pretest/Posttest				1-59137-688-2	
	Best Practices Student book				1-56936-988-7	
	Library Books (3 pairs)				varies	
	The Writer's Thesaurus				1-56936-996-8	
	Best Practices in Reading Classroom Library – Level A		**2004**	**1**	**1-59137-434-0**	
	Teacher Guide				1-59137-300-X	
	Why Red Bird Is Red (fiction)				1-59137-301-8	
	What Animal Is It? ((nonfiction)				1-59137-302-6	
	Follow the Feathers (f)				1-59137-303-4	
	The Toy Trip (nf)				1-59137-304-2	
	I Like Lizards (f)				1-59137-305-0	
	Smokey Bear (nf)				1-59137-306-9	
	The Ugly Bug (f)				1-59137-307-7	
	Look Again (nf)				1-59137-308-5	
	Muffin Goes to Sea (f)				1-59137-309-3	
	Here Come the Puffins (nf)				1-59137-310-7	
	The 5th of May (f)				1-59137-311-5	
	Spring Holidays (nf)				1-59137-312-3	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing	**Best Practices in Reading Intervention Package – Level B (20 students)**	**The Quarasan Group, Inc.**	**2006**	**2**	**1-59137-705-6**	**R 58%**
	Note: Recommended as "Resource Only". Must be purchased with Reading Classroom Library to be effective. Key Features: Best Practices in Reading Intervention Packages pair fiction with nonfiction to teach comprehension for students in an intervention program. Comprehension strategies are extended into thematic fiction and nonfiction literature. Pretests identify students' functional level while the posttests measure students' growth. Pacing charts and daily lesson plans are provided for ease of use.					
	Teacher Resource Guide				1-59137-705-6	
	Best Practices Pretest/Posttest				1-59137-690-4	
	Best Practices Student book				1-56936-990-9	
	Library Books (3 pairs)				varies	
	The Writer's Thesaurus				1-56936-996-8	
	Best Practices in Reading Classroom Library – Level B		**2004**	**2**	**1-59137-435-9**	
	Teacher Guide				1-59137-242-9	
	Pop! Pop! Pop! (fiction)				1-59137-190-2	
	Crazy About Corn (nonfiction)				1-59137-197-X	
	The Best Tree (f)				1-59137-191-0	
	Amazing Animal Builders (nf)				1-59137-198-8	
	A Lucky Break (f)				1-59137-192-9	
	Under Your Skin (nf)				1-59137-199-6	
	The Dog That Wouldn't Bark (f)				1-59137-193-7	
	Dig That Dog! (nf)				1-59137-200-3	
	Case of the Missing Dragon (f)				1-59137-194-5	
	It's a New Year (nf)				1-59137-201-1	
	A Garden for All (f)				1-59137-195-3	
	Out of the Rain Forest (nf)				1-59137-202-X	
	Animals Make History! (f)				1-59137-196-1	
	Fly Like a Bird (nf)				1-59137-203-8	
Options Publishing	**Best Practices in Reading Intervention Package – Level C (20 students)**	**The Quarasan Group, Inc.**	**2006**	**3**	**1-59137-706-4**	**R 52%**
	Note: Recommended as "Resource Only". Must be purchased with Reading Classroom Library to be effective. Key Features: Best Practices in Reading Intervention Packages pair fiction with nonfiction to teach comprehension for students in an intervention program. Comprehension strategies are extended into thematic fiction and nonfiction literature. Pretests identify students' functional level while the posttests measure students' growth. Pacing charts and daily lesson plans are provided for ease of use.					
	Teacher Resource Guide				1-59137-706-4	
	Best Practices Pretest/Posttest				1-59137-692-0	
	Best Practices Student book				1-56936-825-2	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	
	Best Practices in Reading Classroom Library – Level C		**2004**	**3**	**1-59137-436-7**	
	Teacher Guide				1-59137-245-3	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing	**Best Practices in Reading** (Continued)		**2006**	**3**		
	Lonan and the Cloud Taker (fiction)				1-59137-204-6	
	Wild Weather (nonfiction)				1-59137-213-5	
	The Giant Prickly Pumpkin (f)				1-59137-205-4	
	The Desert Cactus (nf)				1-59137-214-3	
	Fantastic Homework Machine (f)				1-59137-206-2	
	Why Didn't I Think of That? (nf)				1-59137-215-1	
	Wish You Were Here (f)				1-59137-207-0	
	Wonderful Wonders (nf)				1-59137-216-X	
	Sweet Success (f)				1-59137-208-9	
	George Washington Carver (nf)				1-59137-217-8	
	Ming Becomes an American (f)				1-59137-209-7	
	Symbols of America (nf)				1-59137-218-6	
	The Alien Dig (f)				1-59137-210-0	
	Clues to Our Past (nf)				1-59137-219-4	
	Stuck in Time (f)				1-59137-211-9	
	Digging Up History (nf)				1-59137220-8	
	A Hidden City (f)				1-59137-212-7	
	Discover the Inca (nf)				1-59137-221-6	
	Best Practices in Reading Intervention Package – Level D (20 students)	**The Quarasan Group, Inc.**	**2006**	**4**	**1-59137-707-2**	**R 68%**
	Note: Recommended as "Resource Only". Must be purchased with Reading Classroom Library to be effective. Key Features: Best Practices in Reading Intervention Packages pair fiction with nonfiction to teach comprehension for students in an intervention program. Comprehension strategies are extended into thematic fiction and nonfiction literature. Pretests identify students' functional level while the posttests measure students' growth. Pacing charts and daily lesson plans are provided for ease of use.					
	Teacher Resource Guide				1-59137-707-2	
	Best Practices Pretest/Posttest				1-59137-694-7	
	Best Practices Student book				1-56936-827-9	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	
	Best Practices in Reading Classroom Library – Level D		**2004**	**4**	**1-59137-437-5**	
	Teacher Guide				1-59137-248-8	
	Night Tales (fiction)				1-59137-222-4	
	In the Shadows (nonfiction)				1-59137-231-3	
	Rainbow Robot (f)				1-59137-223-2	
	Capture the Sun (nf)				1-59137-232-1	
	The First Dive (f)				1-59137-224-0	
	Pictures from the Deep (nf)				1-59137-233-X	
	A Gift of Water (f)				1-59137-225-9	
	Go to Extremes! (nf)				1-59137-234-8	
	A Horse Called Thunder (f)				1-59137-226-7	
	On Shaky Ground (nf)				1-59137-235-6	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing	**Best Practices in Reading** (Continued)		**2006**	**4**		
	President Mom (f)				1-59137-227-5	
	Key to the White House (nf)				1-59137-236-4	
	Carl Conquers a Cold (f)				1-59137-228-3	
	Cures from Cobwebs (nf)				1-59137-237-2	
	Dinosaur Dreams (f)				1-59137-229-1	
	Curious Crocodiles (nf)				1-59137-238-0	
	Artic Adventure (f))				1-59137-230-5	
	Out in the Cold (nf)				1-59137-239-9	
	Best Practices in Reading Intervention Package – Level E (20 students)	**The Quarasan Group, Inc.**	**2006**	**5**	**1-59137-708-0**	**R 65%**
	Note: Recommended as "Resource Only". Must be purchased with Reading Classroom Library to be effective. Key Features: Best Practices in Reading Intervention Packages pair fiction with nonfiction to teach comprehension for students in an intervention program. Comprehension strategies are extended into thematic fiction and nonfiction literature. Pretests identify students' functional level while the posttests measure students' growth. Pacing charts and daily lesson plans are provided for ease of use.					
	Teacher Resource Guide				1-59137-708-0	
	Best Practices Pretest/Posttest				1-59137-696-3	
	Best Practices Student book				1-56936-829-5	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	
	Best Practices in Reading Classroom Library – Level E		**2006**	**5**	**1-59137-469-3**	
	Teacher Guide				1-59137-470-7	
	Shooting Stars (fiction)				1-59137-472-3	
	Bounce! Whack! Slide! (nonfiction)				1-59137-471-5	
	Moving West (f)				1-59137-474-X	
	Beginning Again (nf)				1-59137-473-1	
	Whistler's Gift (f)				1-59137-476-6	
	Eye on Technology (nf)				1-59137-475-8	
	Hiking Blue Glacier (f)				1-59137-478-2	
	From Pole to Pole: (nf)				1-59137-477-4	
	Out of Air (f)				1-59137-480-4	
	Environmentalists in Action (nf)				1-59137-479-0	
	Lost in Colonial Days (f)				1-59137-482-0	
	Careers in Communications (nf)				1-59137-481-2	
	The Owl's Wisdom (f)				1-59137-484-7	
	Animals to the Rescue (nf)				1-59137-483-9	
	The Carrotberry Caper (f)				1-59137-486-3	
	Eating Around the World (nf)				1-59137-485-5	
	Saving Sandy (f)				1-59137-488-X	
	Building an Artificial Reef (nf)				1-59137-487-1	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Kindergarten Readiness Program**	**Beck, Farr, et al**	**2008**	**Pre-K** (Pre-K-6)	**978-0-15-367601-7**	
	Note: Correlates 97% to Kindergarten content standards. Key Features:					
Houghton Mifflin	**Pre K Reading Comprehensive Program**	**Bredekamp et al**	**2006**	**Pre-K**	**978-0-618-51224-9**	
	Note: Comprehensive kit when used as a complete kit. Key Features A comprehensive, integrated Pre-K curriculum filled with rich, engaging literature and age appropriate activities that prepare every child for future success. As a scientifically research-based Pre-K program, Houghton Mifflin Pre-K aligns with critical learning goals as defined by Early Reading First, Head Start, NAEYC, IRA, NCTM and most state and local frameworks. It incorporates literacy, math, science, social studies, art, social-emotional development and physical development.					
	Program includes 30 Big Books, 10 Read Aloud Books, 10 TE's, Teacher Resource Book, 10 Audio CD's for Literature & Music, 40 Rhyme & Chant Posters, 70 Oral Language Cards, Professional Development Handbook, PRE-K Benchmark Assessment, Alphafriends Letters & Language Kit, and Sing & Share Kit.					
	Pre K Individual Theme Packages Welcome to School Theme 1 Package				978-0-618-51225-6	
	Each Theme Package includes 3 Big Books, 1 Read Aloud Book, Teacher's Edition, Teacher Resources CD-ROM, Audio CD for Literature & Music, 4 Rhyme & Chant Posters, and 7 Oral Language Cards					
	My Family, My Community Theme 2 Package				978-0-618-51226-3	
	My Five Senses Theme 3 Package				978-0-618-51227-0	
	Seasons All Around Theme 4 Package				978-0-618-51228-7	
	Animals Everywhere Theme 5 Package				978-0-618-51229-4	
	Construction Zone Theme 6 Package				978-0-618-51230-0	
	In the City, In the Country Theme 7 Package				978-0-618-51231-7	
	Let's Move Theme 8 Package				978-0-618-51232-4	
	Growing and Changing Theme 9 Package				978-0-618-51233-1	
	Ready for Kindergarten! Theme 10 Package				978-0-618-51234-8	
	Pre K Big Books (Set of 30)				978-0-618-61241-3	
	Read Aloud Books (Set of 10)				978-0-618-61239-0	
	Teacher Books (Set of 10)				978-0-618-61242-0	
	Teacher Book Theme 1				978-0-618-51277-5	
	Teacher Book Theme 2				978-0-618-51278-2	
	Teacher Book Theme 3				978-0-618-51279-9	
	Teacher Book Theme 4				978-0-618-51280-5	
	Teacher Book Theme 5				978-0-618-51281-2	
	Teacher Book Theme 6				978-0-618-51282-9	
	Teacher Book Theme 7				978-0-618-51283-6	
	Teacher Book Theme 8				978-0-618-51284-3	
	Teacher Book Theme 9				978-0-618-51285-0	
	Teacher Book Theme 10				978-0-618-51286-7	
	Teacher Resource Book Theme 1-10				978-0-618-51320-8	
	Teacher Resource CD-ROM				978-0-618-59363-7	
	Audio CD's (Set of 10)				978-0-618-61240-6	
	Rhyme & Chant Posters Set (40 posters)				978-0-618-51337-6	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**Pre K Reading Comprehensive Program** (Continued)		**2006**	**Pre-K**		
	Oral Language Cards Set (70 Cards)				978-0-618-51333-8	
	Professional Development Handbook				978-0-618-59362-0	
	Benchmark Assessment				978-0-618-51332-1	
	Alphafriends Letters & Language Kit				978-0-618-51335-2	
	Sing & Share Kit				978-0-618-51336-9	
	Literacy Extensions Kit (Includes 30 Little Big Books, 1 Little Hands Library, and Jumbo Magnetic Letters)				978-0-618-51354-3	
	Little Big Books (Set of 30)				978-0-618-61236-9	
	Little Hands Library's (Set of 10)				978-0-618-61237-6	
	Jumbo Magnetic Letters				978-0-618-59361-3	
Renaissance Learning, Inc.	**Accelerated Reader Enterprise Package with Professional Development, v3.2**	**Renaissance Learning, Inc.**	**2000-2006**	**K-12** (K-12)	**978-1-59455-280-9**	**R**
	Note: Recommended ad "Resource Only". Key Features: Helps educators monitor and manage reading practice by holding students accountable for independent reading practice. Assesses literal comprehension of text and literacy skills development, reinforces contextual vocabulary acquisition, and expands student vocabulary. Numerous software-generated reports allow educators to individualize instruction, monitor student reading progress, and more effectively manage their classrooms. Compatible with the Lexile Framework.					
	Includes Accelerated Reader and Accelerated Vocabulary web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 9 hours of web-based Professional Development, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Package, v3.2				**978-1-59455-264-9**	
	Includes Accelerated Reader and Accelerated Vocabulary web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Annual Student Subscription				**978-1-59455-265-6**	
	Accelerated Reader Enterprise Annual Student Subscription Renewal				**978-1-59455-283-0**	
	Accelerated Reader Desktop to Enterprise Upgrade				**978-1-59455-269-4**	
	Accelerated Reader Service Subscription Package with Professional Development, v3.2				**978-1-59455-281-6**	
	Includes Accelerated Reader web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 9 hours of web-based Professional Development, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Annual Student Subscription				**978-1-59455-164-2**	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Renaissance Learning, Inc.	**Accelerated Reader Annual Student Subscription Renewal**				**978-1-59455-166-6**	
	Accelerated Reader Enterprise Special Edition Package, v3.2				**978-1-59455-266-3**	
	Includes Accelerated Reader, Accelerated Vocabulary, STAR Reading and STAR Early Literacy web-based software, remote software hosting, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 2 "Getting Started" Webinars, 3 Best Practices Webinars, unlimited access to Renaissance Online University, online Help and Software manuals, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Special Edition Student Subscription				978-1-59455-267-0	
	Accelerated Reader Enterprise Special Edition Additional Student Subscription				978-1-59455-268-7	
	STAR Reading Service Subscription Package, v3.2	**Renaissance Learning, Inc.**	**2000-2006**	**1-5** (1-12)	**978-1-59455-168-0**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	Includes STAR Reading web-based software, free software hosting for up to one year, online Help and Software manuals, pre-test instructions, district wide management and reporting access, remote installation, unlimited access to Renaissance Online University, unlimited technical support, automatic software updates and upgrades, and remote transfer of student data for existing STAR Reading customers.					
	STAR Reading Annual Student Subscription				978-1-59455-169-7	
	STAR Reading Annual Student Subscription Renewal				978-1-59455-170-3	
	STAR Reading Desktop to Service Subscription Upgrade				978-1-59455-279-3	
	STAR Reading Norms Upgrade				978-1-59455-172-7	
	STAR Early Literacy Service Subscription Package, v3.2	**2000-2006**		**Pre-K -3**	**978-1-59455-173-4**	**R**
	Includes STAR Early Literacy web-based software, free software hosting for up to one year, online Help and Software manuals, pre-test instructions, district wide management and reporting access, remote installation, unlimited access to Renaissance Online University, unlimited technical support, automatic software updates and upgrades, and remote transfer of student data for existing STAR Early Literacy customers.					
	STAR Early Literacy Annual Student Subscription				978-1-59455-175-8	
	STAR Early Literacy Annual Student Subscription Renewal				978-1-59455-176-5	
	STAR Early Literacy Desktop to Service Subscription Upgrade				978-1-59455-282-3	
Rigby, an imprint of Harcourt Achieve	**Literacy by Design - Grade K The Complete Program**	**Hoyt, Hill, Marzano, Optiz, Freeman, & Freeman**	**2008**	**K** (K-5)	**9781418929848**	**96%**
	Key Features: A comprehensive reading and writing program for grades K-5. It is standards-based and incorporates fiction and nonfiction text that are connected to grade level science and social studies topics. The teacher guides provides a framework of standards-based instruction that is consistent and streamlined across all grade levels. It systematically connects whole-class grade-level skills and strategic instruction with small-group strategic reading to meet the diverse needs of students at all reading levels. It offers teachers and administrators a streamlined solution with the built-in flexibility to accommodate a range of reading and writing abilities.					
	Literacy by Design - Grade K Whole Class Complete Package				9781418930066	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design - Grade K** (Continued)		**2008**	**K**		
	Literacy by Design - Grade K Shared Reading and Phonics Complete Package				9781418929961	
	Literacy by Design - Grade K Assessment Package				9781418930004	
	Literacy by Design - Grade K Big Book Add-to Pack				9781418930288	
	Literacy by Design - Grade K Big Book Small Version Add-to Pack				9781418930295	
	Literacy by Design - Grade K Small Group Complete Package				9781418929909	
	Literacy by Design - Grade K Small Group Fiction Add-to Pack				9781418940423	
	Literacy by Design - Grade K Small Group Nonfiction Add-to Pack				9781418940485	
	Literacy by Design - Grade K Comprehensive Teacher's Guide				9781418933067	
	Literacy by Design - Grade K Small Group Reading Teacher's Guide				9781418933005	
	Literacy by Design - Is This My Classroom? (3-in-1)				9781418930622	
	Literacy by Design - School Rules! (3-in-1)				9781418930639	
	Literacy by Design - The Monster Pet (3-in-1)				9781418930646	
	Literacy by Design – A Picture Dictionary of Mammals (3-in-1)				9781418930653	
	Literacy by Design - Building Buddy (3-in-1)				9781418930660	
	Literacy by Design - Families One and All (3-in-1)				9781418930677	
	Literacy by Design - Lazy, Lonely Roley (3-in-1)				9781418930684	
	Literacy by Design - Sink or Float? (3-in-1)				9781418930691	
	Literacy by Design - Kakadu Jack (3-in-1)				9781418930707	
	Literacy by Design - Helping Hands (3-in-1)				9781418930714	
	Literacy by Design - The Four Boxes (3-in-1)				9781418930721	
	Literacy by Design - My Favorite Star (3-in-1)				9781418930738	
	Literacy by Design - My House is Your House (3-in-1)				9781418930745	
	Literacy by Design - Our Country, Our Flag (3-in-1)				9781418930752	
	Literacy by Design - Just the Right Size (3-in-1)				9781418930769	
	Literacy by Design - See What It Will Be (3-in-1)				9781418930776	
	Literacy by Design - Is This My Classroom? (Big Book)				9781418930127	
	Literacy by Design - Literacy by Design - School Rules! (Big Book)				9781418930134	
	Literacy by Design - The Monster Pet (Big Book)				9781418930141	
	Literacy by Design – A Picture Dictionary of Mammals (Big Book)				9781418930158	
	Literacy by Design - Building Buddy (Big Book)				9781418930165	
	Literacy by Design - Families One and All (Big Book)				9781418930172	
	Literacy by Design - Lazy, Lonely Roley (Big Book)				9781418930189	
	Literacy by Design - Sink or Float? (Big Book)				9781418930196	
	Literacy by Design - Kakadu Jack (Big Book)				9781418930202	
	Literacy by Design - Helping Hands (Big Book)				9781418930219	
	Literacy by Design - The Four Boxes (Big Book)				9781418930226	
	Literacy by Design - My Favorite Star (Big Book)				9781418930233	
	Literacy by Design - My House is Your House (Big Book)				9781418930240	
	Literacy by Design - Our Country, Our Flag (Big Book)				9781418930257	
	Literacy by Design - Just the Right Size (Big Book)				9781418930264	
	Literacy by Design - See What It Will Be (Big Book)				9781418930271	
	Literacy by Design - Is This My Classroom? (6-Pack)				9781418930462	
	Literacy by Design - School Rules! (6-Pack)				9781418930479	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design - Grade K** (Continued)		**2008**	**K**		
	Literacy by Design - The Monster Pet (6-Pack)				9781418930486	
	Literacy by Design – A Picture Dictionary of Mammals (6-Pack)				9781418930493	
	Literacy by Design - Building Buddy (6-Pack)				9781418930509	
	Literacy by Design - Families One and All (6-Pack)				9781418930516	
	Literacy by Design - Lazy, Lonely Roley (6-Pack)				9781418930523	
	Literacy by Design - Sink or Float? (6-Pack)				9781418930530	
	Literacy by Design - Kakadu Jack (6-Pack)				9781418930547	
	Literacy by Design - Helping Hands (6-Pack)				9781418930554	
	Literacy by Design - The Four Boxes (6-Pack)				9781418930561	
	Literacy by Design - My Favorite Star (6-Pack)				9781418930578	
	Literacy by Design - My House is Your House (6-Pack)				9781418930585	
	Literacy by Design - Our Country, Our Flag (6-Pack)				9781418930592	
	Literacy by Design - Just the Right Size (6-Pack)				9781418930608	
	Literacy by Design - See What It Will Be (6-Pack)				9781418930615	
	Literacy by Design - Poor Panda (6-Pack)				9781418933524	
	Literacy by Design - Bobbie and the Kite (6-Pack)				9781418933531	
	Literacy by Design - I Can't Find It! (6-Pack)				9781418933548	
	Literacy by Design - Snowball Fight (6-Pack)				9781418933555	
	Literacy by Design - Curly and the Cherries (6-Pack)				9781418933562	
	Literacy by Design - Balloons (6-Pack)				9781418933579	
	Literacy by Design - I Take Care of My Dog (NF 6-Pack)				9781418933722	
	Literacy by Design - Pancakes (NF 6-Pack)				9781418933739	
	Literacy by Design - I See Dad (6-Pack)				9781418933586	
	Literacy by Design - At the Pond (6-Pack)				9781418933593	
	Literacy by Design - My Big Pig (6-Pack)				9781418933609	
	Literacy by Design - At the Beach (6-Pack)				9781418933616	
	Literacy by Design - I Am Growing! (NF 6-Pack)				9781418933746	
	Literacy by Design - On My Block (NF 6-Pack)				9781418933753	
	Literacy by Design - What is Wet? (NF 6-Pack)				9781418933760	
	Literacy by Design - Fun for All Seasons (NF 6-Pack)				9781418933777	
	Literacy by Design - All About Me (6-Pack)				9781418933623	
	Literacy by Design - My New Pet (6-Pack)				9781418933630	
	Literacy by Design - A Rainy Day (6-Pack)				9781418933647	
	Literacy by Design - The Party is Here (6-Pack)				9781418933654	
	Literacy by Design - What Do I See? (NF 6-Pack)				9781418933784	
	Literacy by Design - Happy Fourth of July! (NF 6-Pack)				9781418933791	
	Literacy by Design - The Desert (NF 6-Pack)				9781418933807	
	Literacy by Design - The Forest (NF 6-Pack)				9781418933814	
	Literacy by Design - What a Cat Can Do (6-Pack)				9781418933661	
	Literacy by Design - Stop! (6-Pack)				9781418933678	
	Literacy by Design - Mack Forgot! (6-Pack)				9781418933685	
	Literacy by Design - Tick, Tock, Check the Clock! (6-Pack)				9781418933692	
	Literacy by Design - How Does a Tree Help? (NF 6-Pack)				9781418933821	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design - Grade K** (Continued)		**2008**	**K**		
	Literacy by Design - This is George Washington (NF 6-Pack)				9781418933838	
	Literacy by Design - What Needs the Sun (NF 6-Pack)				9781418933845	
	Literacy by Design - Look at This! (NF 6-Pack)				9781418933852	
	Literacy by Design - Bugs in the Garden (6-Pack)				9781418933708	
	Literacy by Design - Go Home, Chick! (6-Pack)				9781418933715	
	Literacy by Design - Here It Is! (6-Pack)				9781418944216	
	Literacy by Design - The Red Balloons (6-Pack)				9781418944230	
	Literacy by Design - Babies! (NF 6-Pack)				9781418933869	
	Literacy by Design - See Me Work (NF 6-Pack)				9781418933876	
	Literacy by Design - Bananas On My Table (NF 6-Pack)				9781418933883	
	Literacy by Design - All Kinds of Babies (NF 6-Pack)				9781418933890	
	Literacy by Design - Carlos Goes Camping (6-Pack)				9781418944254	
	Literacy by Design - Olga's New Mobile (6-Pack)				9781418944278	
	Literacy by Design - Time to Go (6-Pack)				9781418944292	
	Literacy by Design - Bobbie and the Baby (6-Pack)				9781418944315	
	Literacy by Design - Our Gift to the Beach (NF 6-Pack)				9781418933906	
	Literacy by Design - Living in Alaska (NF 6-Pack)				9781418933913	
	Literacy by Design - Animals Go Home (NF 6-Pack)				9781418944414	
	Literacy by Design - I Have Five Senses (NF 6-Pack)				9781418944438	
	Literacy by Design - Grandpa (6-Pack)				9781418944339	
	Literacy by Design - Snake Goes Away (6-Pack)				9781418944353	
	Literacy by Design - Uh-Oh! (6-Pack)				9781418944377	
	Literacy by Design - Chico (6-Pack)				9781418944391	
	Literacy by Design - Casey's Lamb (NF 6-Pack)				9781418944452	
	Literacy by Design - Isabel's Day (NF 6-Pack)				9781418944476	
	Literacy by Design - 2, 4, 6, 8 Legs (NF 6-Pack)				9781418944490	
	Literacy by Design - My City (NF 6-Pack)				9781418944513	
	Literacy by Design - Grade 1 The Complete Program	**Hoyt, Hill, Marzano, Optiz, Freeman, & Freeman**	**2008**	**1** (K-5)	**9781418929855**	**96%**
	Key Features: Is a comprehensive reading and writing program for grades K-5. It is standards-based and incorporates fiction and nonfiction text that are connected to grade level science and social studies topics. The teacher guides provides a framework of standards-based instruction that is consistent and streamlined across all grade levels. It systematically connects whole-class grade-level skills and strategic instruction with small-group strategic reading to meet the diverse needs of students at all reading levels. It offers teachers and administrators a streamlined solution with the built-in flexibility to accommodate a range of reading and writing abilities.					
	Literacy by Design - Grade 1 Whole Class Complete Package				9781418930073	
	Literacy by Design - Grade 1 Shared Reading and Phonics Complete Package				9781418929978	
	Literacy by Design - Grade 1 Assessment Package				9781418930011	
	Literacy by Design - Grade 1 Big Book Add-to Pack				9781418931100	
	Literacy by Design - Grade 1 Big Book Small Version Add-to Pack				9781418931117	
	Literacy by Design - Grade 1 Small Group Complete Package				9781418929916	
	Literacy by Design - Grade 1 Small Group Fiction Add-to Pack				9781418940430	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design - Grade 1** (Continued)		**2008**	**1**		
	Literacy by Design - Grade 1 Small Group Nonfiction Add-to Pack				9781418940492	
	Literacy by Design - Grade 1 Comprehensive Teacher's Guide				9781418933074	
	Literacy by Design - Grade 1 Small Group Reading Teacher's Guide				9781418933012	
	Literacy by Design - The Bear Who Wouldn't Share! (3-in-1)				9781418931445	
	Literacy by Design - Schools Then and Now (3-in-1)				9781418931452	
	Literacy by Design - On the Move (3-in-1)				9781418931469	
	Literacy by Design - Luisa's Lab! (3-in-1)				9781418931476	
	Literacy by Design - Shark in the Park (3-in-1)				9781418931483	
	Literacy by Design - What Do I Want to Be? (3-in-1)				9781418931490	
	Literacy by Design - The Bell in the Well (3-in-1)				9781418931506	
	Literacy by Design - How Should I Dress? (3-in-1)				9781418931513	
	Literacy by Design - Fox, Beware! (3-in-1)				9781418931520	
	Literacy by Design - My Adventure with Fluffy (3-in-1)				9781418931537	
	Literacy by Design - What a Duck! (3-in-1)				9781418931544	
	Literacy by Design - How to Grow a Sunflower/Hyacinth (3-in-1)				9781418931551	
	Literacy by Design - A Play for All (3-in-1)				9781418931568	
	Literacy by Design - Citizens to Look Up To (3-in-1)				9781418931575	
	Literacy by Design - The Underground Dance (3-in-1)				9781418931582	
	Literacy by Design - Amazing Animals (3-in-1)				9781418931599	
	Literacy by Design - The Bear Who Wouldn't Share! (Big Book)				9781418930943	
	Literacy by Design - Schools Then and Now (Big Book)				9781418930950	
	Literacy by Design - On the Move (Big Book)				9781418930967	
	Literacy by Design - Luisa's Lab! (Big Book)				9781418930974	
	Literacy by Design - Shark in the Park (Big Book)				9781418930981	
	Literacy by Design - What Do I Want to Be? (Big Book)				9781418930998	
	Literacy by Design - The Bell in the Well (Big Book)				9781418931001	
	Literacy by Design - How Should I Dress? (Big Book)				9781418931018	
	Literacy by Design - Fox, Beware! (Big Book)				9781418931025	
	Literacy by Design - My Adventure with Fluffy (Big Book)				9781418931032	
	Literacy by Design - What a Duck! (Big Book)				9781418931049	
	Literacy by Design - How to Grow a Sunflower/Hyacinth (Big Book)				9781418931056	
	Literacy by Design - A Play for All (Big Book)				9781418931063	
	Literacy by Design - Citizens to Look Up To (Big Book)				9781418931070	
	Literacy by Design - The Underground Dance (Big Book)				9781418931087	
	Literacy by Design - Amazing Animals (Big Book)				9781418931094	
	Literacy by Design - The Bear Who Wouldn't Share! (6-Pack)				9781418931285	
	Literacy by Design - Schools Then and Now (6-Pack)				9781418931292	
	Literacy by Design - On the Move (6-Pack)				9781418931308	
	Literacy by Design - Luisa's Lab! (6-Pack)				9781418931315	
	Literacy by Design - Shark in the Park (6-Pack)				9781418931322	
	Literacy by Design - What Do I Want to Be? (6-Pack)				9781418931339	
	Literacy by Design - The Bell in the Well (6-Pack)				9781418931346	
	Literacy by Design - How Should I Dress? (6-Pack)				9781418931353	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 1**(Continued)		**2008**	**1**		
	Literacy by Design - Fox, Beware! (6-Pack)				9781418931360	
	Literacy by Design - My Adventure with Fluffy (6-Pack)				9781418931377	
	Literacy by Design - What a Duck! (6-Pack)				9781418931384	
	Literacy by Design - How to Grow a Sunflower/Hyacinth (6-Pack)				9781418931391	
	Literacy by Design - A Play for All (6-Pack)				9781418931407	
	Literacy by Design - Citizens to Look Up To (6-Pack)				9781418931414	
	Literacy by Design - The Underground Dance (6-Pack)				9781418931421	
	Literacy by Design - Amazing Animals (6-Pack)				9781418931438	
	Literacy by Design - Hurry up, Hippo! (6-Pack)				9781418934569	
	Literacy by Design - The Fishing Trip (6-Pack)				9781418934576	
	Literacy by Design - It Is Too Hot! (6-Pack)				9781418934583	
	Literacy by Design - In the Woods (6-Pack)				9781418934590	
	Literacy by Design - Many Homes (NF 6-Pack)				9781418934880	
	Literacy by Design - Flying Balloons (NF 6-Pack)				9781418934897	
	Literacy by Design - Animals Hide (NF 6-Pack)				9781418934903	
	Literacy by Design - My Puppy (NF 6-Pack)				9781418934910	
	Literacy by Design - This is My Family (6-Pack)				9781418934606	
	Literacy by Design - A Great Day (6-Pack)				9781418934613	
	Literacy by Design - Snug as a Bug (6-Pack)				9781418934620	
	Literacy by Design - Helping Each Other (6-Pack)				9781418934637	
	Literacy by Design - How to Make Smoothies! (NF 6-Pack)				9781418934927	
	Literacy by Design - Play Ball! (NF 6-Pack)				9781418934934	
	Literacy by Design - Fun Days! (NF 6-Pack)				9781418934941	
	Literacy by Design - Our Flag (NF 6-Pack)				9781418934958	
	Literacy by Design - Cold Day, Hot Chocolate (6-Pack)				9781418934644	
	Literacy by Design - Monarch Mystery (6-Pack)				9781418934651	
	Literacy by Design - Buddy's Bath (6-Pack)				9781418934668	
	Literacy by Design - The Computer Game (6-Pack)				9781418934675	
	Literacy by Design - Stay Safe! (NF 6-Pack)				9781418934965	
	Literacy by Design - Planting and Growing (NF 6-Pack)				9781418934972	
	Literacy by Design - I Am Alive! (NF 6-Pack)				9781418934989	
	Literacy by Design - Give and Take (NF 6-Pack)				9781418934996	
	Literacy by Design - The Lion's Dinner (6-Pack)				9781418934682	
	Literacy by Design - The Main Street Mystery (6-Pack)				9781418934699	
	Literacy by Design – The Saturday Cat (6-Pack)				9781418934705	
	Literacy by Design – Everyone Says Shhh! (6-Pack)				9781418934712	
	Literacy by Design - K-9 Team on Patrol (NF 6-Pack)				9781418935009	
	Literacy by Design - Oh, Baby! (NF 6-Pack)				9781418935016	
	Literacy by Design - Corn for Sale (NF 6-Pack)				9781418935023	
	Literacy by Design - Stars in the Sky (NF 6-Pack)				9781418935030	
	Literacy by Design - Bobbie and the Play (6-Pack)				9781418934729	
	Literacy by Design - Save Stan's Tree (6-Pack)				9781418934736	
	Literacy by Design - In the Clouds (6-Pack)				9781418934743	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 1**(Continued)		**2008**	**1**		
	Literacy by Design - The Monster in the Attic (6-Pack)				9781418934750	
	Literacy by Design - A Dictionary of Space (NF 6-Pack)				9781418935047	
	Literacy by Design - What Do We Need? (NF 6-Pack)				9781418935054	
	Literacy by Design - Snowy Days (NF 6-Pack)				9781418935061	
	Literacy by Design - Heroes in the Sky (NF 6-Pack)				9781418935078	
	Literacy by Design - Rex Runs Away (6-Pack)				9781418934767	
	Literacy by Design - Bobbie's New Coat (6-Pack)				9781418934774	
	Literacy by Design - The Best Pet for Al (6-Pack)				9781418934781	
	Literacy by Design - The Little Red Hen (6-Pack)				9781418934798	
	Literacy by Design - Clay Creatures (NF 6-Pack)				9781418935085	
	Literacy by Design - How Do You Sleep? (NF 6-Pack)				9781418935092	
	Literacy by Design - Thanksgiving Day (NF 6-Pack)				9781418935108	
	Literacy by Design - City Dog, Country Dog (NF 6-Pack)				9781418935115	
	Literacy by Design - Grumpy Rella (6-Pack)				9781418934804	
	Literacy by Design - Grandma Alma's Special Room (6-Pack)				9781418934811	
	Literacy by Design - The Ant and the Dove (6-Pack)				9781418934828	
	Literacy by Design - Marisol's Mystery (6-Pack)				9781418934835	
	Literacy by Design - Space Sailors (NF 6-Pack)				9781418935122	
	Literacy by Design - Flying Jewels (NF 6-Pack)				9781418935139	
	Literacy by Design - Dictionary of Animals (NF 6-Pack)				9781418935146	
	Literacy by Design - Our Town (NF 6-Pack)				9781418935153	
	Literacy by Design - Mon Hung and Mon Lung (6-Pack)				9781418934842	
	Literacy by Design - One Clean House (6-Pack)				9781418934859	
	Literacy by Design - On the Farm (6-Pack)				9781418934866	
	Literacy by Design - Read the Signs (6-Pack)				9781418934873	
	Literacy by Design - Special Days, Special Dances (NF 6-Pack)				9781418935160	
	Literacy by Design - The Mighty Mississippi (NF 6-Pack)				9781418935177	
	Literacy by Design - Animal Helpers (NF 6-Pack)				9781418935184	
	Literacy by Design - A Dictionary of Snake Facts (NF 6-Pack)				9781418935191	
Rigby, an imprint of Harcourt Achieve	**Literacy by Design - Grade 2 The Complete Program**	**Hoyt, Hill, Marzano, Optiz, Freeman, & Freeman**	**2008**	**2** (K-5)	**9781418929862**	**89%**
	Key Features: Is a comprehensive reading and writing program for grades K-5. It is standards-based and incorporates fiction and nonfiction text that are connected to grade level science and social studies topics. The teacher guides provides a framework of standards-based instruction that is consistent and streamlined across all grade levels. It systematically connects whole-class grade-level skills and strategic instruction with small-group strategic reading to meet the diverse needs of students at all reading levels. It offers teachers and administrators a streamlined solution with the built-in flexibility to accommodate a range of reading and writing abilities.					
	Literacy by Design - Grade 2 Whole Class Complete Package				9781418930080	
	Literacy by Design - Grade 2 Shared Reading and Phonics Complete Package				9781418929985	
	Literacy by Design - Grade 2 Assessment Package				9781418930028	
	Literacy by Design - Grade 2 Big Book Add-to Pack				9781418931926	
	Literacy by Design - Grade 2 Big Book Small Version Add-to Pack				9781418931933	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 2**(Continued)		**2008**	**2**		
	Literacy by Design - Grade 2 Small Group Complete Package				9781418929923	
	Literacy by Design - Grade 2 Small Group Fiction Add-to Pack				9781418940447	
	Literacy by Design - Grade 2 Small Group Nonfiction Add-to Pack				9781418940508	
	Literacy by Design - Grade 2 Comprehensive Teacher's Guide				9781418933081	
	Literacy by Design - Grade 2 Small Group Reading Teacher's Guide				9781418933029	
	Literacy by Design - Asha in the Attic (3-in-1)				9781418932268	
	Literacy by Design - Hello! I'm Paty (3-in-1)				9781418932275	
	Literacy by Design - The Missing Moon Mystery (3-in-1)				9781418932282	
	Literacy by Design - Super Sun Science (3-in-1)				9781418932299	
	Literacy by Design - Where is Kitty? (3-in-1)				9781418932305	
	Literacy by Design - Greetings from Route 66 (3-in-1)				9781418932312	
	Literacy by Design - Robot-Cat (3-in-1)				9781418932329	
	Literacy by Design - Presenting: Amazing Magnets (3-in-1)				9781418932336	
	Literacy by Design - Grace for President! (3-in-1)				9781418932343	
	Literacy by Design - Pass It On (3-in-1)				9781418932350	
	Literacy by Design - The Great Watermelon Contest (3-in-1)				9781418932367	
	Literacy by Design - A Breakfast Story (3-in-1)				9781418932374	
	Literacy by Design - Seeds of Fortune (3-in-1)				9781418932381	
	Literacy by Design - Off to Work! (3-in-1)				9781418932398	
	Literacy by Design - Grandma's Ring (3-in-1)				9781418932404	
	Literacy by Design - Splash! (3-in-1)				9781418932411	
	Literacy by Design - Asha in the Attic (Big Book)				9781418931766	
	Literacy by Design - Hello! I'm Paty (Big Book)				9781418931773	
	Literacy by Design - The Missing Moon Mystery (Big Book)				9781418931780	
	Literacy by Design - Super Sun Science (Big Book)				9781418931797	
	Literacy by Design - Where is Kitty? (Big Book)				9781418931803	
	Literacy by Design - Greetings from Route 66 (Big Book)				9781418931810	
	Literacy by Design - Robot-Cat (Big Book)				9781418931827	
	Literacy by Design - Presenting: Amazing Magnets (Big Book)				9781418931834	
	Literacy by Design - Grace for President! (Big Book)				9781418931841	
	Literacy by Design - Pass It On (Big Book)				9781418931858	
	Literacy by Design - The Great Watermelon Contest (Big Book)				9781418931865	
	Literacy by Design - A Breakfast Story (Big Book)				9781418931872	
	Literacy by Design - Seeds of Fortune (Big Book)				9781418931889	
	Literacy by Design - Off to Work! (Big Book)				9781418931896	
	Literacy by Design - Grandma's Ring (Big Book)				9781418931902	
	Literacy by Design - Splash! (Big Book)				9781418931919	
	Literacy by Design - Asha in the Attic (6-Pack)				9781418932107	
	Literacy by Design - Hello! I'm Paty (6-Pack)				9781418932114	
	Literacy by Design - The Missing Moon Mystery (6-Pack)				9781418932121	
	Literacy by Design - Super Sun Science (6-Pack)				9781418932138	
	Literacy by Design - Where is Kitty? (6-Pack)				9781418932145	
	Literacy by Design - Greetings from Route 66 (6-Pack)				9781418932152	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 2**(Continued)		**2008**	**2**		
	Literacy by Design - Robot-Cat (6-Pack)				9781418932169	
	Literacy by Design - Presenting: Amazing Magnets (6-Pack)				9781418932176	
	Literacy by Design - Grace for President! (6-Pack)				9781418932183	
	Literacy by Design - Pass It On (6-Pack)				9781418932190	
	Literacy by Design - The Great Watermelon Contest (6-Pack)				9781418932206	
	Literacy by Design - A Breakfast Story (6-Pack)				9781418932213	
	Literacy by Design - Seeds of Fortune (6-Pack)				9781418932220	
	Literacy by Design - Off to Work! (6-Pack)				9781418932237	
	Literacy by Design - Grandma's Ring (6-Pack)				9781418932244	
	Literacy by Design - Splash! (6-Pack)				9781418932251	
	Literacy by Design - Help for Loc (6-Pack)				9781418935849	
	Literacy by Design - The Case of the Missing Homework (6-Pack)				9781418935856	
	Literacy by Design - Who Needs Rooster? (6-Pack)				9781418935863	
	Literacy by Design - A New Friend (6-Pack)				9781418935870	
	Literacy by Design - Cowboys on a Ranch (NF 6-Pack)				9781418936167	
	Literacy by Design - How Living Things Help Each Other (NF 6-Pack)				9781418936174	
	Literacy by Design - Making Butter (NF 6-Pack)				9781418936181	
	Literacy by Design - Land and Water of the United States: A Dictionary (NF 6-Pack)				9781418936198	
	Literacy by Design - When the Wind Blows and the Sun Shines (6-Pack)				9781418935887	
	Literacy by Design - A Winter Wonderland (6-Pack)				9781418935894	
	Literacy by Design - Saving Scruffy (6-Pack)				9781418935900	
	Literacy by Design - Tooth on the Loose! (6-Pack)				9781418935917	
	Literacy by Design - Desert Life (NF 6-Pack)				9781418936204	
	Literacy by Design - Tomatoes Everywhere (NF 6-Pack)				9781418936211	
	Literacy by Design - Biggest, Smallest, Fastest, Slowest (NF 6-Pack)				9781418936228	
	Literacy by Design - African Americans in History (NF 6-Pack)				9781418936235	
	Literacy by Design - Rodeo Under the Sea (6-Pack)				9781418935924	
	Literacy by Design - The Princess and the Peas (6-Pack)				9781418935931	
	Literacy by Design - What to Do About Woolsey (6-Pack)				9781418935948	
	Literacy by Design - Little Dragon Boats (6-Pack)				9781418935955	
	Literacy by Design - Forest Fire! (NF 6-Pack)				9781418936242	
	Literacy by Design - Technology Past and Present (NF 6-Pack)				9781418936259	
	Literacy by Design - Many Ways to Work (NF 6-Pack)				9781418936266	
	Literacy by Design - Gibbons, the Singing Apes (NF 6-Pack)				9781418936273	
	Literacy by Design - The Giant Jumperee (6-Pack)				9781418935962	
	Literacy by Design - Sand Castles and Guitars (6-Pack)				9781418935979	
	Literacy by Design - The Mystery of the Clever Cat (6-Pack)				9781418935986	
	Literacy by Design - The Mystery of the Missing Berries (6-Pack)				9781418935993	
	Literacy by Design - Don't Stomp on That Bug! (NF 6-Pack)				9781418936280	
	Literacy by Design - Plants We Use (NF 6-Pack)				9781418936297	
	Literacy by Design - My Hero (NF 6-Pack)				9781418936303	
	Literacy by Design - Kitchen Table Science (NF 6-Pack)				9781418936310	
	Literacy by Design - Is the Wise Owl Wise? (6-Pack)				9781418936006	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 2**(Continued)		**2008**	**2**		
	Literacy by Design - Hurry Up! (6-Pack)				9781418936013	
	Literacy by Design - A Bundle of Sticks (6-Pack)				9781418936020	
	Literacy by Design - Footprints in the Garden (6-Pack)				9781418936037	
	Literacy by Design - The Power of Wind (NF 6-Pack)				9781418936327	
	Literacy by Design - Tarantulas (NF 6-Pack)				9781418936334	
	Literacy by Design - Ben Franklin (NF 6-Pack)				9781418936341	
	Literacy by Design - Whoosh! The Story of Snowboarding (NF 6-Pack)				9781418936358	
	Literacy by Design - A Ship is Coming! (6-Pack)				9781418936044	
	Literacy by Design - Where is Hoppy? (6-Pack)				9781418936051	
	Literacy by Design - The Mysterious Animal Tracks (6-Pack)				9781418936068	
	Literacy by Design - Why Coyote Howls at the Moon (6-Pack)				9781418936075	
	Literacy by Design - Cesar Chavez: The Farm Worker's Friend (NF 6-Pack)				9781418936365	
	Literacy by Design - Mount St. Helens: A Mountain Explodes (NF 6-Pack)				9781418936372	
	Literacy by Design - Regions from Coast to Coast (NF 6-Pack)				9781418936389	
	Literacy by Design - The Wonderful Water Cycle (NF 6-Pack)				9781418936396	
	Literacy by Design - Shoe (6-Pack)				9781418936082	
	Literacy by Design - The Singing Princess (6-Pack)				9781418936099	
	Literacy by Design - A Hamster's Tale (6-Pack)				9781418936105	
	Literacy by Design - The Treasure Hunt (6-Pack)				9781418936112	
	Literacy by Design - The Encyclopedia of Fossils (NF 6-Pack)				9781418936402	
	Literacy by Design - Teeth (NF 6-Pack)				9781418936419	
	Literacy by Design - I Wonder…Reasons Why You Sneeze and More (NF 6-Pack)				9781418936426	
	Literacy by Design - The Beagle Brigade (NF 6-Pack)				9781418936433	
	Literacy by Design - Finding Talent (6-Pack)				9781418936129	
	Literacy by Design - George Goes to Town (6-Pack)				9781418936136	
	Literacy by Design - Long, Long Ago (6-Pack)				9781418936143	
	Literacy by Design - Jungle Jenny (6-Pack)				9781418936150	
	Literacy by Design - My Frog Log (NF 6-Pack)				9781418936440	
	Literacy by Design - Training a Guide Dog (NF 6-Pack)				9781418936457	
	Literacy by Design - Living in the Extreme (NF 6-Pack)				9781418936464	
	Literacy by Design - Rainforest Encyclopedia (NF 6-Pack)				9781418936471	
	Literacy by Design - Grade 3 The Complete Program	**Hoyt, Hill, Marzano, Optiz, Freeman, & Freeman**	**2008**	**3** (K-5)	**9781418929879**	**80%**
	Key Features: Is a comprehensive reading and writing program for grades K-5. It is standards-based and incorporates fiction and nonfiction text that are connected to grade level science and social studies topics. The teacher guides provides a framework of standards-based instruction that is consistent and streamlined across all grade levels. It systematically connects whole-class grade-level skills and strategic instruction with small-group strategic reading to meet the diverse needs of students at all reading levels. It offers teachers and administrators a streamlined solution with the built-in flexibility to accommodate a range of reading and writing abilities.					
	Literacy by Design - Grade 3 Whole Class Complete Package				9781418930097	
	Literacy by Design - Grade 3 Assessment Package				9781418930035	
	Literacy by Design - Grade 3 Student Source Book Volume 1				9781418940379	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 3** (Continued)		**2008**	**3**		
	Literacy by Design - Grade 3 Student Source Book Volume 2				9781418944193	
	Literacy by Design - Grade 3 Small Group Complete Package				9781418929930	
	Literacy by Design - Grade 3 Small Group Fiction Add-to Pack				9781418940454	
	Literacy by Design - Grade 3 Small Group Nonfiction Add-to Pack				9781418940515	
	Literacy by Design - Grade 3 Comprehensive Teacher's Guide				9781418933098	
	Literacy by Design - Grade 3 Small Group Reading Teacher's Guide				9781418933036	
	Literacy by Design - Lucky Socks (6-Pack)				9781418937126	
	Literacy by Design - A Blue Birthday (6-Pack)				9781418937133	
	Literacy by Design - Mystery of the Bay Monster (6-Pack)				9781418937140	
	Literacy by Design - What is Gravity? (NF 6-Pack)				9781418937362	
	Literacy by Design - A Day in the Life of a Computer (NF 6-Pack)				9781418937379	
	Literacy by Design - Pulleys and Gears (NF 6-Pack)				9781418937386	
	Literacy by Design - Nature's Sculptures (NF 6-Pack)				9781418937393	
	Literacy by Design – You're Never Too Young to Save the Planet (NF 6-Pack)				9781418937409	
	Literacy by Design - Noises in the Night (6-Pack)				9781418937157	
	Literacy by Design - Teamwork Saves the Day (6-Pack)				9781418937164	
	Literacy by Design - The Frog Prince (6-Pack)				9781418937171	
	Literacy by Design - Fort McHenry: Oh Say Can You See (NF 6-Pack)				9781418937416	
	Literacy by Design - Amazing Lasers (NF 6-Pack)				9781418937423	
	Literacy by Design - The Life of Rosa Parks (NF 6-Pack)				9781418937430	
	Literacy by Design - Classroom Pets (NF 6-Pack)				9781418937447	
	Literacy by Design - More Water, Please! Animals in Dry Places (NF 6-Pack)				9781418937454	
	Literacy by Design - The Legend of the Bluebonnet (6-Pack)				9781418937188	
	Literacy by Design - Savannah's Concert (6-Pack)				9781418937195	
	Literacy by Design - A Friend for Ben (6-Pack)				9781418937201	
	Literacy by Design - A Dream Comes True (NF 6-Pack)				9781418937461	
	Literacy by Design - The Statue of Liberty (NF 6-Pack)				9781418937478	
	Literacy by Design - The Japanese Giant Hornet (NF 6-Pack)				9781418937485	
	Literacy by Design - Animals Armed for Survival (NF 6-Pack)				9781418937492	
	Literacy by Design - Getting There: A Transportation Dictionary (NF 6-Pack)				9781418937508	
	Literacy by Design - The Mysterious Neighbor (6-Pack)				9781418937218	
	Literacy by Design - The Emperor's New Clothes (6-Pack)				9781418937225	
	Literacy by Design - Hofus the Stonecutter (6-Pack)				9781418937232	
	Literacy by Design - An Encyclopedia of Animals (NF 6-Pack)				9781418937515	
	Literacy by Design - Growing Up Abenaki (NF 6-Pack)				9781418937522	
	Literacy by Design - Tornado Watch (NF 6-Pack)				9781418937539	
	Literacy by Design - Running Free: Jami Goldman's Story (NF 6-Pack)				9781418937546	
	Literacy by Design - Bridges, Tunnels, and Roadways (NF 6-Pack)				9781418937553	
	Literacy by Design - Did You Hear? (6-Pack)				9781418937249	
	Literacy by Design - Bug-head and Me (6-Pack)				9781418937256	
	Literacy by Design - The Secondhand Sneakers (6-Pack)				9781418937263	
	Literacy by Design - The History of Guitars (NF 6-Pack)				9781418937560	
	Literacy by Design - My Science Project (NF 6-Pack)				9781418937577	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 3** (Continued)		**2008**	**3**		
	Literacy by Design - The Corps of Discovery (NF 6-Pack)				9781418937584	
	Literacy by Design - A Nation of Parks (NF 6-Pack)				9781418937591	
	Literacy by Design - Sea Turtles in Danger (NF 6-Pack)				9781418937607	
	Literacy by Design - Freedom (6-Pack)				9781418937270	
	Literacy by Design - Bug on the Beam! (6-Pack)				9781418937287	
	Literacy by Design - Mr. Kean's Garden (6-Pack)				9781418937294	
	Literacy by Design - San Antonio: The River City (NF 6-Pack)				9781418937614	
	Literacy by Design – With a Song in My Heart: The Biography of Stevie Wonder (NF 6-Pack)				9781418937621	
	Literacy by Design - E-Pals Across the World (NF 6-Pack)				9781418937638	
	Literacy by Design - Carnivorous Plants: Plants that Eat Insects (NF 6-Pack)				9781418937645	
	Literacy by Design - The Facts About Cerebral Palsy (NF 6-Pack)				9781418937652	
	Literacy by Design - Trouble on the Trail (6-Pack)				9781418937300	
	Literacy by Design - Too Much Stuff! (6-Pack)				9781418937317	
	Literacy by Design - Tales of Travelers: Three European Fables (6-Pack)				9781418937324	
	Literacy by Design - Trash Mountain (NF 6-Pack)				9781418937669	
	Literacy by Design - Ouch! What Happens When a Bone Breaks or a Muscle Tears (NF 6-Pack)				9781418937676	
	Literacy by Design - Planet Watch (NF 6-Pack)				9781418937683	
	Literacy by Design - Sports on the Edge (NF 6-Pack)				9781418937690	
	Literacy by Design - If You Won 100 Dollars (NF 6-Pack)				9781418937706	
	Literacy by Design - Robot Trouble (6-Pack)				9781418937331	
	Literacy by Design - Simon's Scoop (6-Pack)				9781418937348	
	Literacy by Design - The Mystery Mask (6-Pack)				9781418937355	
	Literacy by Design - Encyclopedia of Modern Wonders (NF 6-Pack)				9781418937713	
	Literacy by Design - Shipwreck in the South China Sea (NF 6-Pack)				9781418937720	
	Literacy by Design - People of Action (NF 6-Pack)				9781418937737	
	Literacy by Design - Now and Then (NF 6-Pack)				9781418937744	
	Literacy by Design - Plant Discoveries (NF 6-Pack)				9781418937751	
	Literacy by Design - Grade 4 The Complete Program	**Hoyt, Hill, Marzano, Optiz, Freeman, & Freeman**	**2008**	**4** (K-5)	**9781418929886**	**86%**
	Key Features: Is a comprehensive reading and writing program for grades K-5. It is standards-based and incorporates fiction and nonfiction text that are connected to grade level science and social studies topics. The teacher guides provides a framework of standards-based instruction that is consistent and streamlined across all grade levels. It systematically connects whole-class grade-level skills and strategic instruction with small-group strategic reading to meet the diverse needs of students at all reading levels. It offers teachers and administrators a streamlined solution with the built-in flexibility to accommodate a range of reading and writing abilities.					
	Literacy by Design - Grade 4 Whole Class Complete Program				9781418930103	
	Literacy by Design - Grade 4 Assessment Package				9781418930042	
	Literacy by Design - Grade 4 Student Source Book Volume 1				9781418940386	
	Literacy by Design - Grade 4 Student Source Book Volume 2				9781418940393	
	Literacy by Design - Grade 4 Small Group Complete Package				9781418929947	
	Literacy by Design - Grade 4 Small Group Fiction Add-to Pack				9781418940461	
	Literacy by Design - Grade 4 Small Group Nonfiction Add-to Pack				9781418940522	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 4** (Continued)		**2008**	**4**		
	Literacy by Design - Grade 4 Comprehensive Teacher's Guide				9781418933104	
	Literacy by Design - Grade 4 Small Group Reading Teacher's Guide				9781418933043	
	Literacy by Design - Away From Home (6-Pack)				9781418938406	
	Literacy by Design - The Travelers and the Bear (6-Pack)				9781418938413	
	Literacy by Design - Yemi's Beads (6-Pack)				9781418938420	
	Literacy by Design - Our Changing Earth (NF 6-Pack)				9781418938642	
	Literacy by Design - Exploring the World (NF 6-Pack)				9781418938659	
	Literacy by Design - Good Gauley!: Whitewater Rafting in West Virginia (NF 6-Pack)				9781418938666	
	Literacy by Design - That's Some Sun! (NF 6-Pack)				9781418938673	
	Literacy by Design - Hurricane at the Zoo! (NF 6-Pack)				9781418938680	
	Literacy by Design - Where's Grandma? (6-Pack)				9781418938437	
	Literacy by Design - The Hat (6-Pack)				9781418938444	
	Literacy by Design - Quiz Show (6-Pack)				9781418938451	
	Literacy by Design - The Midnight Ride of Sybil Ludington (NF 6-Pack)				9781418938697	
	Literacy by Design - Exploring Mars: The Red Planet (NF 6-Pack)				9781418938703	
	Literacy by Design - What's the Difference? (NF 6-Pack)				9781418938710	
	Literacy by Design - Woodland People, Desert People (NF 6-Pack)				9781418938727	
	Literacy by Design - Satellites Are Everywhere (NF 6-Pack)				9781418938734	
	Literacy by Design - The Mystery of the Missing Books (6-Pack)				9781418938468	
	Literacy by Design - Three's a Crowd (6-Pack)				9781418938475	
	Literacy by Design - Smart Art (6-Pack)				9781418938482	
	Literacy by Design - Volcano Man (NF 6-Pack)				9781418938741	
	Literacy by Design - Ask the Veterinarians (NF 6-Pack)				9781418938758	
	Literacy by Design - My Bird Journal (NF 6-Pack)				9781418938765	
	Literacy by Design - Hoover Dam (NF 6-Pack)				9781418938772	
	Literacy by Design - How the Government Works (NF 6-Pack)				9781418938789	
	Literacy by Design - Boundaries Washed Away (6-Pack)				9781418938499	
	Literacy by Design - The Marathon (6-Pack)				9781418938505	
	Literacy by Design - The Math Master (6-Pack)				9781418938512	
	Literacy by Design - Eleanor Roosevelt: A Lifetime of Giving (NF 6-Pack)				9781418938796	
	Literacy by Design - An Encyclopedia of Rocks (NF 6-Pack)				9781418938802	
	Literacy by Design - Power Partners: Electricity and Magnetism (NF 6-Pack)				9781418938819	
	Literacy by Design - We've Got Mail! (NF 6-Pack)				9781418938826	
	Literacy by Design - Spring Festivals Around the World (NF 6-Pack)				9781418938833	
	Literacy by Design - The Weather Box (6-Pack)				9781418938529	
	Literacy by Design - Saturdays with Pop (6-Pack)				9781418938536	
	Literacy by Design - The Bake Sale Battle (6-Pack)				9781418938543	
	Literacy by Design - Riding on Roller Coasters (NF 6-Pack)				9781418938840	
	Literacy by Design - Midnight Journeys (NF 6-Pack)				9781418938857	
	Literacy by Design - Turning the Tide for Turtles (NF 6-Pack)				9781418938864	
	Literacy by Design - The Charters of Freedom (NF 6-Pack)				9781418938871	
	Literacy by Design - The Wind at Work (NF 6-Pack)				9781418938888	
	Literacy by Design - Under Lock and Key (6-Pack)				9781418938550	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 4** (Continued)		**2008**	**4**		
	Literacy by Design - The Mysterious Ms. Martin (6-Pack)				9781418938567	
	Literacy by Design - The Sun Above and the River Below (6-Pack)				9781418938574	
	Literacy by Design - Swamp Explorer (NF 6-Pack)				9781418938895	
	Literacy by Design - Treasure Lost at Sea (NF 6-Pack)				9781418938901	
	Literacy by Design - Les Paul: Master of the Electric Guitar (NF 6-Pack)				9781418938918	
	Literacy by Design - Great Smoky Mountains Encyclopedia (NF 6-Pack)				9781418938925	
	Literacy by Design - The Story of Water: A Moving Adventure (NF 6-Pack)				9781418938932	
	Literacy by Design - Tales from Near and Far (6-Pack)				9781418938581	
	Literacy by Design - By Sea to America (6-Pack)				9781418938598	
	Literacy by Design - The Light of Understanding (6-Pack)				9781418938604	
	Literacy by Design - Eye Wonder (NF 6-Pack)				9781418938949	
	Literacy by Design - A Night at the Beach (NF 6-Pack)				9781418938956	
	Literacy by Design - Science All Around (NF 6-Pack)				9781418938963	
	Literacy by Design - Extreme U.S.A. (NF 6-Pack)				9781418938970	
	Literacy by Design - Drive Toward the Future (NF 6-Pack)				9781418938987	
	Literacy by Design - Lost in a Cave (6-Pack)				9781418938611	
	Literacy by Design - Tuckers' Gold (6-Pack)				9781418938628	
	Literacy by Design - The Amazing Adventures of Ordinary Girl (6-Pack)				9781418938635	
	Literacy by Design - Bugs, Beware! (NF 6-Pack)				9781418938994	
	Literacy by Design - I Hope it Floats! (NF 6-Pack)				9781418939007	
	Literacy by Design - Jean Baptiste Pointe du Sable: Father of Chicago (NF 6-Pack)				9781418939014	
	Literacy by Design - Trouble on the Farm (NF 6-Pack)				9781418939021	
	Literacy by Design - Rain Forest Alert! (NF 6-Pack)				9781418939038	
	Literacy by Design - Grade 5 The Complete Program	**Hoyt, Hill, Marzano, Optiz, Freeman, & Freeman**	**2008**	**5** (K-5)	**9781418929893**	**81%**
	Key Features: Is a comprehensive reading and writing program for grades K-5. It is standards-based and incorporates fiction and nonfiction text that are connected to grade level science and social studies topics. The teacher guides provides a framework of standards-based instruction that is consistent and streamlined across all grade levels. It systematically connects whole-class grade-level skills and strategic instruction with small-group strategic reading to meet the diverse needs of students at all reading levels. It offers teachers and administrators a streamlined solution with the built-in flexibility to accommodate a range of reading and writing abilities.					
	Literacy by Design - Grade 5 Whole Class Complete Package				9781418930110	
	Literacy by Design - Grade 5 Assessment Package				9781418930059	
	Literacy by Design - Grade 5 Student Source Book Volume 1				9781418940409	
	Literacy by Design - Grade 5 Student Source Book Volume 2				9781418940416	
	Literacy by Design - Grade 5 Small Group Complete Package				9781418929954	
	Literacy by Design - Grade 5 Small Group Fiction Add-to Pack				9781418940478	
	Literacy by Design - Grade 5 Small Group Nonfiction Add-to Pack				9781418940539	
	Literacy by Design - Grade 5 Comprehensive Teacher's Guide				9781418933111	
	Literacy by Design - Grade 5 Small Group Reading Teacher's Guide				9781418933050	
	Literacy by Design - Why the Moon is Ivory (6-Pack)				9781418939687	
	Literacy by Design - Leslie Ludel's Apple Strudel (6-Pack)				9781418939694	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 5** (Continued)		**2008**	**5**		
	Literacy by Design - The Longest Shortcut (6-Pack)				9781418939700	
	Literacy by Design - Water All Around the Earth (NF 6-Pack)				9781418939922	
	Literacy by Design - Big Iron Ranch (NF 6-Pack)				9781418939939	
	Literacy by Design - The Search for New Lands (NF 6-Pack)				9781418939946	
	Literacy by Design - My Search for Fossils (NF 6-Pack)				9781418939953	
	Literacy by Design - Mass Production and the Model T (NF 6-Pack)				9781418939960	
	Literacy by Design - Dora's Time to Shine (6-Pack)				9781418939717	
	Literacy by Design - Kimiko Quest (6-Pack)				9781418939724	
	Literacy by Design - Castles in the Air (6-Pack)				9781418939731	
	Literacy by Design - How Did They Do That? (NF 6-Pack)				9781418939977	
	Literacy by Design - Beyond the Ordinary Camera (NF 6-Pack)				9781418939984	
	Literacy by Design - Facts About the 50 States (NF 6-Pack)				9781418939991	
	Literacy by Design - Rain Forest Vacation (NF 6-Pack)				9781418940003	
	Literacy by Design - My Undersea World (NF 6-Pack)				9781418940010	
	Literacy by Design - There Are Things I Don't Know (6-Pack)				9781418939748	
	Literacy by Design - How Gloscap Found Summer and Other Curious Tales (6-Pack)				9781418939755	
	Literacy by Design - Keeping Up with Claire (6-Pack)				9781418939762	
	Literacy by Design - Our America (NF 6-Pack)				9781418940027	
	Literacy by Design - Big Bend Treasure Hunt (NF 6-Pack)				9781418940034	
	Literacy by Design - All Aboard!: Trains and Texas (NF 6-Pack)				9781418940041	
	Literacy by Design - Jaime Escalante: A Man Who Who Made a Difference (NF 6-Pack)				9781418940058	
	Literacy by Design - Solar System Sights (NF 6-Pack)				9781418940065	
	Literacy by Design - Read All About It! (6-Pack)				9781418939779	
	Literacy by Design - No Fair (6-Pack)				9781418939786	
	Literacy by Design - Discovery in Egypt (6-Pack)				9781418939793	
	Literacy by Design - Dreamers and Doers (NF 6-Pack)				9781418940072	
	Literacy by Design - World Safari (NF 6-Pack)				9781418940089	
	Literacy by Design - The Irish Experience (NF 6-Pack)				9781418940096	
	Literacy by Design - Seven Natural Wonders of the World (NF 6-Pack)				9781418940102	
	Literacy by Design - Animals Then and Now (NF 6-Pack)				9781418940119	
	Literacy by Design - The Great Escape (6-Pack)				9781418939809	
	Literacy by Design - Be Careful What You Wish For! (6-Pack)				9781418939816	
	Literacy by Design - The Martian Tales (6-Pack)				9781418939823	
	Literacy by Design - How's the Weather? (NF 6-Pack)				9781418940126	
	Literacy by Design - To Trade or Not to Trade (NF 6-Pack)				9781418940133	
	Literacy by Design - Reaching for the Sky (NF 6-Pack)				9781418940140	
	Literacy by Design - People Power: Buying and Selling in the U.S. (NF 6-Pack)				9781418940157	
	Literacy by Design - Home Green Home (NF 6-Pack)				9781418940164	
	Literacy by Design - Mystery at Marin Marsh (6-Pack)				9781418939830	
	Literacy by Design - The Long Texas Trail (6-Pack)				9781418939847	
	Literacy by Design - The Return of the Wolf (6-Pack)				9781418939854	
	Literacy by Design - The Electricity Mystery (NF 6-Pack)				9781418940171	
	Literacy by Design - Super Winter Survivors (NF 6-Pack)				9781418940188	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Rigby, an imprint of Harcourt Achieve	**Literacy by Design – Grade 5** (Continued)		**2008**	**5**		
	Literacy by Design - Red-Tails Take Manhattan (NF 6-Pack)				9781418940195	
	Literacy by Design - Extreme Environments (NF 6-Pack)				9781418940201	
	Literacy by Design - A Walk Across America (NF 6-Pack)				9781418940218	
	Literacy by Design - Running for the Bus (6-Pack)				9781418939861	
	Literacy by Design - To Stand Forever (6-Pack)				9781418939878	
	Literacy by Design - The Birthday Box (6-Pack)				9781418939885	
	Literacy by Design - Seasons Go 'Round (NF 6-Pack)				9781418940225	
	Literacy by Design - Room for the Animals? (NF 6-Pack)				9781418940232	
	Literacy by Design - Making a Difference (NF 6-Pack)				9781418940249	
	Literacy by Design - Lenses and Light (NF 6-Pack)				9781418940256	
	Literacy by Design - Encyclopedia of New Year's Celebrations Around the World (NF 6-Pack)				9781418940263	
	Literacy by Design - Myths of a Different Feather (6-Pack)				9781418939892	
	Literacy by Design - Mr. Wu's Shop of Curiosities (6-Pack)				9781418939908	
	Literacy by Design - The Glitz Girls (6-Pack)				9781418939915	
	Literacy by Design - Dust Bowl Survivors (NF 6-Pack)				9781418940270	
	Literacy by Design - Countdown to a Space Shuttle Launch (NF 6-Pack)				9781418940287	
	Literacy by Design - Creature Features (NF 6-Pack)				9781418940294	
	Literacy by Design - America's 13: The Original Colonies (NF 6-Pack)				9781418940300	
	Literacy by Design - A Dash of Science (NF 6-Pack)				9781418940317	
Scholastic Inc.	**Scholastic ReadAbout 60-License Plan**	**Scholastic Inc. w/ Advisors Dr. Jeffrey Wilhelm et al.**	**2005**	**4 - 8**	**978-0-545-04221-5**	**R**
	Note: Recommended as a "Resource Only". Key Features:					
	Scholastic ReadAbout 100-License Plan				978-0-439-89581-1	
	Scholastic ReadAbout 360-License Plan				978-0-439-89582-8	
SkillsTutor	**SkillsTutor -Reading Vocabulary A**	**SkillsTutor**	**2001**	**3-5**	**N/A**	**R**
	Note: Recommended as a "Resource Only". Key Features:					
	SkillsTutor –Reading Comprehension A	**SkillsTutor**	**2001**	**2-8**	**N/A**	**R**
	Note: Recommended as a "Resource Only". Key Features:					
	SkillsTutor –Reading Comprehension LL	**SkillsTutor**	**2001**	**2-8**	**N/A**	**R**
	Note: Recommended as a "Resource Only". Key Features:					

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Reading Mastery Signature Edition Reading Strand - Teacher Materials**	**S. Engelmann, et al.**	**2008**	**K**	**9780076121915**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 94%. Key Features:					
	Reading Strand - Lesson Connections				9780076122400	
	Reading Strand - Additional Teacher's Guide				9780076122202	
	Reading Strand - Additional Teaching Tutor CD-ROM				9780076122455	
	Reading Strand - Storybook				9780076122158	
	Reading Strand - Workbook A				9780076122080	
	Reading Strand - Workbook B				9780076122103	
	Reading Strand - Workbook C				9780076122110	
	Reading Strand - Curriculum-Based Assessment Student Book (sold in pkg of 15)				9780076122264	
	Reading Strand - Practice and Review CD-ROM				9780076122349	
	Reading Strand - Practice Decodable Stories Takehome Book				9780076122431	
	Reading Strand - Practice Decodable Stories Blackline Masters				9780076122448	
	Reading Strand - Seatwork Blackline Masters				9780076122172	
	Reading Strand - Practicing Standardized Test Formats (blackline masters)				9780076122424	
	Reading Strand - Skills Profile Folders (Pkg. of 15)				9780076122295	
	Reading Strand - Independent Readers				9780076124428	
	Language Strand - Teacher Materials				9780076121939	
	Language Strand - Additional Teacher's Guide				9780076122226	
	Language Strand - Workbook A/B				9780076122127	
	Language Strand - Workbook C/D				9780076122141	
	Language Strand - Skills Profile Folders (Pkg. of 15)				9780076122301	
	Literature Strand – Additional Literature Guide				9780076122363	
	Literature Strand – Literature Collection (10 titles)				9780076126422	
	Literature Strand - SRA Read-Aloud Library Teacher Edition: Vocabulary, Comprehension, Writing				9780076122486	
	Literature Strand - SRA Read-Aloud Library: Vocabulary, Comprehension, Writing (30 titles)				9780076122479	
	Reading Strand – Additional Answer Key				9780076122288	
	Language Strand – Additional Answer Key				9780076122332	
	Language Strand - Additional Teaching Tutor CD-ROM Levels K-1			K_3	9780076122462	
	Reading Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125593	
	Language Arts Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125708	
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Reading Mastery Signature Edition Reading Strand - Teacher Materials**	**S. Engelmann, et al.**	**2008**	**1**	**9780076124473**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 100%. Key Features:					
	Reading Strand - Lesson Connections				9780076124749	
	Reading Strand - Additional Teacher's Guide				9780076124657	
	Reading Strand - Additional Teaching Tutor CD-ROM				9780076124718	
	Reading Strand - Transition 1-2 Presentation Book				9780076124565	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Reading Mastery Signature Edition** (Continued)		**2008**	**1**		
	Reading Strand - Storybook 1				9780076124589	
	Reading Strand - Storybook 2				9780076124596	
	Reading Strand - Workbook A				9780076124619	
	Reading Strand - Workbook B				9780076124626	
	Reading Strand - Workbook C				9780076124633	
	Reading Strand - Curriculum-Based Assessment Student Book (sold in pkg of 15)				9780076124701	
	Reading Strand – Transition 1-2 Textbook				9780076124602	
	Reading Strand – Transition 1-2 Workbook				9780076124640	
	Reading Strand - Practice and Review CD-ROM				9780076124725	
	Reading Strand - Practice Decodable Stories Takehome Book				9780076124817	
	Reading Strand - Practice Decodable Stories Blackline Masters				9780076124824	
	Reading Strand - Seatwork Blackline Masters				9780076124732	
	Reading Strand - Practicing Standardized Test Formats (blackline masters)				9780076124794	
	Reading Strand - Skills Profile Folders (Pkg. of 15)				9780076124688	
	Reading Strand - Independent Readers				9780076124831	
	Language Strand - Teacher Materials				9780076124497	
	Language Strand - Additional Teacher's Guide				9780076124879	
	Language Strand - Workbook				9780076124862	
	Literature Strand – Additional Literature Guide				9780076124671	
	Literature Strand – Literature Collection (9 titles)				9780076122493	
	Literature Strand - SRA Read-Aloud Library Teacher Edition: Vocabulary, Comprehension, Writing				9780076124916	
	Literature Strand - SRA Read-Aloud Library: Vocabulary, Comprehension, Writing (30 titles)				9780076124909	
	Reading Strand – Additional Answer Key				9780076124664	
	Language Strand – Additional Answer Key				9780076124886	
	Language Strand - Additional Teaching Tutor CD-ROM Levels K-1			K_3	9780076122462	
	Reading Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125593	
	Language Arts Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125708	
	Reading Mastery Signature Edition Reading and Literature Strand - Teacher Materials	**S. Engelmann, et al.**	**2008**	**2**	**9780076125319**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 67%. Key Features:					
	Reading Strand - Lesson Connections				9780076125562	
	Reading Strand - Additional Teacher's Guide				9780076125487	
	Reading Strand - Textbook A				9780076125418	
	Reading Strand - Textbook B				9780076125425	
	Reading Strand - Textbook C				9780076125432	
	Literature Strand - Literature Anthology				9780076125449	
	Reading Strand - Workbook A				9780076125456	
	Reading Strand - Workbook B				9780076125463	
	Reading Strand - Workbook C				9780076125470	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Reading Mastery Signature Edition** (Continued)		**2008**	**2**		
	Reading and Literature Strand - Curriculum-Based Assessment Student Book (sold in pkg of 15)				9780076125531	
	Reading Strand - Practice and Review CD-ROM				9780076125616	
	Reading Strand - Practicing Standardized Test Formats (blackline masters)				9780076125623	
	Reading Strand - Research Projects CD-ROM				9780076125609	
	Language Arts Strand - Teacher Materials				9780076125333	
	Language Arts Strand - Additional Teacher's Guide				9780076125685	
	Language Arts Strand - Textbook				9780076125661	
	Language Arts Strand - Workbook				9780076125678	
	Reading Strand – Additional Answer Key				9780076125494	
	Literature Strand – Additional Literature Guide				9780076125500	
	Language Arts Strand – Additional Answer Key				9780076125692	
	Language Strand - Additional Teaching Tutor CD-ROM Levels K-1			K_3	9780076122462	
	Reading Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125593	
	Language Arts Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125708	
	Reading Mastery Signature Edition Reading and Literature Strand - Teacher Materials	**S. Engelmann, et al.**	**2008**	**3**	**9780076125739**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 60%. Key Features:					
	Reading Strand - Lesson Connections				9780076125920	
	Reading Strand - Additional Teacher's Guide				9780076125869	
	Reading Strand - Textbook A				9780076125814	
	Reading Strand - Textbook B				9780076125821	
	Literature Strand - Literature Anthology				9780076125838	
	Reading Strand - Workbook A				9780076125845	
	Reading Strand - Workbook B				9780076125852	
	Reading Strand - Curriculum-Based Assessment Student Book (sold in pkg of 15)				9780076125913	
	Reading Strand - Practice and Review CD-ROM				9780076125982	
	Reading Strand - Practicing Standardized Test Formats (blackline masters)				9780076125999	
	Reading Strand - Research Projects CD-ROM				9780076125975	
	Language Arts Strand - Teacher Materials				9780076125753	
	Language Arts Strand - Additional Teacher's Guide				9780076126101	
	Language Arts Strand - Textbook				9780076126088	
	Language Arts Strand - Workbook				9780076126095	
	Reading Strand – Additional Answer Key				9780076125876	
	Literature Strand - Additional Literature Guide				9780076125883	
	Language Arts Strand – Additional Answer Key				9780076126118	
	Language Strand - Additional Teaching Tutor CD-ROM Levels K-1			K_3	9780076122462	
	Reading Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125593	
	Language Arts Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125708	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Reading Mastery Signature Edition Reading and Literature Strand - Teacher Materials**	**S. Engelmann, et al.**	**2008**	**4**	**9780076126149**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 44%. Key Features:					
	Reading Strand - Lesson Connections				9780076126347	
	Reading Strand - Additional Teacher's Guide				9780076126262	
	Reading Strand - Textbook A				9780076126224	
	Reading Strand - Textbook B				9780076126231	
	Literature Strand - Literature Anthology				9780076126248	
	Reading Strand - Workbook				9780076126255	
	Reading Strand - Curriculum-Based Assessment Student Book (sold in pkg of 15)				9780076126316	
	Reading Strand - Practice and Review CD-ROM				9780076126385	
	Reading Strand - Practicing Standardized Test Formats (blackline masters)				9780076126392	
	Reading Strand - Research Projects CD-ROM				9780076126378	
	Language Arts Strand - Teacher Materials				9780076126163	
	Language Arts Strand - Additional Teacher's Guide				9780076126446	
	Language Arts Strand - Textbook				9780076126439	
	Reading Strand – Additional Answer Key				9780076126279	
	Literature Strand - Additional Literature Guide				9780076126286	
	Language Arts Strand – Additional Answer Key				9780076126453	
	Language Strand - Additional Teaching Tutor CD-ROM Levels K-1			K_3	9780076122462	
	Reading Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125593	
	Language Arts Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125708	
	Reading Mastery Signature Edition Reading Strand - Teacher Materials	**S. Engelmann, et al.**	**2008**	**5**	**9780076126484**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 42%. Key Features:					
	Reading Strand - Lesson Connections				9780076126668	
	Reading Strand - Additional Teacher's Guide				9780076126606	
	Reading Strand - Textbook A				9780076126569	
	Reading Strand - Textbook B				9780076126576	
	Literature Strand - Literature Anthology				9780076126583	
	Reading Strand - Workbook				9780076126590	
	Reading Strand - Curriculum-Based Assessment Student Book (sold in pkg of 15)				9780076126651	
	Reading Strand - Practice and Review CD-ROM				9780076126729	
	Reading Strand - Practicing Standardized Test Formats (blackline masters)				9780076126736	
	Reading Strand - Research Projects CD-ROM				9780076126712	
	Language Arts Strand - Teacher Materials				9780076126507	
	Language Arts Strand - Additional Teacher's Guide				9780076126811	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Reading Mastery Signature Edition** (Continued)		**2008**	**5**		
	Language Arts Strand - Textbook				9780076126798	
	Reading Strand – Additional Answer Key				9780076126613	
	Literature Strand - Additional Literature Guide				9780076126620	
	Language Arts Strand – Additional Answer Key				9780076126828	
	Language Strand - Additional Teaching Tutor CD-ROM Levels K-1			K_3	9780076122462	
	Reading Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125593	
	Language Arts Strand - Additional Teaching Tutor CD-ROM Levels 2-5			2-5	9780076125708	
	Grade K Kaleidoscope Package	**Bereiter, et al.**	**2008**	**K**	**9780076147311**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 88%. Key Features:					
	Grade K Pre-Decodables and Decodables Individual Set				9780076148554	
	Grade K Pre-Decodables and Decodables Classroom Set				9780076148561	
	Grade 1 Kaleidoscope Package	**Bereiter, et al.**	**2008**	**1**	**9780076147328**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 90%. Key Features:					
	Grade 1 Pre-Decodables and Decodables Individual Set				9780076148578	
	Grade 1 Pre-Decodables and Decodables Classroom Set				9780076148585	
	Kaleidoscope Level A Student Reader	**Bereiter, et al.**	**2008**	**2**	**9780076088713**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 96%. Key Features:					
	Level A Decodable Stories and Spelling Workbook				9780076143429	
	Level A Comprehension Skills and Language Arts Workbook				9780076143214	
	Level A Assessment Workbook				9780076143702	
	Level A Kaleidoscope Intervention Package				9780076143917	
	Level A Listening Library CD				9780076163571	
	Levels A-G Placement Guide			2-8	9780076164301	
	Levels A-G eStudent Reader Single Student License 1 Year Online Subscription (20 student Minimum)			2-8	9780076163656	
	Levels A-G eBackground Builders CD-ROM			2-8	9780076176779	
	Levels A-G eTeacher's Edition Site License 1 Year Online Subscription			2-8	9780076163649	
	Levels A-G eAssess Site License 1 Year Online Subscription			2-8	9780076176786	

Language Arts – Part I: Reading
Grades K -5

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Kaleidoscope Level B Student Reader**	**Bereiter, et al.**	**2008**	**3**	**9780076088720**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 93%. Key Features:					
	Level B Decodable Stories and Spelling Workbook				9780076143436	
	Level B Comprehension Skills and Language Arts Workbook				9780076143221	
	Level B Assessment Workbook				9780076143719	
	Level B Kaleidoscope Intervention Package				9780076143924	
	Level B Listening Library CD				9780076163588	
	Levels A-G Placement Guide			2-8	9780076164301	
	Levels A-G eStudent Reader Single Student License 1 Year Online Subscription (20 student Minimum)			2-8	9780076163656	
	Levels A-G eBackground Builders CD-ROM			2-8	9780076176779	
	Levels A-G eTeacher's Edition Site License 1 Year Online Subscription			2-8	9780076163649	
	Levels A-G eAssess Site License 1 Year Online Subscription			2-8	9780076176786	
	Kaleidoscope Level C Student Reader	**Bereiter, et al.**	**2008**	**4**	**9780076143931**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 88%.					
	Level C Decodable Stories and Spelling Workbook				9780076143443	
	Level C Comprehension Skills and Language Arts Workbook				9780076143238	
	Level C Assessment Workbook				9780076143726	
	Level C Kaleidoscope Intervention Package				9780076143931	
	Level C Listening Library CD				9780076163595	
	Levels A-G Placement Guide			2-8	9780076164301	
	Levels A-G eStudent Reader Single Student License 1 Year Online Subscription (20 student Minimum)			2-8	9780076163656	
	Levels A-G eBackground Builders CD-ROM			2-8	9780076176779	
	Levels A-G eTeacher's Edition Site License 1 Year Online Subscription			2-8	9780076163649	
	Levels A-G eAssess Site License 1 Year Online Subscription			2-8	9780076176786	
	Kaleidoscope Level D Student Reader	**Bereiter, et al.**	**2008**	**5**	**9780076088744**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 77%.					
	Level D Decodable Stories and Spelling Workbook				9780076143450	
	Level D Comprehension Skills and Language Arts Workbook				9780076143245	
	Level D Assessment Workbook				9780076143733	
	Level D Kaleidoscope Intervention Package				9780076143948	
	Level D Listening Library CD				9780076163601	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Discovering Literature**	**Edmond Farrell, et al**	**2005**	**6**		**77%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader, Word Study Resource			**6**	**978-0-82193-464-7 (0-8219-3464-3)**	
	- Teacher's Edition				978-0-82192-020-6 (0-8219-2020-0)	
	- Teacher's Edition on CD-ROM				978-0-82192-021-3 (0-8219-2021-9)	
	- Teacher's Resource Kit				978-0-82192-022-0 (0-8219-2022-7)	
	- Lesson Plans				978-0-82192-641-3 (0-8219-2640-3	
	- Reading Strategies Resource				978-0-82192-641-3 (0-8219-2641-1)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-9094 (0-8219-2909-7)	
	- Language Essentials Resource Book				978-0-82192-519-5 (-0-8219-2519-9)	
	- Language Essentials Teacher's Edition				978-0-82193-027-4 (0-8219-3027-3)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-886-8 (0-8219-2886-4)	
	- Visual Literacy Resource I				978-0-82192-429-X (0-8219-2429-3)	
	- Visual Literacy Resource II				978-0-82192-430-3 (-0-8219-2430-3)	
	- Test Generator on CD-ROM				978-0-82192-446-X (-0-8219-2446-X)	
	- Spanish Resource for English Language Learners				978-0-82192-247-7 (0-8219-2247-5)	
	- Audio Program				978-0-82192-046-4 (0-8219-2046-4)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Exploring Literature**	**Edmond Farrell, et al**	**2005**	**7**		**70%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader, Word Study Resource			**7**	**978-0-82193-465-4 (0-8219-3464-1)**	
	- Teacher's Edition				978-0-82192-049-7 (0-8219-2049-9)	
	- Teacher's Edition on CD-ROM				978-0-82192-050-3 (0-8219-2050-2)	
	- Teacher's Resource Kit				978-0-82192-051-0 (0-8219-2051-0)	
	- Lesson Plans				978-0-82192-651-2 (0-8219-2651-9	
	- Reading Strategies Resource				978-0-82192-652-9 (0-8219-2652-7)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-911-7 (0-8219-2911-9)	
	- Language Essentials Resource Book				978-0-82192-521-8 (-0-8219-2519-9)	
	- Language Essentials Teacher's Edition				978-0-82193-028-1 (0-8219-3028-1)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-887-5 (0-8219-2887-2)	
	- Visual Literacy Resource I				978-0-82192-431-4 (0-8219-2431-1)	
	- Visual Literacy Resource II				978-0-82192-432-7 (0-8219-2432-X)	
	- Test Generator on CD-ROM				978-0-82192-447-1 (-0-8219-2447-8)	
	- Spanish Resource for English Language Learners				978-0-82192-248-4 (0-8219-2248-3)	
	- Audio Program				978-0-82192-076-3 (0-8219-2076-6)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Exploring Literature**	**Edmond Farrell, et al**	**2005**	**8**		**88%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader, Word Study Resource			**8**	**978-0-82193-466-1 (0-8219-3466-X)**	
	- Teacher's Edition				978-0-82192-078-7 (0-8219-2078-2)	
	- Teacher's Edition on CD-ROM				978-0-82192-079-4 (0-8219-2050-2)	
	- Teacher's Resource Kit				978-0-82192-079-0 (0-8219-2051-0)	
	- Lesson Plans				978-0-82192-662-8 (0-8219-2662-4	
	- Reading Strategies Resource				978-0-82192-663-5 (0-8219-2663-2)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-913-1 (0-8219-2913-5)	
	- Language Essentials Resource Book				978-0-82192-523-2 (-0-8219-2523-7)	
	- Language Essentials Teacher's Edition				978-0-82193-029-8 (0-8219-3029-X)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-887-5 (0-8219-2887-2)	
	- Visual Literacy Resource I				978-0-82192-433-4 (0-8219-2433-8)	
	- Visual Literacy Resource II				978-0-82192-434-1 (0-8219-2434-6)	
	- Test Generator on CD-ROM				978-0-82192-448-8 (-0-8219-2448-6)	
	- Spanish Resource for English Language Learners				978-0-82192-249-1 (0-8219-2249-1)	
	- Audio Program				978-0-82192-105-0 (0-8219-2105-3)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Glencoe Literature: Reading with Purpose, Course 1**	**Glencoe/McGraw-Hill**	**2007**	**6**	**9780078454769**	**96%**
	Glencoe Literature: Reading with Purpose, Course 1 TWE (Free: 1:35 Student Editions Purchased)				9780078454875	
	Glencoe Literature: Reading with Purpose, Course 1 TCR (Free: 1:50 Student Editions Purchased)				9780078755699	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives:					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					
	Glencoe Literature: Reading with Purpose, Course 2	**Glencoe/McGraw-Hill**	**2007**	**7**	**9780078454766**	**93%**
	Glencoe Literature: Reading with Purpose, Course 2 TWE (Free: 1:35 Student Editions Purchased)				9780078454882	
	Glencoe Literature: Reading with Purpose, Course 2 TCR (Free: 1:50 Student Editions Purchased)				9780078755705	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					
	Glencoe Literature: Reading with Purpose, Course 3	**Glencoe/McGraw-Hill**	**2007**	**8**	**9780078454783**	**98%**
	Glencoe Literature: Reading with Purpose, Course 3 TWE (Free: 1:35 Student Editions Purchased)				9780078454899	
	Glencoe Literature: Reading with Purpose, Course 3 TCR (Free: 1:50 Student Editions Purchased)				9780078755712	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Timed Readings Plus in Mathematics, Book 1**	**Jamestown Education**	**2006**	**6-8** (6-12)	**9780078726590**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings Plus in Mathematics, Book 2				9780078726606	
	Timed Readings Plus in Mathematics, Book 3				9780078726613	
	Timed Readings Plus in Mathematics, Book 4				9780078726620	
	Timed Readings Plus in Mathematics, Book 5				9780078726637	
	Timed Readings Plus in Social Studies, Book 1	**Jamestown-Education**	**2004**	**6-8** (6-12)	**9780078457999**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings Plus in Social Studies, Book 2				9780078458002	
	Timed Readings Plus in Social Studies, Book 3				9780078458019	
	Timed Readings Plus in Social Studies, Book 4				9780078458026	
	Timed Readings Plus in Social Studies, Book 5				9780078458033	
	Timed Readings Plus in Social Studies, Book 6				9780078458040	
	Timed Readings Plus in Social Studies, Book 7				9780078458057	
	Timed Readings Plus in Social Studies, Book 8				9780078458064	
	Timed Readings Plus in Social Studies, Book 9				9780078458071	
	Timed Readings Plus in Social Studies, Book 10				9780078458088	
	Timed Reading Plus in Science, Book 1	**Jamestown Education**	**2003**	**6-8** (6-12)	**9780078273704**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Reading Plus in Science, Book 2				9780078273711	
	Timed Reading Plus in Science, Book 3				9780078273728	
	Timed Reading Plus in Science, Book 4				9780078273735	
	Timed Reading Plus in Science, Book 5				9780078273742	
	Timed Reading Plus in Science, Book 6				9780078273759	
	Timed Reading Plus in Science, Book 7				9780078273766	
	Timed Reading Plus in Science, Book 8				9780078273773	
	Timed Reading Plus in Science, Book 9				9780078273780	
	Timed Reading Plus in Science, Book 10				9780078273797	
	Timed Readings in Literature, Book 1	**Edward Spargo**	**1989**	**6-8** (6-12)	**9780890615140**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings in Literature, Book 2				9780890615157	
	Timed Readings in Literature, Book 3				9780890615164	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Timed Readings in Literature** (Continued)		**1989**	**6-12**		
	Timed Readings in Literature, Book 4				9780890615171	
	Timed Readings in Literature, Book 5				9780890615188	
	Timed Readings in Literature, Book 6				9780890615195	
	Timed Readings in Literature, Book 7				9780890615201	
	Timed Readings in Literature, Book 8				9780890615218	
	Timed Readings in Literature, Book 9				9780890615225	
	Timed Readings in Literature, Book 10				9780890615232	
	Timed Readings, Book 1	**Edward Spargo**	**1989**	**6-8** (6-12)	**9780890615034**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings, Book 2				9780890615041	
	Timed Readings, Book 3				9780890615058	
	Timed Readings, Book 4				9780890615065	
	Timed Readings, Book 5				9780890615072	
	Timed Readings, Book 6				9780890615089	
	Timed Readings, Book 7				9780890615096	
	Timed Readings, Book 8				9780890615102	
	Timed Readings, Book 9				9780890615119	
	Timed Readings, Book 10				9780890615126	
	Timed Readings Plus, Book 1	**Edward Spargo**	**1998**	**6-8** (6-12)	**9780890619032**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings Plus, Book 2				9780890619049	
	Timed Readings Plus, Book 3				9780890619056	
	Timed Readings Plus, Book 4				9780890619063	
	Timed Readings Plus, Book 5				9780890619070	
	Timed Readings Plus, Book 6				9780890619087	
	Timed Readings Plus, Book 7				9780890619094	
	Timed Readings Plus, Book 8				9780890619100	
	Timed Readings Plus, Book 9				9780890619117	
	Timed Readings Plus, Book 10				9780890619124	
	Signature Reading, Level D	**Jamestown Education**	**2005**	**6-8** (6-12)	**9780078617164**	**R**
	Note: Recommended as a "Resource Only" , Sequential reading program, includes reading strategies, Level D- L Focuses on Comprehension, vocabulary and content area reading skills. Key Features:					
	Signature Reading, Level E				9780078617188	
	Signature Reading, Level F				9780078617201	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Signature Reading, Level D** (Continued)		**2005**	**6-12**		
	Signature Reading, Level G				9780078617225	
	Signature Reading, Level H				9780078617249	
	Signature Reading, Level I				9780078617263	
	Signature Reading, Level J				9780078617287	
	Signature Reading, Level K				9780078617300	
	Signature Reading, Level L				9780078617324	
	In the Spotlight™, Volume 1 Levels B-D	**Henry & Melissa Billings**	**2007**	**6-8** (6-12)	**9780078743184**	**R**
	Note: Recommended as a "Resource Only" , Nonfiction articles. Focus on Comprehension and critical thinking skills. Key Features:					
	In the Spotlight™, Volume 2 Levels B-D				9780078743221	
	In the Spotlight™, Volume 1 Levels D-F				9780078743191	
	In the Spotlight™, Volume 2 Levels D-F				9780078743238	
	In the Spotlight™, Volume 1 Levels F-H				9780078743207	
	In the Spotlight™, Volume 2 Levels F-H				9780078743245	
	In the Spotlight™, Volume 1 Levels H-J				9780078743214	
	In the Spotlight™, Volume 2 Levels H-J				9780078743252	
	The Outer Edge™, Uncommon Courage	**Henry & Melissa Billings**	**2005**	**6-8** (6-12)	**9780078729041**	**R**
	Note: Recommended as a "Resource Only" , Nonfiction timed readings. Focus on comprehension and critical thinking skills. Key Features:					
	The Outer Edge™, Danger Zone				9780078729058	
	The Outer Edge™, Fateful Journeys				9780078729065	
	The Outer Edge™, Still Unsolved				9780078690525	
	The Outer Edge™, Friend or Foe?				9780078690549	
	The Outer Edge™, Cool Science				9780078690532	
	The Wild Side, Angry Animals	**Henry & Melissa Billings**	**2001**	**6-8** (6-12)	**9780809295166**	**R**
	Note: Recommended as a "Resource Only" , Tiimed readings. Focus on comprehension and critical thinking skills. Key Features:					
	The Wild Side, Beyond Belief				9780809298334	
	The Wild Side, Bizarre Endings				9780809295111	
	The Wild Side, Close Calls				9780809298280	
	The Wild Side, Crime and Punishment				9780809295180	
	The Wild Side, Extreme Sports				9780809295173	
	The Wild Side, In the Line of Duty				9780809298297	
	The Wild Side, Total Panic				9780809295128	
	The Wild Side, Weird Science				9780809295197	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Critical Reading, Aliens and UFOs**	**Henry & Melissa Billings**	**1999**	**6-8** (6-12)	**9780890611043**	**R**
	Note: Recommended as a "Resource Only" , Timed readings. Focus on developing critical thinking skills. Key Features:					
	Critical Reading, Apparitions				9780890611104	
	Critical Reading, Calamities				9780890611111	
	Critical Reading, Daredevils				9780890611142	
	Critical Reading, Deceptions				9780890611135	
	Critical Reading, Disasters				9780890611128	
	Critical Reading, Eccentrics				9780890611098	
	Critical Reading, Eureka!				9780890612491	
	Critical Reading, Heroes				9780890611081	
	Critical Reading, Monsters				9780890611074	
	Critical Reading, Phenomena				9780890611067	
	Critical Reading, Rescued				9780890613238	
Glencoe / McGraw-Hill	**Jamestown Literature: An Adapted Reader, Grade 6**	**Jamestown Education**	**2007**	**6-8** (6-12)	**9780078743139**	**R**
	Note: Recommended as a "Resource Only" , Focus on reading skills and comprehension. Key Features:					
	Jamestown Literature: An Adapted Reader, Grade 7				9780078743146	
	Jamestown Literature: An Adapted Reader, Grade 8				9780078743153	
	Jamestown Literature: An Adapted Reader, Grade 9				9780078743160	
	Jamestown Literature: An Adapted Reader, Grade 10				9780078743177	
Great Source Education Group/ Houghton Mifflin	**Lessons in Literacy Kit Grade 6**	**Irene Fountas**	**2007**	**6**	**9780669522211**	**R 50%**
	Note: Recommended as a "Resource Only". Key Features: Provides reading, writing, and literacy support for focused skill and strategy instruction. Explicit and effective lessons, on color-coded folders, are aligned with the Idaho Language Arts Standards and Reading First. The skills and strategies found in the program address all key literacy skills including phonological awareness, phonics and word study, vocabulary, fluency, comprehension, writing, research skills, and listening, speaking, and viewing.					
	Daybooks of Critical Reading and Writing Gr. 6 Student Book 5-pack	**Claggett et al**	**2007**	**6**	**9780669539820**	**R 62%**
	Note: Recommended as a "Resource Only". Key Features:					
	Daybooks of Critical Reading and Writing Gr. 7 Student Book 5-pack	**Claggett et al**	**2007**	**7**	**9780669539837**	**R 70%**
	Note: Recommended as a "Resource Only". Key Features:					

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Great Source Education Group/ Houghton Mifflin	**Daybooks of Critical Reading and Writing Gr. 8 Student Book 5-pack**	**Claggett et al**	**2007**	**8**	**9780669539844**	**R 64%**
	Note: Recommended as a "Resource Only".					
	Reader's Handbook: A Student Guide for Reading and Learning Gr. 7 Complete Program Package	**Robb et al**	**2002**	**7**	**9780669490947**	**R 77%**
	Note: Recommended as a "Resource Only". Key Features:					
	Reading Advantage Foundations	**Robb et al**	**2007**	**6-8**	**9780669521085**	**R**
	Note: Recommended as a "Resource Only". Also approved for LEP grades 6-12. Not recommended for traditional classrooms, grades 9-12. Key Features:					
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature, Grade 6 Pupil Edition**	**Marzano, et. al**	**2008**	**6**	**978-0-618-56864-2**	**96%**
	Key Features: McDougal Littell Literature is a seven-level standards-based literature program for grades 6-12. The program uses a blend of traditional and contemporary literature with a new emphasis on reading nonfiction and a special new feature for media study. Organized by standards clusters, teachers will encounter easy coverage of the Idaho Standards and a focus for literary study around life's most important questions. Stunning use of fine art and photography makes McDougal Littell Literature the premier literature program available today.					
	eEdition CD-ROM				978-0-618-56482-8	
	eEdition Plus Online Pupil Edition				978-0-618-96554-0	
	eEdition Plus Online				978-0-618-96688-2	
	Teacher Edition				978-0-618-56868-0	
	Resource Manager				978-0-618-69664-2	
	Standards Lesson File				978-0-618-69682-6	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-92120-1	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92100-3	
	The InterActive Reader and Writer Teacher's Guide				978-0-618-92119-5	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-92420-2	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92091-4	
	Grammar for Writing				978-0-618-56616-7	
	Grammar for Writing Answer Key				978-0-618-56623-5	
	Grammar for Writing Workbook				978-0-618-90644-4	
	Grammar for Writing Workbook Answer Key				978-0-618-90651-2	
	Assessment File				978-0-618-69690-1	
	MediaSmart DVD				978-0-618-73302-6	
	Power Presentations DVD-ROM				978-0-618-88973-0	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92816-3	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-88539-8	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature,** (Continued)		**2008**	**6**		
	Audio Anthology				978-0-618-88569-5	
	EasyPlanner DVD-ROM				978-0-618-88705-7	
	McDougal Littell Assessment System				978-0-618-95101-7	
	Best Practice Toolkit			6-8	978-0-618-69701-4	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	
	McDougal Littell Literature, Grade 7 Pupil Edition	**Marzano, et. al**	**2008**	**7**	**978-0-618-49566-5**	**90%**
	Key Features: McDougal Littell Literature is a seven-level standards-based literature program for grades 6-12. The program uses a blend of traditional and contemporary literature with a new emphasis on reading nonfiction and a special new feature for media study. Organized by standards clusters, teachers will encounter easy coverage of the Idaho Standards and a focus for literary study around life's most important questions. Stunning use of fine art and photography makes McDougal Littell Literature the premier literature program available today.					
	eEdition CD-ROM				978-0-618-56478-1	
	eEdition Plus Online Pupil Edition				978-0-618-56608-2	
	eEdition Plus Online				978-0-618-96571-7	
	Teacher Edition				978-0-618-56875-8	
	Resource Manager				978-0-618-69665-9	
	Standards Lesson File				978-0-618-69683-3	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-92132-4	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92107-2	
	The InterActive Reader and Writer Teacher's Guide				978-0-618-92121-8	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-92421-9	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92080-8	
	Grammar for Writing				978-0-618-56617-4	
	Grammar for Writing Answer Key				978-0-618-56624-2	
	Grammar for Writing Workbook				978-0-618-90645-1	
	Grammar for Writing Workbook Answer Key				978-0-618-90652-9	
	Assessment File				978-0-618-69691-8	
	MediaSmart DVD				978-0-618-73303-3	
	Power Presentations DVD-ROM				978-0-618-88974-7	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92824-8	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-88543-5	
	Audio Anthology				978-0-618-57263-2	
	EasyPlanner DVD-ROM				978-0-618-88707-1	
	McDougal Littell Assessment System				978-0-618-95102-4	
	Best Practice Toolkit			6-8	978-0-618-69701-4	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature, Grade 8 Pupil Edition**	**Marzano, et. al**	**2008**	**8**	**978-0-618-56865-9**	**96%**
	Key Features: McDougal Littell Literature is a seven-level standards-based literature program for grades 6-12. The program uses a blend of traditional and contemporary literature with a new emphasis on reading nonfiction and a special new feature for media study. Organized by standards clusters, teachers will encounter easy coverage of the Idaho Standards and a focus for literary study around life's most important questions. Stunning use of fine art and photography makes McDougal Littell Literature the premier literature program available today.					
	eEdition CD-ROM				978-0-618-56487-3	
	eEdition Plus Online Pupil Edition				978-0-618-96593-9	
	eEdition Plus Online				978-0-618-96582-3	
	Teacher Edition				978-0-618-56869-7	
	Resource Manager				978-0-618-69666-6	
	Standards Lesson File				978-0-618-69684-0	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-92079-2	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92076-1	
	The InterActive Reader and Writer Teacher's Guide				978-0-618-92116-4	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-92423-3	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92123-2	
	Grammar for Writing				978-0-618-56618-1	
	Grammar for Writing Answer Key				978-0-618-56625-9	
	Grammar for Writing Workbook				978-0-618-90646-8	
	Grammar for Writing Workbook Answer Key				978-0-618-90653-6	
	Assessment File				978-0-618-69692-5	
	MediaSmart DVD				978-0-618-73304-0	
	Power Presentations DVD-ROM				978-0-618-88975-4	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92827-9	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-88548-0	
	Audio Anthology				978-0-618-88579-4	
	EasyPlanner DVD-ROM				978-0-618-88708-8	
	McDougal Littell Assessment System				978-0-618-95103-1	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	
	Best Practice Toolkit			6-8	978-0-618-69701-4	
Options Publishing	**Best Practices in Reading Intervention Package – Level F (20 students)**	**The Quarasan Group, Inc.**	**2006**	**6**	**1-59137-709-9**	**R 65%**
	Note: Recommended as "Resource Only".					
	Teacher Resource Guide				1-59137-709-9	
	Best Practices Pretest/Posttest				1-59137-698-X	
	Best Practices Student book				1-56936-831-7	
	Connecting Vocabulary				1-56936-859-7	
	The Writer's Thesaurus				1-56936-992-5	
	Short Subjects in Reading				1-56936-389-7	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing	**Best Practices in Reading Intervention Package – Level G (20 students)**	**The Quarasan Group, Inc.**	**2006**	**7**	**1-59137-710-2**	**R 80%**
	Note: Recommended as "Resource Only".					
	Teacher Resource Guide				1-59137-710-2	
	Best Practices Pretest/Posttest				1-59137-700-5	
	Best Practices Student book				1-56936-833-3	
	Connecting Vocabulary				1-56936-861-9	
	The Writer's Thesaurus				1-56936-992-5	
	Short Subjects in Reading				1-56936-390-0	
	Best Practices in Reading Intervention Package – Level H (20 students)	**The Quarasan Group, Inc.**	**2006**	**8**	**1-59137-711-0**	**R 68%**
	Note: Recommended as "Resource Only". Key Features:					
	Teacher Resource Guide				1-59137-711-0	
	Best Practices Pretest/Posttest				1-59137-702-1	
	Best Practices Student book				1-56936-835-X	
	Connecting Vocabulary				1-56936-863-5	
	The Writer's Thesaurus				1-56936-992-5	
	Short Subjects in Reading				1-56936-421-4	
Peason Education, Inc. publishing as Pearson AGS Globe	**AMP Reading System, Classroom Kit, Level 1:**	**Dr. Timothy Shanahan**	**2006**	**6**	**9780130248497**	**R 54%**
	Note: Recommended as "Resource Only".					
	Classroom kit contains 48 consumable Student Guides (two volumes per student); two Teacher's Editions, 168 AMP Library Books (7 books per student), Assessment Masters; one copy of each of the Customized Reading Strategies for social studies, math, and science; and a Power Start CD-ROM. Classroom Kit for 24 Students.					
	AMP Reading System Short Course Kit, Level 1: contains a Teacher's Volume 1, Student Guide Volume 1(24 total), 72 AMP Library Books (four 6 packs of the first three books). Short Course Kit for 24 Students.				9780130248466	
	Level 1, Student Guide, Volume 1, 6 pack				9780130248268	
	Level 1 Student Guide, Volume 2, 6 pack				9780130248275	
	Level 1 Student Guide, Volume 1, 12 pack				9780130248336	
	Level 1 Student Guide, Volume 2, 12 pack				9780130248343	
	Sports on the Edge, Level 1 Library Books, 6 pack				9780130247995	
	Sports on the Edge, Level 1 Library Books, 12 pack				9780130248534	
	Colossal Constructions, Level 1 Library Books, 6 pack				9780130247902	
	Colossal Constructions, Level 1 Library Books, 12 pack				9780130248541	
	Great Unsolved Mysteries, Level 1 Library Books, 6 pack				9780130248015	
	Great Unsolved Mysteries, Level 1 Library Books, 12 pack				9780130248558	
	Staying Alive, Level 1 Library Books, 6 pack				9780130248022	
	Staying Alive, Level 1 Library Books, 12 pack				9780130248565	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Peason Education, Inc. publishing as Pearson AGS Globe	**AMP Reading System, Classroom Kit, Level 2:**	**Dr. Timothy Shanahan**	**2006**	**7**	**9780130248404**	**R 73%**
	Note: Recommended as "Resource Only". Key Features:					
	Classrtoom kit c ontains 48 consumable Student Guides (two volumes per student); two Teacher's Editions, 168 AMP Library Books (7 books per student), Assessment Masters; one copy of each of the Customized Reading Strategies for social studies, math, and science; and a Power Start CD-ROM. Classroom Kit for 24 Students.					
	AMP Reading System Short Course Kit, Level 2: Contains a Teacher's Volume 1, Student Guide Volume 1(24 total), 72 AMP Library Books (four 6 packs of the first three books). Short Course Kit for 24 Students.				9780130248473	
	Level 2 Student Guide, Volume 1, 6 pack				9780130248282	
	Level 2 Student Guide, Volume 2, 6 pack				9780130248206	
	Level 2 Student Guide, Volume 1, 12 pack				9780130248350	
	Level 2 Student Guide, Volume 2, 12 pack				9780130248367	
	Animal Tricks and Treks, Level 2 Library Books 6 pack				9780130248077	
	Animal Tricks and Treks, Level 2 Library Books 12 pack				9780130248503	
	To the Rescue, Level 2 Library Books, 6 pack				9780130248084	
	To the Rescue, Level 2 Library Books, 12 pack				9780130248626	
	Blast Off, Level 2 Library Books, 6 pack				9780130248091	
	Blast Off, Level 2 Library Books, 12 pack				9780130248633	
	Living Your Dream, Level 2 Library Books, 6 pack				9780130248008	
	Living Your Dream, Level 2 Library Books, 12 pack				9780130248640	
	How Did They Do That?, Level 2 Library Books, 6 pack				9780130248121	
	How Did They Do That?, Level 2 Library Books, 12 pack				9780130248657	
	Most Embarrassing Moments, Level 2 Library Books, 6 pack				9780130248138	
	Most Embarrassing Moments, Level 2 Library Books, 12 pack				9780130248664	
	Great Goofs, Level 2 Library Books, 6 pack				9780130248145	
	Great Goofs, Level 2 Library Books, 12 pack				9780130248671	
	AMP Reading System, Classroom Kit, Level 3:	**Dr. Timothy Shanahan**	**2006**	**8**	**9780130248510**	**R 63%**
	Note: Recommended as "Resource Only". Key Features:					
	Classroom Kit, Level 3: Contains 48 consumable Student Guides (two volumes per student); two Teacher's Editions, 168 AMP Library Books (7 books per student), Assessment Masters; one copy of each of the Customized Reading Strategies for social studies, math, and science; and a Power Start CD-ROM. Classroom Kit for 24 Students.					
	AMP Reading System Short Course Kit, Level 3: Contains a Teacher's Volume 1, Student Guide Volume 1(24 total), 72 AMP Library Books (four 6 packs of the first three books). Short Course Kit for 24 Students.				9780130248480	
	Level 3 Student Guide, Volume 1, 6 pack				9780130248312	
	Level 3 Student Guide, Volume 2, 6 pack				9780130248329	
	Level 3 Student Guide, Volume 1, 12 pack				9780130248381	
	Level 3 Student Guide, Volume 2, 12 pack				9780130248398	
	Nature's Fury, Level 3 Library Books, 6 pack				9780130248152	
	Nature's Fury, Level 3 Library Books, 12 pack				9780130248688	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Peason Education, Inc. publishing as Pearson AGS Globe	**AMP Reading System, Level 3** (Continued)		**2006**	**8**		
	High-Tech Crime Fighters, Level 3 Library Books, 6 pack				9780130248169	
	High-Tech Crime Fighters, Level 3 Library Books, 12 pack				9780130248695	
	Out of Control, Level 3 Library Books, 6 pack				9780130248176	
	Out of Control, Level 3 Library Books, 12 pack				9780130248602	
	Ancient Lives Unveiled, Level 3 Library Books, 6 pack				9780130248183	
	Ancient Lives Unveiled, Level 3 Library Books, 12 pack				9780130248718	
	Making Movies, Level 3 Library Books, 6 pack				9780130248190	
	Making Movies, Level 3 Library Books, 12 pack				9780130248725	
	Terrific Teams, Level 3 Library Books, 6 pack				9780130248107	
	Terrific Teams, Level 3 Library Books, 12 pack				9780130248732	
	Medical Miracles, Level 3 Library Books, 6 pack				9780130248213	
	Medical Miracles, Level 3 Library Books, 12 pack				9780130248749	
	Language Arts & Literature Course 1, Student Edition	**AGS Globe Anthologies**	**2008**	**6**	**9780785463139**	**R 85%**
	Note: Recommended as "Resource Only". Key Features:					
	Language Arts & Literature Course 1, Teacher's Edition				9780785463559	
	Language Arts & Literature Course 1, Teacher's Resource Library CD-ROM				9780785463566	
	Language Arts & Literature Course 2, Student Edition	**AGS Globe Anthologies**	**2008**	**7**	**9780785463146**	**R 90%**
	Note: Recommended as "Resource Only". Key Features:					
	Language Arts & Literature Course 2, Teacher's Edition				9780785463641	
	Language Arts & Literature Course 2, Teacher's Resource Library CD-ROM				9780785463658	
	Language Arts & Literature Course 3, Student Edition	**AGS Globe Anthologies**	**2008**	**8**	**9780785463160**	**R 84%**
	Note: Recommended as "Resource Only". Key Features:					
	Language Arts & Literature Course 3, Teacher's Edition				9780785463740	
	Language Arts & Literature Course 2, Teacher's Resource Library CD-ROM				9780785463757	
Peason Prentice Hall	**Prentice Hall Literature, Penguin Edition, Student Edition, Grade 7**	**Prentice Hall**	**2007**	**7**	**9780131317147**	**83%**
	Key Features:					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access, Grade 7				9780132500500	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM, Grade 7				9780131651586	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, Grade 7				9780131317536	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, Grade 7				9780132500418	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank, Grade 7				9780131651746	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Peason Prentice Hall	**Prentice Hall Literature, Penguin Edition, Student Edition, Grade 8**	**Prentice Hall**	**2007**	**8**	**9780131317161**	**94%**
	Key Features: Provides built-in, frequent and systematic progress monitoring and benchmarking to ensure results. Systematic diagnostic and progress monitoring assessments catch small problems before they become big ones, while built-in benchmarking tools ensure thorough skills coverage and evaluation. At the beginning of each part, a short diagnostic test determines student readiness for the skills to be covered. If students are missing specific skills, remediation is provided. Progress monitoring occurs with every selection, while benchmarking assessments at predictable intervals ensure students are mastering content					
	Prentice Hall Literature, Penguin Edition, Student Express Interactive CD-ROM, Grade 8				9780131651609	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, Grade 8				9780131317543	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, Grade 8				9780132500425	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank, Grade 8				9780131651760	
Renaissance Learning, Inc.	**Accelerated Reader Enterprise Package with Professional Development, v3.2**	**Renaissance Learning, Inc.**	**2000-2006**	**6-8** (K-12)	**978-1-59455-280-9**	**R**
	Note: Recommended ad "Resource Only". Key Features: Helps educators monitor and manage reading practice by holding students accountable for independent reading practice. Assesses literal comprehension of text and literacy skills development, reinforces contextual vocabulary acquisition, and expands student vocabulary. Numerous software-generated reports allow educators to individualize instruction, monitor student reading progress, and more effectively manage their classrooms. Compatible with the Lexile Framework.					
	Accelerated Reader Enterprise Package (Continued)		**2000-2006**	**6-8**		
	Includes Accelerated Reader and Accelerated Vocabulary web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 9 hours of web-based Professional Development, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Package, v3.2				**978-1-59455-264-9**	
	Includes Accelerated Reader and Accelerated Vocabulary web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Annual Student Subscription				**978-1-59455-265-6**	
	Accelerated Reader Enterprise Annual Student Subscription Renewal				**978-1-59455-283-0**	
	Accelerated Reader Desktop to Enterprise Upgrade				**978-1-59455-269-4**	
	Accelerated Reader Service Subscription Package with Professional Development, v3.2				**978-1-59455-281-6**	
	Includes Accelerated Reader web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 9 hours of web-based Professional Development, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Annual Student Subscription				**978-1-59455-164-2**	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Renaissance Learning, Inc.	**Accelerated Reader Annual Student Subscription Renewal**				**978-1-59455-166-6**	
	Accelerated Reader Enterprise Special Edition Package, v3.2				**978-1-59455-266-3**	
	Includes Accelerated Reader, Accelerated Vocabulary, STAR Reading and STAR Early Literacy web-based software, remote software hosting, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 2 "Getting Started" Webinars, 3 Best Practices Webinars, unlimited access to Renaissance Online University, online Help and Software manuals, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Special Edition Student Subscription				978-1-59455-267-0	
	Accelerated Reader Enterprise Special Edition Additional Student Subscription				978-1-59455-268-7	
	STAR Reading Service Subscription Package, v3.2	**Renaissance Learning, Inc.**	**2000-2006**	**6-8** (1-12)	**978-1-59455-168-0**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	Includes STAR Reading web-based software, free software hosting for up to one year, online Help and Software manuals, pre-test instructions, district wide management and reporting access, remote installation, unlimited access to Renaissance Online University, unlimited technical support, automatic software updates and upgrades, and remote transfer of student data for existing STAR Reading customers.					
	STAR Reading Annual Student Subscription				978-1-59455-169-7	
	STAR Reading Annual Student Subscription Renewal				978-1-59455-170-3	
	STAR Reading Desktop to Service Subscription Upgrade				978-1-59455-279-3	
	STAR Reading Norms Upgrade				978-1-59455-172-7	
Scholastic Inc.	**Scholastic ReadAbout 60-License Plan**	**Scholastic Inc. w/ Advisors Dr. Jeffrey Wilhelm et al.**	**2005**	**6-8** (4-8)	**978-0-545-04221-5**	**R**
	Note: Recommended as a "Resource Only". Key Features: ReadAbout is a breakthrough content-area reading program that provides differentiated instruction, reading comprehension, and vocabulary to all students through adaptive technology. Designed to complement any core reading program, ReadAbout enables students to maximize their reading achievement and become independent readers.					
	Scholastic ReadAbout 100-License Plan				978-0-439-89581-1	
	Scholastic ReadAbout 360-License Plan				978-0-439-89582-8	
SkillsTutor	**SkillsTutor –Reading Comprehension A**	**SkillsTutor**	**2001**	**6-8** (2-8)	**N/A**	**R**
	Note: Recommended as a "Resource Only". Key Features: Aligns to Idaho State Standards Perscriptive and Diagnostic Monitors and reports skill mastery Improves student proficiency Motivates and Engages all students Extends learning time Supports diverse populations Adapts to different learning styles Web-based					
	SkillsTutor –Reading Comprehension LL	**SkillsTutor**	**2001**	**6-8** (2-8)	**N/A**	**R**
	Note: Recommended as a "Resource Only". Key Features: Aligns to Idaho State Standards Perscriptive and Diagnostic Monitors and reports skill mastery Improves student proficiency Motivates and Engages all students Extends learning time Supports diverse populations Adapts to different learning styles Web-based					

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Kaleidoscope Level E Student Reader**	**Bereiter, et al.**	**2008**	**6**	**9780076088751**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 73%. Key Features:					
	Level E Decodable Stories and Spelling Workbook				9780076143467	
	Level E Comprehension Skills and Language Arts Workbook				9780076143252	
	Level E Assessment Workbook				9780076143740	
	Level E Kaleidoscope Intervention Package				9780076143955	
	Level E Listening Library CD				9780076163618	
	Levels A-G Placement Guide			2-8	9780076164301	
	Levels A-G eStudent Reader Single Student License 1 Year Online Subscription (20 student Minimum)			2-8	9780076163656	
	Levels A-G eBackground Builders CD-ROM			2-8	9780076176779	
	Levels A-G eTeacher's Edition Site License 1 Year Online Subscription			2-8	9780076163649	
	Levels A-G eAssess Site License 1 Year Online Subscription			2-8	9780076176786	
	Kaleidoscope Level F Student Reader	**Bereiter, et al.**	**2008**	**7**	**9780076088768**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 81%. Key Features:					
	Level F Decodable Stories and Spelling Workbook				9780076143474	
	Level F Comprehension Skills and Language Arts Workbook				9780076143269	
	Level F Assessment Workbook				9780076143757	
	Level F Kaleidoscope Intervention Package				9780076143962	
	Level F Listening Library CD				9780076163625	
	Levels A-G Placement Guide			2-8	9780076164301	
	Levels A-G eStudent Reader Single Student License 1 Year Online Subscription (20 student Minimum)			2-8	9780076163656	
	Levels A-G eBackground Builders CD-ROM			2-8	9780076176779	
	Levels A-G eTeacher's Edition Site License 1 Year Online Subscription			2-8	9780076163649	
	Levels A-G eAssess Site License 1 Year Online Subscription			2-8	9780076176786	
	Kaleidoscope Level G Student Reader	**Bereiter, et al.**	**2008**	**8**	**9780076088775**	**R**
	Note: Recommended as a "Resource Only". Requires teacher's edition to implement program. Comprehensive intervention program under the five key reading components. Correlation to teacher edition is 75%. Key Features:					
	Level G Decodable Stories and Spelling Workbook				9780076143481	
	Level G Comprehension Skills and Language Arts Workbook				9780076143276	
	Level G Assessment Workbook				9780076143764	
	Level G Kaleidoscope Intervention Package				9780076143979	
	Level G Listening Library CD				9780076163632	

Language Arts – Part I: Reading
Grades 6-8

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of the McGraw-Hill Companies, Inc.	**Kaleidoscope Level G** (Continued)			**8**		
	Levels A-G Placement Guide			2-8	9780076164301	
	Levels A-G eStudent Reader Single Student License 1 Year Online Subscription (20 student Minimum)			2-8	9780076163656	
	Levels A-G eBackground Builders CD-ROM			2-8	9780076176779	
	Levels A-G eTeacher's Edition Site License 1 Year Online Subscription			2-8	9780076163649	
	Levels A-G eAssess Site License 1 Year Online Subscription			2-8	9780076176786	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Bedford, Freeman & Worth	**The Bedford Introduction to Literature 8th Edition w/ Free LiterActive CD-ROM**	**Michael Meyer**	**2008**	**11-12**	**0-312-47314-1**	**Honors**
	Note: Recommended for Honors class. Correlates 57% to grade 11 & 12 content standards. Key Features: An incredibly wide and well-balanced selection of literature. The stories, poems, and plays represent an impressive diversity of periods, nationalities, styles, and voices — from the serious to the humorous and from the traditional to the contemporary — with the best in-depth coverage of major writers of any such anthology. Albums of contemporary and world literature highlight the text's range of voices. Many creative options for teaching and learning about literature. In addition to widely praised, student-friendly chapters on the traditional literary elements are unique chapters showing how the elements work together. The book also features three kinds of Case Studies that illuminate literary works for students through (1) vivid cultural documents and images, (2) provocative critical perspectives, and (3) explorations of universal themes Innovative multimedia resources that enrich the study of literature. The book's companion Web site and packageable LiterActive CD-ROM, cross-referenced throughout the anthology, offer unsurpassed resources that help students explore and write about literature — author links, tutorials, a gallery of images, documents, and recordings, a research and documentation guide, and more.					
	AP Instructor's Manual	Michael Meyer	2008	11-12	0-312-46918-7	
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Exploring Literature**	**Edmond Farrell, et al**	**2005**	**9**		**88%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader Word Study Resource			**9**	**978-0-82193-467-8 (0-8219-3467-8)**	
	- Teacher's Edition				978-0-82192-107-4 (0-8219-2107-X)	
	- Teacher's Edition on CD-ROM				978-0-82192-108-1 (0-8219-2108-8)	
	- Teacher's Resource Kit				978-0-82192-109-8 (0-8219-2109-6)	
	- Lesson Plans				978-0-82192-673-4 (0-8219-2673-X	
	- Reading Strategies Resource				978-0-82192-674-1 (0-8219-2674-8)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-915-5 (0-8219-2915-1)	
	- Language Essentials Resource Book				978-0-82192-525-6 (-0-8219-2525-3)	
	- Language Essentials Teacher's Edition				978-0-82193-030-4 (0-8219-3030-3)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-745-8 (0-8219-2745-0)	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Discovering Literature** (Continued)			**9**		
	- Visual Literacy Resource I				978-0-82192-435-8 (0-8219-2435-4)	
	- Visual Literacy Resource II				978-0-82192-436-5 (0-8219-2436-2)	
	- Test Generator on CD-ROM				978-0-82192-449-5 (-0-8219-2449-4)	
	- Spanish Resource for English Language Learners				978-0-82192-322-1 (0-8219-2322-6)	
	- Audio Program				978-0-82192-134-0 (0-8219-2134-7)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Exploring Literature**	**Edmond Farrell, et al**	**2005**	**10**		**94%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader Word Study Resource			**10**	**978-0-82193-468-5 (0-8219-3468-6)**	
	- Teacher's Edition				978-0-82192-136-4 (0-8219-2136-3)	
	- Teacher's Edition on CD-ROM				978-0-82192-137-1 (0-8219-2137-1)	
	- Teacher's Resource Kit				978-0-82192-138-8 (0-8219-2138-X)	
	- Lesson Plans				978-0-82192-680-2 (0-8219-2680-2	
	- Reading Strategies Resource				978-0-82192-681-9 (0-8219-2681-0)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-917-9 (0-8219-2917-8)	
	- Language Essentials Resource Book				978-0-82192-527-0 (-0-8219-2527-X)	
	- Language Essentials Teacher's Edition				978-0-82193-031-1 (0-8219-3031-1)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-890-5 (0-8219-2890-2)	
	- Visual Literacy Resource I				978-0-82192-437-2 (0-8219-2437-0)	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Discovering Literature** (Continued)			**10**		
	- Visual Literacy Resource II				978-0-82192-438-9 (0-8219-2438-9)	
	- Test Generator on CD-ROM				978-0-82192-450-1 (-0-8219-2450-8)	
	- Spanish Resource for English Language Learners				978-0-82192-323-8 (0-8219-2323-4)	
	- Audio Program				978-0-82192-163-0 (0-8219-2163-0)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Exploring Literature**	**Edmond Farrell, et al**	**2005**	**11**		**94%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader Word Study Resource			**11**	**978-0-82193-469-2 (0-8219-3469-4)**	
	- Teacher's Edition				978-0-82192-165-4 0-8219-2165-7	
	- Teacher's Edition on CD-ROM				978-0-82192-166-4 (0-8219-2166-5)	
	- Teacher's Resource Kit				978-0-82192-167-8 (0-8219-2167-3)	
	- Lesson Plans				978-0-82192-687-1 (0-8219-2687-X)	
	- Reading Strategies Resource				978-0-82192-688-8 (0-8219-2688-8)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-919-3 (0-8219-2919-4)	
	- Language Essentials Resource Book				978-0-82192-529-4 (-0-8219-2529-6)	
	- Language Essentials Teacher's Edition				978-0-82193-032-8 (0-8219-3032-X)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-891-2 (0-8219-2891-0)	
	- Visual Literacy Resource I				978-0-82192-439-6 (0-8219-2439-7)	
	- Visual Literacy Resource II				978-0-82192-440-2 (0-8219-2440-0)	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Discovering Literature** (Continued)			**11**		
	- Test Generator on CD-ROM				978-0-82192-451-8 (-0-8219-2451-6)	
	- Audio Program				978-0-82192-192-0 (0-8219-2192-4)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Exploring Literature**	**Edmond Farrell, et al**	**2005**	**12**		**100%**
	Key Features: This textbook provides support for before, during, and after reading and models what good readers do throughout the reading process, and guides students as they adopt these habits as their own. It provides access for every student, regardless of special needs or ethnic or cultural background to personalize the literature and make it come alive. In-depth coverage of language arts skills is integrated with the literature. Includes ongoing formative assessment in reading and writing					
	Student Language Arts Package: Textbook, Language Essentials Book, The EMC Write-In Reader Word Study Resource			**12**	**978-0-82193-470-8 (0-8219-3470-8)**	
	- Teacher's Edition				978-0-82192-194-4 (0-8219-2194-0)	
	- Teacher's Edition on CD-ROM				978-0-82192-195-1 (0-8219-2195-9)	
	- Teacher's Resource Kit				978-0-82192-196-8 (0-8219-2196-7)	
	- Lesson Plans				978-0-82192-694-9 (0-8219-2694-2)	
	- Reading Strategies Resource				978-0-82192-695-6 (0-8219-2695-0)	
	- The EMC Write-In Reader Teacher's Resource				978-0-82192-921-6 (0-8219-2921-6)	
	- Language Essentials Resource Book				978-0-82192-531-7 (-0-8219-2531-8)	
	- Language Essentials Teacher's Edition				978-0-82193-033-5 (0-8219-3033-8)	
	- LanguageLINK interactive grammar and writing CD-ROM				978-0-82192-892-9 (0-8219-2892-9)	
	- Visual Literacy Resource I				978-0-82192-441-9 (0-8219-2441-9)	
	- Visual Literacy Resource II				978-0-82192-442-6 (0-8219-2442-7)	
	- Test Generator on CD-ROM				978-0-82192-452-5 (-0-8219-2452-4)	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation	**The EMC Masterpiece Series, Literature and the Language Arts - Discovering Literature** (Continued)			**12**		
	- Audio Program				978-0-82192-221-7 (0-8219-2221-1)	
	- Electronic Library on CD-ROM				978-0-82191-575-4 (0-8219-1575-2)	
Glencoe / McGraw-Hill	**Glencoe Literature: Reader's Choice, Course 4**	**Glencoe/McGraw-Hill**	**2007**	**9**	**9780078454790**	**100%**
	Glencoe Literature: The Reader's Choice, Course 4 TWE (Free: 1:35 Student Editions Purchased)				9780078454905	
	Glencoe Literature: The Reader's Choice, Course 4 TCR (Free: 1:50 Student Editions Purchased)				9780078755729	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					
	Glencoe Literature: Reader's Choice, Course 5	**Glencoe/McGraw-Hill**	**2007**	**10**	**9780078454806**	**100%**
	Glencoe Literature: The Reader's Choice, Course 5 TWE (Free: 1:35 Student Editions Purchased)				9780078454912	
	Glencoe Literature: The Reader's Choice, Course 5 TCR (Free: 1:50 Student Editions Purchased)				9780078755736	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					
	Glencoe Literature: Reader's Choice, American Literature	**Glencoe/McGraw-Hill**	**2007**	**11**	**9780078454813**	**100%**
	Glencoe Literature: The Reader's Choice, American Literature TWE (Free: 1:35 Student Editions Purchased)				9780078454929	
	Glencoe Literature: The Reader's Choice, American Literature TCR (Free: 1:50 Student Editions Purchased)				9780078755743	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Glencoe Literature: Reader's Choice, American Literature** (Continued)			**11**		
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					
	Glencoe Literature: Reader's Choice, British Literature	**Glencoe/McGraw-Hill**	**2007**	**12**	**9780078454820**	**100%**
	Glencoe Literature: The Reader's Choice, British Literature TWE (Free: 1:35 Student Editions Purchased)				9780078456060	
	Glencoe Literature: The Reader's Choice, British Literature TCR (Free: 1:50 Student Editions Purchased)				9780078755750	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					
	Glencoe Literature: Reader's Choice, World Literature	**Glencoe/McGraw-Hill**	**2007**	**12**	**9780078251122**	**100%**
	Glencoe Literature: The Reader's Choice, World Literature TWE (Free: 1:35 Student Editions Purchased)				9780078251436	
	Glencoe Literature: The Reader's Choice, World Literature TCR (Free: 1:50 Student Editions Purchased)				9780078264290	
	TCR Components Include: (subject to change): Fast File Booklets; Grammar & Language Workbook TAE; Grammar & Composition Handbook TG; Middle School, Career, College, Citizenship: Reading in the Real World; Real Success with Research & Reports; Spelling Power Workbook TAE; Selection Quick Checks; Active Learning & Notetaking Guide TAE/ELL; Selection & Unit Quick Checks; Writing Constructed Responses Sourcebook; Leveled Vocabulary Practice-ELL; Active Learning and Notetaking Guide Enriched TAE ; Active Learning and Notetaking Guide, TAE; Vocabulary Practice Masters; Middle School, Rubrics for Assessing Student Writing, Listening, and Speaking; Standardized Test Prep & Practice TAE; Active Learning and Notetaking Guide TAE - Adapted; Assessment by Learning Objectives					
	Available Additional Resources Include: (subject to change) : Fluency Practice & Assessment Masters; Standardized Test Prep & Practice Wkbk; inTIIME Magazine (Spanish or English, TG also available); Leveled Vocabulary Practice Masters (Adapted or Enriched); Revising with Style; Sentence Diagramming; Active Learning Notetaking Guide (Adapted or Enriched); Listening Library (Spanish 0r English); Grammar and Language					
	Available Technology Resources Include: (subject to change): StudentWorks™ Plus CD-Rom; TeacherWorks™ CD-ROM; ExamView® Pro Testmaker CD-ROM; Glencoe Booklink CD-ROM; Literature Launchers DVD; Presentation Plus CD-ROM					

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Timed Readings Plus in Mathematics, Book 1**	**Jamestown Education**	**2006**	**9-12** (6-12)	**9780078726590**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings Plus in Mathematics, Book 2				9780078726606	
	Timed Readings Plus in Mathematics, Book 3				9780078726613	
	Timed Readings Plus in Mathematics, Book 4				9780078726620	
	Timed Readings Plus in Mathematics, Book 5				9780078726637	
	Timed Readings Plus in Social Studies, Book 1	**Jamestown-Education**	**2004**	**9-12** (6-12)	**9780078457999**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings Plus in Social Studies, Book 2				9780078458002	
	Timed Readings Plus in Social Studies, Book 3				9780078458019	
	Timed Readings Plus in Social Studies, Book 4				9780078458026	
	Timed Readings Plus in Social Studies, Book 5				9780078458033	
	Timed Readings Plus in Social Studies, Book 6				9780078458040	
	Timed Readings Plus in Social Studies, Book 7				9780078458057	
	Timed Readings Plus in Social Studies, Book 8				9780078458064	
	Timed Readings Plus in Social Studies, Book 9				9780078458071	
	Timed Readings Plus in Social Studies, Book 10			6-12	9780078458088	
	Timed Reading Plus in Science, Book 1	**Jamestown Education**	**2003**	**9-12** (6-12)	**9780078273704**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Reading Plus in Science, Book 2				9780078273711	
	Timed Reading Plus in Science, Book 3				9780078273728	
	Timed Reading Plus in Science, Book 4				9780078273735	
	Timed Reading Plus in Science, Book 5				9780078273742	
	Timed Reading Plus in Science, Book 6				9780078273759	
	Timed Reading Plus in Science, Book 7				9780078273766	
	Timed Reading Plus in Science, Book 8				9780078273773	
	Timed Reading Plus in Science, Book 9				9780078273780	
	Timed Reading Plus in Science, Book 10				9780078273797	
	Timed Readings in Literature, Book 1	**Edward Spargo**	**1989**	**9-12** (6-12)	**9780890615140**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings in Literature, Book 2				9780890615157	
	Timed Readings in Literature, Book 3				9780890615164	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Timed Readings in Literature,** (Continued)			**9-12**)		
	Timed Readings in Literature, Book 4				9780890615171	
	Timed Readings in Literature, Book 5				9780890615188	
	Timed Readings in Literature, Book 6				9780890615195	
	Timed Readings in Literature, Book 7				9780890615201	
	Timed Readings in Literature, Book 8				9780890615218	
	Timed Readings in Literature, Book 9				9780890615225	
	Timed Readings in Literature, Book 10				9780890615232	
	Timed Readings, Book 1	**Edward Spargo**	**1989**	**9-12** (6-12)	**9780890615034**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings, Book 2				9780890615041	
	Timed Readings, Book 3				9780890615058	
	Timed Readings, Book 4				9780890615065	
	Timed Readings, Book 5				9780890615072	
	Timed Readings, Book 6				9780890615089	
	Timed Readings, Book 7				9780890615096	
	Timed Readings, Book 8				9780890615102	
	Timed Readings, Book 9				9780890615119	
	Timed Readings, Book 10				9780890615126	
	Timed Readings Plus, Book 1	**Edward Spargo**	**1998**	**9-12** (6-12)	**9780890619032**	**R**
	Note: Recommended as a "Resource Only". Focus on speed and comprehension. Key Features:					
	Timed Readings Plus, Book 2				9780890619049	
	Timed Readings Plus, Book 3				9780890619056	
	Timed Readings Plus, Book 4				9780890619063	
	Timed Readings Plus, Book 5				9780890619070	
	Timed Readings Plus, Book 6				9780890619087	
	Timed Readings Plus, Book 7				9780890619094	
	Timed Readings Plus, Book 8				9780890619100	
	Timed Readings Plus, Book 9				9780890619117	
	Timed Readings Plus, Book 10				9780890619124	
	Signature Reading, Level D	**Jamestown Education**	**2005**	**9-12** (6-12)	**9780078617164**	**R**
	Note: Recommended as a "Resource Only" , Sequential reading program, includes reading strategies, Level D- L Focuses on Comprehension, vocabulary and content area reading skills. Key Features:					
	Signature Reading, Level E				9780078617188	
	Signature Reading, Level F				9780078617201	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Signature Reading,** (Continued)			**9-12**		
	Signature Reading, Level G				9780078617225	
	Signature Reading, Level H				9780078617249	
	Signature Reading, Level I				9780078617263	
	Signature Reading, Level J				9780078617287	
	Signature Reading, Level K				9780078617300	
	Signature Reading, Level L				9780078617324	
	In the Spotlight™, Volume 1 Levels B-D	**Henry & Melissa Billings**	**2007**	**9-12** (6-12)	**9780078743184**	**R**
	Note: Recommended as a "Resource Only" , Nonfiction articles. Focus on Comprehension and critical thinking skills. Key Features:					
	In the Spotlight™, Volume 2 Levels B-D				9780078743221	
	In the Spotlight™, Volume 1 Levels D-F				9780078743191	
	In the Spotlight™, Volume 2 Levels D-F				9780078743238	
	In the Spotlight™, Volume 1 Levels F-H				9780078743207	
	In the Spotlight™, Volume 2 Levels F-H				9780078743245	
	In the Spotlight™, Volume 1 Levels H-J				9780078743214	
	In the Spotlight™, Volume 2 Levels H-J				9780078743252	
	The Outer Edge™, Uncommon Courage	**Henry & Melissa Billings**	**2005**	**9-12** (6-12)	**9780078729041**	**R**
	Note: Recommended as a "Resource Only" , Nonfiction timed readings. Focus on comprehension and critical thinking skills. Key Features:					
	The Outer Edge™, Danger Zone				9780078729058	
	The Outer Edge™, Fateful Journeys				9780078729065	
	The Outer Edge™, Still Unsolved				9780078690525	
	The Outer Edge™, Friend or Foe?				9780078690549	
	The Outer Edge™, Cool Science				9780078690532	
	The Wild Side, Angry Animals	**Henry & Melissa Billings**	**2001**	**9-12** (6-12)	**9780809295166**	**R**
	Note: Recommended as a "Resource Only" , Tiimed readings. Focus on comprehension and critical thinking skills. Key Features:					
	The Wild Side, Beyond Belief				9780809298334	
	The Wild Side, Bizarre Endings				9780809295111	
	The Wild Side, Close Calls				9780809298280	
	The Wild Side, Crime and Punishment				9780809295180	
	The Wild Side, Extreme Sports				9780809295173	
	The Wild Side, In the Line of Duty				9780809298297	
	The Wild Side, Total Panic				9780809295128	
	The Wild Side, Weird Science				9780809295197	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill	**Critical Reading, Aliens and UFOs**	**Henry & Melissa Billings**	**1999**	**9-12** (6-12)	**9780890611043**	**R**
	Note: Recommended as a "Resource Only" , Timed readings. Focus on developing critical thinking skills. Key Features:					
	Critical Reading, Apparitions				9780890611104	
	Critical Reading, Calamities				9780890611111	
	Critical Reading, Daredevils				9780890611142	
	Critical Reading, Deceptions				9780890611135	
	Critical Reading, Disasters				9780890611128	
	Critical Reading, Eccentrics				9780890611098	
	Critical Reading, Eureka!				9780890612491	
	Critical Reading, Heroes				9780890611081	
	Critical Reading, Monsters				9780890611074	
	Critical Reading, Phenomena				9780890611067	
	Critical Reading, Rescued				9780890613238	
	Jamestown Literature: An Adapted Reader, Grade 6	**Jamestown Education**	**2007**	**9-12** (6-12)	**9780078743139**	**R**
	Note: Recommended as a "Resource Only" , Focus on reading skills and comprehension. Key Features:					
	Jamestown Literature: An Adapted Reader, Grade 7		2007		9780078743146	
	Jamestown Literature: An Adapted Reader, Grade 8		2007		9780078743153	
	Jamestown Literature: An Adapted Reader, Grade 9		2007		9780078743160	
	Jamestown Literature: An Adapted Reader, Grade 10		2007		9780078743177	
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature, Grade 9 Pupil Edition**	**Marzano, et. al**	**2008**	**9**	**978-0-618-21586-7**	**100%**
	Key Features:					
	eEdition CD-ROM				978-0-618-56495-8	
	eEdition Plus Online Pupil Edition				978-0-618-56609-9	
	eEdition Plus Online				978-0-618-96586-1	
	Teacher Edition				978-0-618-56876-5	
	Resource Manager				978-0-618-69667-3	
	Standards Lesson File				978-0-618-69685-7	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-90963-6	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92077-8	
	The InterActive Reader and Writer Teacher's Guide				978-0-618-90965-0	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-90964-3	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92073-0	
	Grammar for Writing				978-0-618-56619-8	
	Grammar for Writing Answer Key				978-0-618-56626-6	
	Grammar for Writing Workbook				978-0-618-90647-5	
	Grammar for Writing Workbook Answer Key				978-0-618-90654-3	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature, Grade 9** (Continued)			**9**		
	Assessment File				978-0-618-69693-2	
	MediaSmart DVD				978-0-618-59337-8	
	Power Presentations DVD-ROM				978-0-618-88976-1	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92835-4	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-859339-2	
	Audio Anthology				978-0-618-57264-9	
	EasyPlanner DVD-ROM				978-0-618-88709-5	
	McDougal Littell Assessment System				978-0-618-95104-8	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	
	Best Practice Toolkit			9-12	978-0-618-69699-4	
	McDougal Littell Literature, Grade 10 Pupil Edition	**Marzano, et. al**	**2008**	**10**	**978-0-618-51898-2**	**100%**
	Key Features: McDougal Littell Literature is a seven-level standards-based literature program for grades 6-12. The program uses a blend of traditional and contemporary literature with a new emphasis on reading nonfiction and a special new feature for media study. Organized by standards clusters, teachers will encounter easy coverage of the Idaho Standards and a focus for literary study around life's most important questions. Stunning use of fine art and photography makes McDougal Littell Literature the premier literature program available today.					
	eEdition CD-ROM				978-0-618-56496-5	
	eEdition Plus Online Pupil Edition				978-0-618-56610-5	
	eEdition Plus Online				978-0-618-96595-3	
	Teacher Edition				978-0-618-56870-3	
	Resource Manager				978-0-618-69668-0	
	Standards Lesson File				978-0-618-69686-4	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-92101-0	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92104-1	
	The InterActive Reader and Writer Teacher's Guide				978-0-618-92124-9	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-92445-5	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92114-0	
	Grammar for Writing				978-0-618-56620-4	
	Grammar for Writing Answer Key				978-0-618-56627-3	
	Grammar for Writing Workbook				978-0-618-90648-2	
	Grammar for Writing Workbook Answer Key				978-0-618-90655-0	
	Assessment File				978-0-618-69694-9	
	MediaSmart DVD				978-0-618-73305-7	
	Power Presentations DVD-ROM				978-0-618-88977-8	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92846-0	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-88554-1	
	Audio Anthology				978-0-618-57266-3	
	EasyPlanner DVD-ROM				978-0-618-88710-1	
	McDougal Littell Assessment System				978-0-618-95098-0	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	
	Best Practice Toolkit			9-12	978-0-618-69699-4	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature, American Literature Pupil Edition**	**Marzano, et. al**	**2008**	**11**	**978-0-618-56866-6**	**100%**
	Key Features: McDougal Littell Literature is a seven-level standards-based literature program for grades 6-12. The program uses a blend of traditional and contemporary literature with a new emphasis on reading nonfiction and a special new feature for media study. Organized by standards clusters, teachers will encounter easy coverage of the Idaho Standards and a focus for literary study around life's most important questions. Stunning use of fine art and photography makes McDougal Littell Literature the premier literature program available today.					
	eEdition CD-ROM				978-0-618-56497-2	
	eEdition Plus Online Pupil Edition				978-0-618-96557-1	
	eEdition Plus Online				978-0-618-96610-3	
	Teacher Edition				978-0-618-56871-0	
	Resource Manager				978-0-618-69669-7	
	Standards Lesson File				978-0-618-90700-7	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-92102-7	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92530-8	
	The InterActive Reader and Writer Teacher Guide				978-0-618-92522-3	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-92386-1	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92066-2	
	Grammar for Writing				978-0-618-56621-1	
	Grammar for Writing Answer Key				978-0-618-56628-0	
	Grammar for Writing Workbook				978-0-618-90649-9	
	Grammar for Writing Workbook Answer Key				978-0-618-90656-7	
	Assessment File				978-0-618-69695-6	
	MediaSmart DVD				978-0-618-73306-4	
	Power Presentations DVD-ROM				978-0-618-88978-5	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92848-4	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-88559-6	
	Audio Anthology				978-0-618-88674-6	
	EasyPlanner DVD-ROM				978-0-618-88711-8	
	McDougal Littell Assessment System				978-0-618-95157-4	
	Literature in Context: American Literature DVD				978-0-618-88686-9	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	
	Best Practice Toolkit			9-12	978-0-618-69699-4	
	McDougal Littell Literature, British Literature Pupil Edition	**Marzano, et. al**	**2008**	**12**	**978-0-618-56867-3**	**100%**
	Key Features: McDougal Littell Literature is a seven-level standards-based literature program for grades 6-12. The program uses a blend of traditional and contemporary literature with a new emphasis on reading nonfiction and a special new feature for media study. Organized by standards clusters, teachers will encounter easy coverage of the Idaho Standards and a focus for literary study around life's most important questions. Stunning use of fine art and photography makes McDougal Littell Literature the premier literature program available today.					
	eEdition CD-ROM				978-0-618-56498-9	
	eEdition Plus Online Pupil Edition				978-0-618-96678-3	
	eEdition Plus Online				978-0-618-96616-5	
	Teacher Edition				978-0-618-56872-7	
	Resource Manager				978-0-618-69670-3	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
McDougal Littell, a division of Houghton Mifflin	**McDougal Littell Literature, British Literature** (Continued)			**12**		
	Standards Lesson File				978-0-618-90422-8	
	The InterActive Reader and Writer for Critical Analysis				978-0-618-92078-5	
	The InterActive Reader and Writer with Strategic Reading Support				978-0-618-92048-8	
	The InterActive Reader and Writer Teacher Guide				978-0-618-92113-3	
	The InterActive Reader and Writer for Critical Analysis (with CD)				978-0-618-92460-8	
	The InterActive Reader and Writer with Strategic Reading Support (with CD)				978-0-618-92125-6	
	Grammar for Writing				978-0-618-56622-8	
	Grammar for Writing Answer Key				978-0-618-56629-7	
	Grammar for Writing Workbook				978-0-618-90650-5	
	Grammar for Writing Workbook Answer Key				978-0-618-90657-4	
	Assessment File				978-0-618-69696-3	
	MediaSmart DVD				978-0-618-73307-1	
	Power Presentations DVD-ROM				978-0-618-88979-2	
	WriteSmart CD-ROM, Pupil Edition				978-0-618-92849-1	
	WriteSmart CD-ROM, Teacher Edition				978-0-618-88565-7	
	Audio Anthology				978-0-618-88678-4	
	EasyPlanner DVD-ROM				978-0-618-88712-5	
	McDougal Littell Assessment System				978-0-618-95145-1	
	Literature in Context: British Literature DVD				978-0-618-88702-6	
	McDougal Littell Test Generator			6-12	978-0-618-75496-0	
	Best Practice Toolkit			9-12	978-0-618-69699-4	
Peason Education, Inc. publishing as Pearson AGS Globe	**Exploring Literature, Student Edition**	**Chatterton Klimas**	**2007**	**9 - 10**	**9780785440758**	**Grade 9 = 65% Grade 10 = 69%**
	Note: Recommended for struggling learners only. Key Features:					
	Exploring Literature, Teacher's Edition				9780785440765	
	Exploring Literature, Student Workbook				9780785440789	
	Exploring Literature, Vocabulary Workbook				9780785440802	
	Exploring Literature, Building Language Arts Skills Workbook				9780785440826	
	Exploring Literature, Audio CD Library				9780785440857	
	Exploring Literature, Teacher's Resource Library CD-ROM				9780785440772	
	Exploring Literature, Skill Track Software Site License				9780785459552	
	American Literature, Student Edition	**Harrington Dugan**	**2007**	**11**	**9780785441052**	**78%**
	Note: Recommended for struggling learners only. Key Features:					
	American Literature, Teacher's Edition				9780785441069	
	American Literature, Student Workbook				9780785441083	
	American Literature, Vocabulary Workbook				9780785441120	
	American Literature, Building Language Arts Skills Workbook				9780785441106	
	American Literature, Audio CD Library				9780785441151	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Peason Education, Inc. publishing as Pearson AGS Globe	**American Literature,** (Continued)			**11**		
	American Literature, Teacher's Resource Library CD-ROM				9780785441076	
	American Literature, Skill Track Software Site License				9780785459491	
	British Literature, Student Edition	**AGS Globe Anthologies**	**2007**	**12**	**9780785440901**	**78%**
	Note: Recommended for struggling learners only. Key Features:					
	British Literature, Teacher's Edition				9780785440918	
	British Literature, Student Workbook				9780785440932	
	British Literature, Vocabulary Workbook				9780785440970	
	British Literature, Building Language Arts Skills Workbook				9780785440956	
	British Literature, Audio CD Library				9780785441007	
	British Literature, Teacher's Resource Library CD-ROM				9780785440925	
	British Literature, Skill Track Software Site License				9780785459583	
	World Literature, Student Edition	**AGS Globe Anthologies**	**2007**	**12**	**9780785440604**	**71%**
	Note: Recommended for struggling learners only.					
	World Literature, Teacher's Edition				9780785440611	
	World Literature, Student Workbook				9780785440635	
	World Literature, Vocabulary Workbook				9780785440673	
	World Literature, Building Language Arts Skills Workbook				9780785440659	
	World Literature, Audio CD Library				9780785440703	
	World Literature, Teacher's Resource Library CD-ROM				9780785440628	
	World Literature, Skill Track Software Site License				9780785459521	
Peason Prentice Hall	**Prentice Hall Literature, Penguin Edition, Student Edition, Grade 6**	**Prentice Hall**	**2007**	**6**	**9780131317130**	**90%**
	Key Features:					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access				9780132500494	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM				9780131651579	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, Grade 6				9780131317529	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker				9780132500401	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank				9780131651739	
	Prentice Hall Literature, Penguin Edition, Student Edition, Grade 9	**Prentice Hall**	**2007**	**9**	**9780131317178**	**100%**
	Key Features:					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access, Grade 9				9780132500531	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM, Grade 9				9780131651616	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, Grade 9				9780131317550	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, Grade 9				9780132500432	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank, Grade 9				9780131651777	

Language Arts – Part I: Reading
Grades 9-12

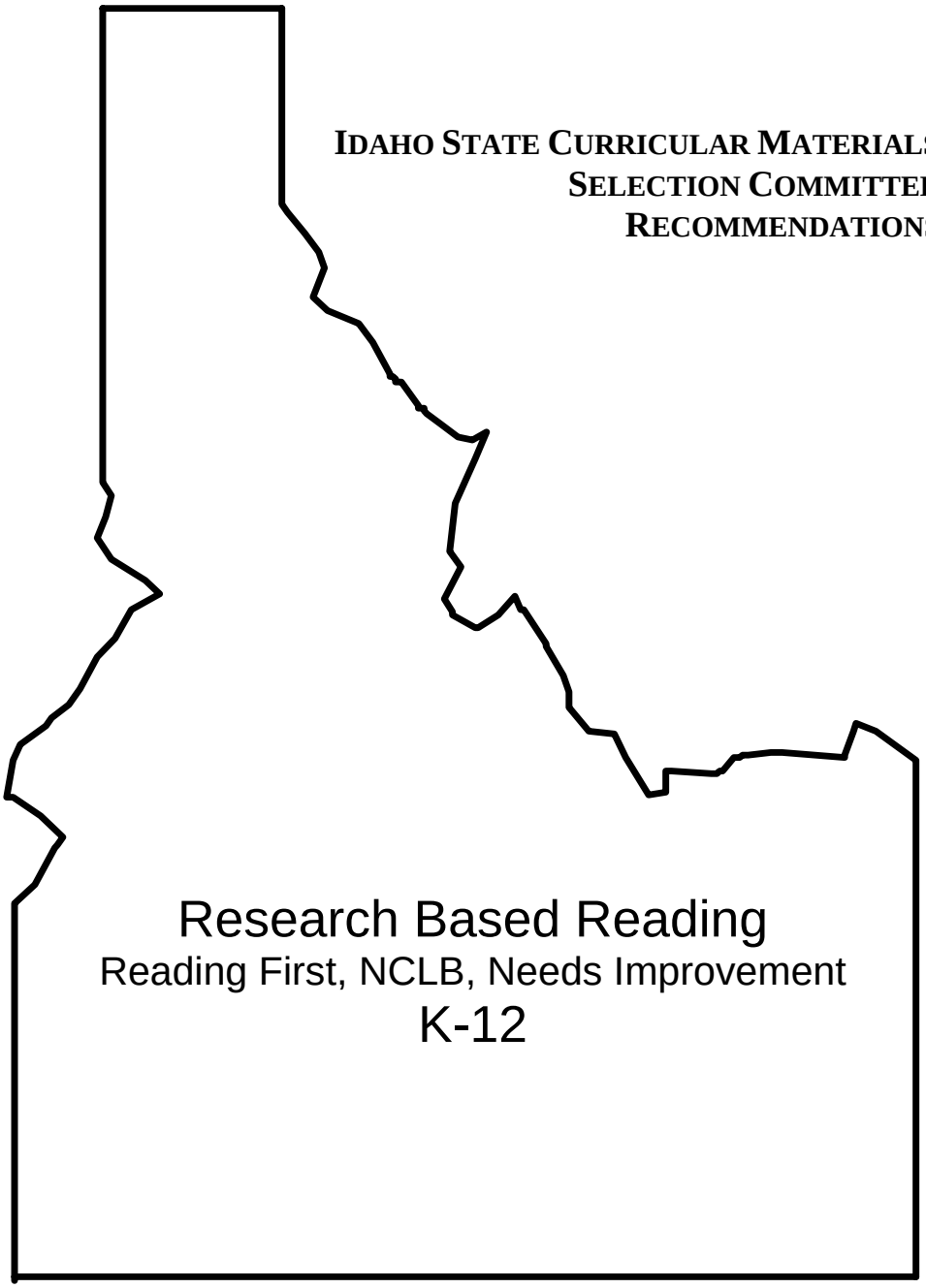
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Peason Prentice Hall	**Prentice Hall Literature, Penguin Edition, Student Edition, Grade 10**	**Prentice Hall**	**2007**	**10**	**9780131317185**	**100%**
	Key Features: Provides built-in, frequent and systematic progress monitoring and benchmarking to ensure results. Systematic diagnostic and progress monitoring assessments catch small problems before they become big ones, while built-in benchmarking tools ensure thorough skills coverage and evaluation. At the beginning of each part, a short diagnostic test determines student readiness for the skills to be covered. If students are missing specific skills, remediation is provided. Progress monitoring occurs with every selection, while benchmarking assessments at predictable intervals ensure students are mastering content.					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access, Grade 10				9780132500456	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM, Grade 10				9780131651623	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, Grade 10				9780131317574	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, Grade 10				9780132500456	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank, Grade 10				9780131651784	
	Prentice Hall Literature, Penguin Edition, Student Edition, World Masterpieces	**Prentice Hall**	**2007**	**10**	**9780131317376**	**100%**
	Key Features:					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access, World Masterpieces				9780132500579	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM, World Masterpieces				9780131651937	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, World Masterpieces				9780131317673	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, World Masterpieces				9780132500487	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM w/ Exam View Test Bank, World Masterpieces				9780131654211	
	Prentice Hall Literature, Penguin Edition, Student Edition, American Experience	**Prentice Hall**	**2007**	**11**	**9780131317192**	**100%**
	Key Features:					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access, American Experience				9780132500555	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM, American Exp.				9780131651630	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, American Experience				9780131317604	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, American Exp.				9780132500463	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank, American Experience				9780131651791	
	Prentice Hall Literature, Penguin Edition, Student Edition, British Tradition	**Prentice Hall**	**2007**	**12**	**9780131317208**	**100%**
	Key Features:					
	Prentice Hall Literature, Penguin Edition, Interactive Textbook 6-Year Online Access, British Tradition				9780132500562	
	Prentice Hall Literature, Penguin Edition, Student Express Interactive Textbook CD-ROM, British Tradition				9780131651647	
	Prentice Hall Literature, Penguin Edition, Teacher's Edition, British Tradition				9780131317635	
	Prentice Hall Literature, Penguin Edition, Teacher's Online Access Pack with Success Tracker, British Tradition				9780132500470	
	Prentice Hall Literature, Penguin Edition, Teacher Express CD-ROM with Exam View Test Bank, British Tradition				9780131651807	

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Peason Prentice Hall	**Literature: An Introduction to Reading and Writing, Student Edition**	**Roberts**	**2007**	**AP**	**9780131732902**	**Honors**
	Note: Correlates 78% to grade 11 & 12 Content Standards Key Features: The literature in this volume represents works not just from American, British, and Canadian authors, but also from ancient and medieval writers; writers who lived in or came from Colombia, France, Germany, Italy, Norway, South America, and Russia; authors who represent backgrounds of African-American, Latino, American Indian, and Japanese culture; and many women authors—offering a wide variety of excellent literature appropriate for Advanced Placement* students.					
	Literature: An Introduction to Reading and Writing, Instructor's Manual				9780131992146	
	Literature: An Introduction to Fiction, Poetry and Drama, Student Edition				9780132399395	
	Literature: An Introduction to Fiction, Poetry and Drama, Instructor's Manual				9780321461766	
	Literature: An Introduction to Fiction, Poetry and Drama, Student Edition	**Kennedy**	**2007**	**AP**	**9780132399395**	**Honors**
	Note: Correlates 57% to grade 11 & 12 Content Standards Key Features: Is a comprehensive textbook that provides an abundance of fine literature (66 stories, 500 poems, 18 plays) drawn from representative authors, periods, and cultures of Western and world literature. These selections plus three major Shakespeare plays (Hamlet, Othello, and A Midsummer Night's Dream) and a chapter on Latin American Poetry provide a wealth of literary experiences appropriate for Advanced Placement students.					
	Literature: An Introduction to Fiction, Poetry and Drama, Instructor's Manual				9780321461766	
	Everyday Use: Rhetoric at Work in Reading and Writing, Student Edition	**Roskelly**	**2005**	**AP**	**9780321093844**	**Honors**
	Note: Correlates 57% to grade 11 & 12 Content Standards Key Features: Five traditional canons of literature: Activities in the textbook are designed to give students practice in applying rhetorical techniques, methods, and strategies by learning about the five traditional canons of rhetoric—invention, arrangement, style, memory, and delivery—and incorporating these into their writing processes.					
	Everyday Use: Rhetoric at Work in Reading and Writing, AP Teacher's Annotated Edition				9780321243591	
	Everyday Use: Rhetoric at Work in Reading and Writing, Textbook plus 100 Great Essays Bundle				9780131789098	
	The Prentice Hall Reader, Student Edition	**Miller**	**2007**	**AP**	**9780131959965**	**Honors**
	Note: Correlates 86% to grade 11 & 12 Content Standards Key Features: Features 60 classic to contemporary essays from which Advanced Placement English Language and Composition students can learn to analyze and interpret samples of good writing, and identify and explain an author's use of rhetorical strategies and techniques.					
	The Prentice Hall Reader, Annotated Instructor's Edition					

Language Arts – Part I: Reading
Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Renaissance Learning, Inc.	**Accelerated Reader Enterprise Package with Professional Development, v3.2**	**Renaissance Learning, Inc.**	**2000-2006**	**9-12** (K-12)	**978-1-59455-280-9**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	Includes Accelerated Reader and Accelerated Vocabulary web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 9 hours of web-based Professional Development, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Package, v3.2				978-1-59455-264-9	
	Includes Accelerated Reader and Accelerated Vocabulary web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Annual Student Subscription				978-1-59455-265-6	
	Accelerated Reader Enterprise Annual Student Subscription Renewal				978-1-59455-283-0	
	Accelerated Reader Desktop to Enterprise Upgrade				978-1-59455-269-4	
	Accelerated Reader Service Subscription Package with Professional Development, v3.2				978-1-59455-281-6	
	Includes Accelerated Reader web-based software, free software hosting for up to one year, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 9 hours of web-based Professional Development, unlimited access to Renaissance Online University, online Help and Software manuals, district wide management and reporting access, remote installation, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Annual Student Subscription				978-1-59455-164-2	
	Accelerated Reader Annual Student Subscription Renewal				978-1-59455-166-6	
	Accelerated Reader Enterprise Special Edition Package, v3.2				978-1-59455-266-3	
	Includes Accelerated Reader, Accelerated Vocabulary, STAR Reading and STAR Early Literacy web-based software, remote software hosting, full access to all Accelerated Reader Reading Practice, Recorded Voice, Vocabulary Practice, and Literacy Skills Quizzes, 2 "Getting Started" Webinars, 3 Best Practices Webinars, unlimited access to Renaissance Online University, online Help and Software manuals, unlimited technical support, and free automatic software updates and upgrades.					
	Accelerated Reader Enterprise Special Edition Student Subscription				978-1-59455-267-0	
	Accelerated Reader Enterprise Special Edition Additional Student Subscription				978-1-59455-268-7	
Renaissance Learning, Inc.	**STAR Reading Service Subscription Package, v3.2**	**Renaissance Learning, Inc.**	**2000-2006**	**9-12** (1-12)	**978-1-59455-168-0**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	Includes STAR Reading web-based software, free software hosting for up to one year, online Help and Software manuals, pre-test instructions, district wide management and reporting access, remote installation, unlimited access to Renaissance Online University, unlimited technical support, automatic software updates and upgrades, and remote transfer of student data for existing STAR Reading customers.					
	STAR Reading Annual Student Subscription				978-1-59455-169-7	
	STAR Reading Annual Student Subscription Renewal				978-1-59455-170-3	
	STAR Reading Desktop to Service Subscription Upgrade				978-1-59455-279-3	
	STAR Reading Norms Upgrade				978-1-59455-172-7	



IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE RECOMMENDATIONS

Research Based Reading

Reading First, NCLB, Needs Improvement

K-12

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Kindergarten Program, which includes the following:**	**Beck, Farr, et al**	**2008**	**K** (K - 6)	**978-0-15-356207-5**	**See Footnote ICS = 100%**
	Read-Aloud Anthology				978-0-15-351782-2	
	Kindergarten Assessments				978-0-15-361150-6	
	Phonics Practice Book				978-0-15-359305-5	
	Phonics Practice Book, Teacher Edition				978-0-15-359306-2	
	Music CD				978-0-15-359340-6	
	7" Storytown Bird Puppet				978-0-15-372821-1	
	Teacher Resource Book				978-0-15-359244-7	
	Photo Cards				978-0-15-359429-8	
	Sound/Spelling Cards				978-0-15-359430-4	
	High-Frequency Word Cards				978-0-15-359431-1	
	Alphabet Cards				978-0-15-363677-6	
	Big Book of Rhymes and Poems				978-0-15-356716-2	
	Letter/Sound Rhymes Chart				978-0-15-359343-7	
	Big Book Collection (1 each of 20 titles)				978-0-15-349927-2	
	Little Book Collection to match Big Books (1 each of 20 titles)				978-0-15-352495-0	
	Big Book Audiotext CD				978-0-15-352494-3	
	Library Books Collection (1 each of 20 titles)				978-0-15-352473-8	
	Practice Books Collection (1 copy each of Themes 1-10)				978-0-15-359297-3	
	Tactile Letter Cards				978-0-15-359344-4	
	Magnetic Letters				978-0-15-359345-1	
	Write-on/Wipe-off Board with Phonemic Awareness Disks				978-0-15-359346-8	
	Word Builder Cards				978-0-15-359338-3	
	Word Builder Holder Cards, package of 5				978-0-15-359336-9	
	Writer's Companion, Teacher Edition				978-0-15-367522-5	
	Pre-decodable/Decodable Book Collection (1 copy each of 45 Titles)				978-0-15-349926-5	
	Sounds of Letters CD				978-0-15-359341-3	
	Story Retelling Cards				978-0-15-357132-9	
	Phoneme Phone				978-0-15-367179-1	
	Instructional Routine Cards				978-0-15-359433.5	
	Teacher Edition Collection (includes 5 Volumes)				978-0-15-343180-7	
	Project Ideas from the Bag Ladies				978-0-15-367457-0	
	Challenge Resource Kit, which includes the following:				978-0-15-359448-9	
	Challenge Student Activities				978-0-15-365608-8	
	Challenge Book Packs				978-0-15-366086-3	
	Challenge Teacher Guide				978-0-15-365591-3	
	Intervention Station, Primary, which includes the following:				978-0-15-367554-6	
	Reading Rods Set, package of 5				978-0-15-337356-5	
	Word Builder Holder Cards, package of 5				978-0-15-359336-9	
	Word Builder Cards				978-0-15-359338-3	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Kindergarten Program** (Continued)			**K**		
	Sounds of Letters CD				978-0-15-359341-3	
	Magnetic Letters				978-0-15-359345-1	
	Write-on/Wipe-off Board with Phonemic Awareness Disks				978-0-15-359346-8	
	Phoneme Phone				978-0-15-367179-1	
	Phonics Teacher Guide				978-0-15-367214-9	
	Comprehension Teacher Guide				978-0-15-367215-6	
	Fluency Teacher Guide				978-0-15-367216-3	
	Vocabulary Teacher Guide				978-0-15-367217-0	
	Phonics Practice Masters				978-0-15-367219-4	
	Phonemic Awareness Teacher Guide				978-0-15-367218-7	
	Progress-monitoring Assessments				978-0-15-372756-6	
	Comprehension Practice Masters				978-0-15-367220-0	
	Fluency Practice Masters				978-0-15-367221-7	
	Intervention Station Photo Cards				978-0-15-367266-8	
	Intervention Station Sound/Spelling Cards				978-0-15-367267-5	
	Intervention Station Decodable Book Collection				978-0-15-367268-2	
	Phonics Practice Masters Teacher Edition				978-0-15-368260-5	
	Comprehension Practice Masters Teacher Edition				978-0-15-368261-2	
	English-Language Learners Extra Support Kit, which includes the following:				978-0-15-367526-3	
	Picture Card Bank CD-ROM				978-0-15-338090-7	
	English-Language Learners Big Book				978-0-15-367071-8	
	English-Language Learners, Teacher Guide				978-0-15-367523-2	
	English-Language Learners Copying Masters				978-0-15-368250-6	
	English-Language Learners Proficiency Assessment , Primary				978-0-15-368399-2	
	Leveled Readers System Kit, which includes the following:				978-0-15-359439-7	
	Below-Level Readers Collection (1 copy each of 30 Titles)				978-0-15-358355-1	
	On-Level Readers Collection (1 copy each of 30 Titles)				978-0-15-358356-8	
	Advanced Readers Book Collection (1 copy each of 30 Titles)				978-0-15-358357-5	
	Leveled Readers Assessment Book, Primary				978-0-15-358789-4	
	Below-Level Readers Teacher Guide Collection				978-0-15-361968-7	
	On-Level Readers Teacher Guide Collection				978-0-15-361969-4	
	Advanced Readers Teacher Guide Collection				978-0-15-361970-0	
	Red-Level Leveled Readers Audiotext CD				978-0-15-367551-5	
	Blue-Level Leveled Readers Audiotext CD				978-0-15-367552-2	
	Green-Level Leveled Readers Audiotext CD				978-0-15-367553-9	
	English-Language Learners Leveled Readers System, which includes the following:				978-0-15-372765-8	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-358358-2	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-361967-0	
	English-Language Learners Audiotext CD				978-0-15-367550-8	
	Literacy Center Kit, which includes the following:				978-0-15-365762-7	
	Literacy Center Cards				978-0-15-358707-8	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Kindergarten Program** (Continued)			**K**		
	Strategic Intervention Resource Kit, which includes the following:				978-0-15-365477-0	
	Strategic Intervention Teacher Guide				978-0-15-365496-1	
	Strategic Intervention Teacher Resource Book				978-0-15-365571-5	
	Strategic Intervention Practice Book				978-0-15-366515-8	
	Strategic Intervention Practice Book Teacher Edition				978-0-15-367443-3	
	Strategic Intervention Assessment Book				978-0-15-367442-6	
	Phoneme Phone				978-0-15-367179-1	
	Strategic Intervention Photo Cards				978-0-15-367180-7	
	Strategic Intervention Sound/Spelling Cards				978-0-15-367181-4	
	Write-on/Wipe-off Board with Phonemic Awareness Disks				978-0-15-359346-8	
	Online Teacher Edition and Planning Resources				978-0-15-359779-4	
	Online Advanced Readers, Teacher Guide Copying Masters				978-0-15-364750-5	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364757-4	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364764-2	
	Online English-Language Learner Teacher Guide Copying Masters				978-0-15-364771-0	
	Online Teacher Resource Book				978-0-15-364778-9	
	Online Practice Book				978-0-15-364785-7	
	Online Phonics Practice Book				978-0-15-364828-1	
	Online Phonics Practice Book, Teacher Edition				978-0-15-373858-6	
	Online Literacy Centers Activities				978-0-15-364832-8	
	One-Stop Planner CD-ROM				978-0-15-360758-5	
	Decodable Books Online				978-0-15-359764-0	
	Harcourt Leveled Readers Online				978-0-15-359856-2	
	Splash into Phonics CD-ROM, Level A (Single)				978-0-15-359753-4	
	Literacy Center Icon Cards			K-2	978-0-15-365331-5	
	Literacy Center Pocket Chart			K-6	978-0-15-365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Word Builder Cards			K-1	978-0-15-359338-3	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	Picture Card Collection			K-5	978-0-15-335480-9	
	Professional Development Book			K-6	978-0-15-359104-4	
	Professional Development Videos for PodCasting (Online)			K-6	978-0-15-373875-3	
	Splash into Phonics CD-ROM, Levels A-D (LAN)			K-3	978-0-15-364860-1	
Harcourt School Publisher	**STORYTOWN Student Edition, Spring Forward, Level 1-1**	**Beck, Farr, et al**	**2008**	**1** (K - 6)	**978-0-15-343168-5**	**See Footnote ICS = 100%**
	Student Edition, Zoom Along, Level 1-2				978-0-15-343169-2	
	Student Edition, Reach for the Stars, Level 1-3				978-0-15-343170-8	
	Student Edition, Make Your Mark, Level 1-4				978-0-15-343171-5	
	Student Edition, Watch This!, Level 1-5				978-0-15-343172-2	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 1** (Continued)			**1**		
	Big Book Collection (12 titles)				978-0-15-349935-7	
	Big Book Audiotext CD				978-0-15-351951-2	
	Spring Forward/Zoom Along/Reach for the Stars/Make Your Mark/Watch This! Audiotext CD				978-0-15-356730-8	
	Student Edition eBook				978-0-15-359773-2	
	Student Edition on CD-ROM				978-0-15-359767-1	
	Teacher Edition Collection (includes 5 Volumes)				978-0-15-343181-4	
	Little Book Collection (12 titles)				978-0-15-351952-9	
	Read-Aloud Anthology				978-0-15-351783-9	
	Practice Book				978-0-15-349872-5	
	Phonics Practice Book				978-0-15-358738-2	
	Practice Book Teacher Edition				978-0-15-349881-7	
	Challenge Copying Masters				978-0-15-349890-9	
	Extra Support Copying Masters				978-0-15-349866-4	
	Teacher Resource Book				978-0-15-359245-4	
	Spelling Practice Book				978-0-15-349896-1	
	Spelling Practice Book Teacher Edition				978-0-15-349902-9	
	Grammar Practice Book				978-0-15-349908-1	
	Grammar Practice Book Teacher Edition				978-0-15-349914-2	
	Phonics Practice Book, Teacher Edition				978-0-15-359307-9	
	Writer's Companion				978-0-15-367072-5	
	Writer's Companion Teacher Edition				978-0-15-367078-7	
	Decodable Books Collection				978-0-15-349928-9	
	Classroom Library Books Collection				978-0-15-356550-2	
	Classroom Library Books Teacher Guide				978-0-15-358671-2	
	Leveled Readers System Kit, which includes the following:				978-0-15-359440-3	
	Below-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350331-3	
	On-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350598-0	
	Advanced Readers Collection (1 copy each of 30 titles)				978-0-15-351211-7	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358683-5	
	Blue-Level Leveled Readers Audiotext CD				978-0-15-358689-7	
	Green-Level Leveled Readers Audiotext CD				978-0-15-358695-8	
	Below-Level Readers Teacher Guide Collection				978-0-15-358720-7	
	On-Level Readers Teacher Guide Collection				978-0-15-358726-9	
	Advanced Readers Teacher Guide Collection				978-0-15-358732-0	
	Leveled Readers Response Activities Collection (includes Below-Level, On-Level, and Advanced Level Activities)				978-0-15-367450-1	
	Theme Tests Student Booklets (package of 12)				978-0-15-358753-5	
	Theme Tests Teacher Edition				978-0-15-358747-4	
	Benchmark Assessments (package of 12)				978-0-15-358765-8	
	Benchmark Assessments, Teacher Edition				978-0-15-358759-7	
	Weekly Lesson Tests Copying Masters				978-0-15-351713-6	
	Weekly Lesson Tests Copying Masters, Teacher Edition				978-0-15-351719-8	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 1** (Continued)			**1**		
	Strategic Intervention Interactive Reader Collection				978-0-15-367052-7	
	Strategic Intervention Teacher Guide				978-0-15-365497-8	
	Strategic Intervention Practice Book				978-0-15-365517-3	
	Strategic Intervention Practice Book, Teacher Edition				978-0-15-365542-5	
	Strategic Intervention Teacher Resource Book				978-0-15-365572-2	
	Strategic Intervention Assessment Book				978-0-15-365583-8	
	Strategic Intervention Interactive Reader Audiotext CD Collection				978-0-15-367444-0	
	Strategic Intervention Photo Cards				978-0-15-367524-9	
	Strategic Intervention Sound/Spelling Cards				978-0-15-367525-6	
	Challenge Resource Kit, which includes:				978-0-15-359449-6	
	Challenge Student Activities				978-0-15-365609-5	
	Challenge Book Packs				978-0-15-366087-0	
	Challenge Teacher Guide				978-0-15-365592-0	
	English-Language Learners Leveled Readers System, which includes:				978-0-15-372766-5	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-349936-4	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-358714-6	
	English-Language Learners Leveled Readers Audiotext CD				978-0-15-358677-4	
	English-Language Learners Leveled Readers Response Activities				978-0-15-358783-2	
	Literacy Center Kit, which includes:				978-0-15-365772-6	
	Literacy Center Activity Cards				978-0-15-358708-5	
	Project Ideas from the Bag Ladies				978-0-15-367458-7	
	English-Language Learners Extra Support Kit, which includes:				978-0-15-367527-0	
	English-Language Learners Student Handbook				978-0-15-367053-4	
	English-Language Learners Teacher Guide				978-0-15-367059-6	
	English-Language Learners Copying Masters				978-0-15-367065-7	
	Graphic Organizer Charts				978-0-15-368101-1	
	Reading Transparencies				978-0-15-354616-7	
	Language Arts Transparencies				978-0-15-354622-8	
	Fluency Builders				978-0-15-358701-6	
	Photo Cards				978-0-15-358801-3	
	Letter and Word Cards				978-0-15-358746-7	
	Sound/Spelling Cards				978-0-15-358744-3	
	Teaching Charts				978-0-15-367456-3	
	Big Book of Rhymes and Poems				978-0-15-356717-9	
	Story Retelling Cards				978-0-15-357133-6	
	Online Teacher Edition and Planning Resources				978-0-15-359780-0	
	Online Advanced Readers , Teacher Guide Copying Masters				978-0-15-364751-2	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364758-1	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364765-9	
	Online English-Language Learner Readers Teacher Guide Copying Masters				978-0-15-364772-7	
	Online Teacher Resource Book				978-0-15-364779-6	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 1** (Continued)			**1**		
	Online Practice Book				978-0-15-364786-4	
	Online Practice Book, Teacher Edition				978-0-15-373828-9	
	Online Extra Support Copying Masters				978-0-15-364792-5	
	Online Extra Support with Answer Key				978-0-15-373846-3	
	Online Challenge Copying Masters				978-0-15-364798-7	
	Online Challenge with Answer Key				978-0-15-373852-4	
	Online Spelling Practice Book				978-0-15-364804-5	
	Online Spelling Practice Book, Teacher Edition				978-0-15-373840-1	
	Online Grammar Practice Book				978-0-15-364810-6	
	Online Grammar Practice Book, Teacher Edition				978-0-15-373834-0	
	Online Reading Transparencies				978-0-15-364816-8	
	Online Language Arts Transparencies				978-0-15-364822-9	
	Online Phonics Practice Book				978-0-15-364829-8	
	Online Phonics Practice Book, Teacher Edition				978-0-15-373859-3	
	Online Literacy Centers Activities				978-0-15-364833-5	
	One-Stop Planner CD-ROM				978-0-15-359786-2	
	Online Assessment				978-0-15-359792-3	
	Online Teacher Resource Book				978-0-15-364779-6	
	Assessment on CD-ROM				978-0-15-359805-0	
	Decodable Books Online				978-0-15-359765-7	
	Harcourt Leveled Readers Online				978-0-15-359857-9	
	Splash into Phonics CD-ROM, Level B (Single)				978-0-15-359754-1	
	Professional Development Book			K-6	978-0-15-359104-4	
	Leveled Readers Assessment, Primary			K-3	978-0-15-358789-4	
	Strategic Intervention Resource Kit, which includes the following:			K-3	978-0-15-365478-7	
	Word Builder Cards			K-1	978-0-15-359338-3	
	Word Builder Holder Cards, package of 5			K-3	978-0-15-359336-9	
	Literacy Center Icon Cards			K-2	978-0-15-365331-5	
	Literacy Center Pocket Chart			K-6	978-0-15-365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Intervention Station, Primary, which includes:			K-3	978-0-15-367554-6	
	Reading Rods Set, package of 5			1-6	978-0-15-337356-5	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Word Builder Cards			K-1	978-0-15-359338-3	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	Phonics Teacher Guide			K-3	978-0-15-367214-9	
	Comprehension Teacher Guide			K-3	978-0-15-367215-6	
	Fluency Teacher Guide			K-3	978-0-15-367216-3	
	Vocabulary Teacher Guide			K-3	978-0-15-367217-0	
	Phonics Practice Masters			K-3	978-0-15-367219-4	
	Phonemic Awareness Teacher Guide			K-3	978-0-15-367218-7	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 1** (Continued)			**1**		
	Progress-monitoring Assessments			K-3	978-0-15-372756-6	
	Comprehension Practice Masters			K-3	978-0-15-367220-0	
	Fluency Practice Masters			K-3	978-0-15-367221-7	
	Intervention Station Photo Cards			K-3	978-0-15-367266-8	
	Intervention Station Sound/Spelling Cards			K-3	978-0-15-367267-5	
	Intervention Station Decodable Book Collection			K-3	978-0-15-367268-2	
	Phonics Practice Masters Teacher Edition			K-3	978-0-15-368260-5	
	Comprehension Practice Masters Teacher Edition			K-3	978-0-15-368261-2	
	Picture Card Bank CD-ROM			K-5	978-0-15-338090-7	
	English-Language Learners Proficiency Assessment, Primary			K-2	978-0-15-368399-2	
	Diagnostic Assessments, Primary			1-3	978-0-15-367541-6	
	Professional Development Videos for PodCasting (Online)			K-6	978-0-15-373875-3	
	Picture Card Collection			K-5	978-0-15-335480-9	
	Splash into Phonics CD-ROM, Levels A-D (LAN)			K-3	978-0-15-364860-1	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	STORYTOWN Student Edition, Rolling Along, Level 2-1	**Beck, Farr, et al**	**2008**	**2** (K - 6)	**978-0-15-343173-9**	**See Footnote ICS = 98%**
	Student Edition, Blast Off!, Level 2-2				978-0-15-343174-6	
	Rolling Along/Blast Off! Audiotext CD				978-0-15-356731-5	
	Student Edition eBook				978-0-15-359774-9	
	Student Edition on CD-ROM				978-0-15-359768-8	
	Teacher Edition Collection (includes 6 Volumes)				978-0-15-343182-1	
	Read-Aloud Anthology				978-0-15-351784-6	
	Practice Book				978-0-15-349874-9	
	Practice Book, Teacher Edition				978-0-15-349883-1	
	Challenge Copying Masters				978-0-15-349891-6	
	Extra Support Copying Masters				978-0-15-349867-1	
	Teacher Resource Book				978-0-15-359246-1	
	Spelling Practice Book				978-0-15-349897-8	
	Spelling Practice Book, Teacher Edition				978-0-15-349903-6	
	Grammar Practice Book				978-0-15-349909-8	
	Grammar Practice Book, Teacher Edition				978-0-15-349915-9	
	Phonics Practice Book				978-0-15-358739-9	
	Phonics Practice Book, Teacher Edition				978-0-15-359308-6	
	Writer's Companion				978-0-15-367073-2	
	Writer's Companion, Teacher Edition				978-0-15-367079-4	
	Decodable Books Collection				978-0-15-349929-6	
	Classroom Library Books Collection				978-0-15-356551-9	
	Classroom Library Books Teacher Guide				978-0-15-358672-9	
	Leveled Readers System Kit, which includes the following:				978-0-15-359441-0	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 2** (Continued)			**2**		
	Below-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350332-0	
	On-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350599-7	
	Advanced Readers Collection (1 copy each of 30 titles)				978-0-15-351212-4	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358684-2	
	Blue-Level Leveled Readers Audiotext CD				978-0-15-358690-3	
	Green-Level Leveled Readers Audiotext CD				978-0-15-358696-5	
	Below-Level Readers Teacher Guide Collection				978-0-15-358721-4	
	On-Level Readers Teacher Guide Collection				978-0-15-358727-6	
	Advanced Readers Teacher Guide Collection				978-0-15-358733-7	
	Leveled Readers Response Activities Collection (includes Below-Level, On-Level, and Advanced Level Activities)				978-0-15-367451-8	
	Theme Tests Student Booklet, Blast Off!, Level 2-1 (package of 12)				978-0-15-368491-3	
	Theme Tests Student Booklet, Rolling Along, Level 2-1 (package of 12)				978-0-15-358754-2	
	Theme Tests Teacher Edition				978-0-15-358748-1	
	Benchmark Assessments (package of 12)				978-0-15-358766-5	
	Benchmark Assessments, Teacher Edition				978-0-15-358760-3	
	Weekly Lesson Tests Copying Masters				978-0-15-351714-3	
	Weekly Lesson Tests Copying Masters, Teacher Edition				978-0-15-351720-4	
	Strategic Intervention Resource Kit, which includes the following:				978-0-15-365479-4	
	Strategic Intervention Interactive Reader: Balancing Act				978-0-15-354536-8	
	Strategic Intervention Teacher Guide				978-0-15-365498-5	
	Strategic Intervention Practice Book				978-0-15-365524-1	
	Strategic Intervention Practice Book, Teacher Edition				978-0-15-365543-2	
	Strategic Intervention Skill Cards				978-0-15-365564-7	
	Strategic Intervention Teacher Resource Book				978-0-15-365573-9	
	Strategic Intervention Assessment Book				978-0-15-365584-5	
	Strategic Intervention Interactive Reader Audiotext CD Collection				978-0-15-367445-7	
	Challenge Resource Kit, which includes the following:				978-0-15-359450-2	
	Challenge Student Activities				978-0-15-365610-1	
	Challenge Book Packs				978-0-15-366088-7	
	Challenge Teacher Guide				978-0-15-365593-7	
	English-Language Learners Leveled Readers System, which includes the following:				978-0-15-372767-2	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-349937-1	
	English-Language Learners Leveled Readers Audiotext CD				978-0-15-358678-1	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-358715-3	
	English-Language Learners Leveled Readers Response Activities				978-0-15-358784-9	
	Literacy Center Kit, which includes the following:				978-0-15-365773-3	
	Literacy Center Cards				978-0-15-358709-2	
	Project Ideas from the Bag Ladies				978-0-15-367459-4	
	English-Language Learners Extra Support Kit, which includes:				978-0-15-367528-7	
	English-Language Learners Student Handbook				978-0-15-367054-1	
	English-Language Learners Teacher Guide				978-0-15-367060-2	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 2** (Continued)			**2**		
	English-Language Learners Copying Masters				978-0-15-367066-4	
	Graphic Organizer Charts				978-0-15-368108-0	
	Reading Transparencies				978-0-15-354617-4	
	Language Arts Transparencies				978-0-15-354623-5	
	Fluency Builders				978-0-15-358702-3	
	Sound/Spelling Cards				978-0-15-358745-0	
	Big Book of Rhymes and Poems				978-0-15-356718-6	
	Story Retelling Cards				978-0-15-357135-0	
	Online Teacher Edition and Planning Resources				978-0-15-359781-7	
	Online Advanced Readers , Teacher Guide Copying, Masters				978-0-15-364752-9	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364759-8	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364766-6	
	Online English-Language Learners Leveled Readers Teacher Guide Copying Masters				978-0-15-364773-4	
	Online Teacher Resource Book				978-0-15-364780-2	
	Online Practice Book				978-0-15-364787-1	
	Online Practice Book, Teacher Edition				978-0-15-373829-6	
	Online Extra Support Copying Masters				978-0-15-364793-2	
	Online Extra Support with Answer Key				978-0-15-373847-0	
	Online Challenge Copying Masters				978-0-15-364799-4	
	Online Challenge with Answer Key				978-0-15-373853-1	
	Online Spelling Practice Book				978-0-15-364805-2	
	Online Spelling Practice Book, Teacher Edition				978-0-15-373841-8	
	Online Grammar Practice Book				978-0-15-364811-3	
	Online Grammar Practice Book, Teacher Edition				978-0-15-373835-7	
	Online Assessment				978-0-15-359793-0	
	Assessment on CD-ROM				978-0-15-359806-7	
	Decodable Books Online				978-0-15-359766-4	
	Harcourt Leveled Readers Online				978-0-15-359858-6	
	Splash into Phonics CD-ROM, Level A(Single)				978-0-15-359755-8	
	Splash into Phonics CD-ROM, Level A(Single)				978-0-15-359755-8	
	Online Reading Transparencies				978-0-15-364817-5	
	Online Language Arts Transparencies				978-0-15-364823-6	
	Online Phonics Practice Book				978-0-15-364830-4	
	Online Phonics Practice Book, Teacher Edition				978-0-15-373860-9	
	Online Literacy Centers Activities				978-0-15-364834-2	
	One-Stop Planner CD-ROM				978-0-15-359787-9	
	Online Assessment				978-0-15-359793-0	
	Assessment on CD-ROM				978-0-15-359806-7	
	Decodable Books Online				978-0-15-359766-4	
	Harcourt Leveled Readers Online				978-0-15-359858-6	
	Splash into Phonics CD-ROM, Level A (Single)				978-0-15-359755-8	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 2** (Continued)			**2**		
	Leveled Readers Assessment, Primary			K-3	978-0-15-358789-4	
	Literacy Center Icon Cards			K-2	978-0-15-3365331-5	
	Literacy Center Pocket Chart			K-6	978-0-15-3365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Intervention Station, Primary, which includes the following:			K-3	978-0-15-367554-6	
	Reading Rods Set, package of 5			1-6	978-0-15-337356-5	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Word Builder Cards			K-1	978-0-15-359338-3	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	Phonics Teacher Guide			K-3	978-0-15-367214-9	
	Comprehension Teacher Guide			K-3	978-0-15-367215-6	
	Fluency Teacher Guide			K-3	978-0-15-367216-3	
	Vocabulary Teacher Guide			K-3	978-0-15-367217-0	
	Phonemic Awareness Teacher Guide			K-3	978-0-15-367218-7	
	Progress-monitoring Assessments			K-3	978-0-15-372756-6	
	Phonics Practice Masters			K-3	978-0-15-367219-4	
	Comprehension Practice Masters			K-3	978-0-15-367220-0	
	Fluency Practice Masters			K-3	978-0-15-367221-7	
	Intervention Station Photo Cards			K-3	978-0-15-367266-8	
	Intervention Station Sound/Spelling Cards			K-3	978-0-15-367267-5	
	Intervention Station Decodable Book Collection			K-3	978-0-15-367268-2	
	Phonics Practice Masters Teacher Edition			K-3	978-0-15-368260-5	
	Comprehension Practice Masters Teacher Edition			K-3	978-0-15-368261-2	
	Picture Card Bank CD-ROM			K-5	978-0-15-338090-7	
	English-Language Learners Proficiency Assessment, Primary			K-2	978-0-15-368399-2	
	Diagnostic Assessments, Primary			1-3	978-0-15-367541-6	
	Picture Card Collection			K-5	978-0-15-335480-9	
	Splash into Phonics CD-ROM, Levels A-D (LAN)			K-3	978-0-15-364860-1	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	Professional Development Videos for PodCasting (Online)			K-6	978-0-15-373875-3	
	Splash into Phonics CD-ROM, Levels A-D (LAN)			K-3	978-0-15-364860-1	
	Professional Development Book			K-6	978-0-15-359104-4	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	STORYTOWN Teacher Edition Collection (includes 6 Volumes)	**Beck, Farr, et al**	**2008**	**3** (K - 6)	**978-0-15-343183-8**	**See Footnote ICS = 97%**
	Key Features:					
	Student Edition, Twists and Turns, Level 3-1				978-0-15-343175-3	
	Student Edition, Breaking New Ground, Level 3-2				978-0-15-343176-0	
	Twists and Turns/Breaking New Ground Audiotext CD				978-0-15-356732-2	
	Student Edition eBook				978-0-15-359775-6	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 3** (Continued)			**3**		
	Student Edition on CD-ROM				978-0-15-359769-5	
	Read-Aloud Anthology				978-0-15-351785-3	
	Practice Book				978-0-15-349876-3	
	Practice Book, Teacher Edition				978-0-15-349885-5	
	Challenge Copying Masters				978-0-15-349892-3	
	Extra Support Copying Masters				978-0-15-349868-8	
	Teacher Resource Book				978-0-15-359247-8	
	Spelling Practice Book				978-0-15-349898-5	
	Spelling Practice Book, Teacher Edition				978-0-15-349904-3	
	Grammar Practice Book				978-0-15-349910-4	
	Grammar Practice Book, Teacher Edition				978-0-15-349916-6	
	Phonics Practice Book, Intermediate			3-6	978-0-15-358740-5	
	Phonics Practice Book, Teacher Edition, Intermediate			3-6	978-0-15-359309-3	
	Writer's Companion				978-0-15-367074-9	
	Writer's Companion, Teacher Edition				978-0-15-367080-0	
	Classroom Library Books Collection				978-0-15-356552-6	
	Classroom Library Books Teacher Guide				978-0-15-358673-6	
	Leveled Readers System Kit, which includes:				978-0-15-359442-7	
	Below-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350333-7	
	On-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350600-0	
	Advanced Readers Collection (1 copy each of 30 titles)				978-0-15-351213-1	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358685-9	
	Blue-Level Leveled Readers Audiotext CD				978-0-15-358691-0	
	Green-Level Leveled Readers Audiotext CD				978-0-15-358697-2	
	Below-Level Readers Teacher Guide Collection				978-0-15-358722-1	
	On-Level Readers Teacher Guide Collection				978-0-15-358728-3	
	Advanced Readers Teacher Guide Collection				978-0-15-358734-4	
	Leveled Readers Assessment, Primary			K-3	978-0-15-358789-4	
	Leveled Readers Response Activities Collection (includes Below-Level, On-Level, and Advanced Level Activities)				978-0-15-367452-5	
	Theme Tests Student Booklets, Twist and Turns, Level 3-1 (package of 12)				978-0-15-358755-9	
	Theme Tests Student Booklets, Twists and Turns, Level 3-2 (package of 12)				978-0-15-368492-0	
	Theme Tests Teacher Edition				978-0-15-358749-8	
	Benchmark Assessments (package of 12)				978-0-15-358767-2	
	Benchmark Assessments, Teacher Edition				978-0-15-358761-0	
	Weekly Lesson Tests Copying Masters				978-0-15-351715-0	
	Weekly Lesson Tests Copying Masters, Teacher Edition				978-0-15-351721-1	
	Strategic Intervention Resource Kit, which includes:				978-0-15-365480-0	
	Strategic Intervention Interactive Reader, Climbing Higher				978-0-15-354537-5	
	Strategic Intervention Teacher Guide				978-0-15-365499-2	
	Strategic Intervention Practice Book				978-0-15-365525-8	
	Strategic Intervention Practice Book, Teacher Edition				978-0-15-365555-5	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 3** (Continued)			**3**		
	Strategic Intervention Skill Cards				978-0-15-365565-4	
	Strategic Intervention Teacher Resource Book				978-0-15-365576-0	
	Strategic Intervention Assessment Book				978-0-15-365585-2	
	Strategic Intervention Interactive Reader Audiotext CD Collection				978-0-15-367446-4	
	Challenge Resource Kit, which includes:				978-0-15-359451-9	
	Challenge Student Activities				978-0-15-365617-0	
	Challenge Book Packs				978-0-15-366089-4	
	Challenge Teacher Guide				978-0-15-365594-4	
	English-Language Learners Leveled Readers System, which includes:				978-0-15-372768-9	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-349938-8	
	English-Language Learners Leveled Readers Audiotext CD				978-0-15-358679-8	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-358716-0	
	English-Language Learners Leveled Readers Response Activities				978-0-15-358785-6	
	Literacy Center Kit				978-0-15-365781-8	
	Literacy Center Cards				978-0-15-358710-8	
	Literacy Center Icon Cards				978-0-15-365332-2	
	Project Ideas from the Bag Ladies				978-0-15-367460-0	
	English-Language Learners Extra Support Kit				978-0-15-367529-4	
	English-Language Learners Student Handbook				978-0-15-367055-8	
	English-Language Learners Teacher Guide				978-0-15-367061-9	
	English-Language Learners Copying Masters				978-0-15-367067-1	
	Graphic Organizer Charts				978-0-15-368109-7	
	Reading Transparencies				978-0-15-354618-1	
	Language Arts Transparencies				978-0-15-354624-2	
	Fluency Builders				978-0-15-358703-0	
	Online Teacher Edition and Planning Resources				978-0-15-359782-4	
	Online Advanced Readers, Teacher Guide Copying, Masters				978-0-15-364753-6	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364760-4	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364767-3	
	Online English-Language Learners Teacher Guide Copying Masters				978-0-15-364774-1	
	Online Teacher Resource Book				978-0-15-364781-9	
	Online Practice Book				978-0-15-364788-8	
	Online Practice Book, Teacher Edition				978-0-15-373830-2	
	Online Extra Support Copying Masters				978-0-15-364794-9	
	Online Extra Support with Answer Key				978-0-15-373848-7	
	Online Challenge Copying Masters				978-0-15-364800-7	
	Online Challenge with Answer Key				978-0-15-373854-8	
	Online Spelling Practice Book				978-0-15-364806-9	
	Online Spelling Practice Book, Teacher Edition				978-0-15-373842-5	
	Online Grammar Practice Book				978-0-15-364812-0	
	Online Grammar Practice Book, Teacher Edition				978-0-15-373836-4	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 3** (Continued)			**3**		
	Online Reading Transparencies				978-0-15-364818-2	
	Online Language Arts Transparencies				978-0-15-364824-3	
	Online Literacy Centers Activities				978-0-15-364835-9	
	One-Stop Planner CD-ROM				978-0-15-359788-6	
	Online Assessment				978-0-15-359794-7	
	Assessment on CD-ROM				978-0-15-359807-4	
	Harcourt Leveled Readers Online				978-0-15-359859-3	
	Splash into Phonics CD-ROM, Level D (Single)				978-0-15-359756-5	
	Phonics Practice Book, Intermediate			3-6	978-0-15-358740-5	
	Phonics Practice Book, Teacher Edition, Intermediate			3-6	978-0-15-359309-3	
	Leveled Readers Assessment, Primary			K-3	978-0-15-358789-4	
	Literacy Center Pocket Chart			K-6	978-0-15-365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Intervention Station, Primary			K-3	978-0-15-367554-6	
	Reading Rods Set, package of 5			1-6	978-0-15-337356-5	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Word Builder Cards			K-1	978-0-15-359338-3	
	Sounds of Letters CD			K-2	978-0-15-359341-3	
	Phonics Teacher Guide			K-3	978-0-15-367214-9	
	Comprehension Teacher Guide			K-3	978-0-15-367215-6	
	Fluency Teacher Guide			K-3	978-0-15-367216-3	
	Vocabulary Teacher Guide			K-3	978-0-15-367217-0	
	Phonemic Awareness Teacher Guide			K-3	978-0-15-367218-7	
	Progress-monitoring Assessments			K-3	978-0-15-372756-6	
	Phonics Practice Masters			K-3	978-0-15-367219-4	
	Comprehension Practice Masters			K-3	978-0-15-367220-0	
	Fluency Practice Masters			K-3	978-0-15-367221-7	
	Intervention Station Photo Cards			K-3	978-0-15-367266-8	
	Intervention Station Sound/Spelling Cards			K-3	978-0-15-367267-5	
	Intervention Station Decodable Book Collection			K-3	978-0-15-367268-2	
	Phonics Practice Masters Teacher Edition			K-3	978-0-15-368260-5	
	Comprehension Practice Masters Teacher Edition			K-3	978-0-15-368261-2	
	Picture Card Bank CD-ROM			K-5	978-0-15-338090-7	
	English-Language Learner Proficiency Assessment, Intermediate			3-6	978-0-15-368400-5	
	Online Phonics Practice Book			3-6	978-0-15-364831-1	
	Online Phonics Practice Book, Teacher Edition			3-6	978-0-15-373861-6	
	Leveled Readers Assessment Book, Primary			K-3	978-0-15-358789-4	
	Diagnostic Assessments, Primary			1-3	978-0-15-367541-6	
	Picture Card Collection			K-5	978-0-15-335480-9	
	Professional Development Videos for PodCasting (Online)			K-6	978-0-15-373875-3	
	Professional Development Book			K-6	978-0-15-359104-4	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Level 3** (Continued)			**3**		
	Splash into Phonics CD-ROM, Levels A-D (LAN)			3-6	978-0-15-364860-1	
	Comprehension Expedition CD-ROM, Level A (Single)			3-6	978-0-15-359760-2	
	Comprehension Expedition CD-ROM, Levels A-D (LAN)			3-6	978-0-15-364864-9	
	STORYTOWN Teacher Edition Collection (includes 6 Volumes)	**Beck, Farr, et al**	**2008**	**4** (K - 6)	**978-0-15-343184-5**	**See Footnote ICS = 94%**
	Key Features:					
	Student Edition, Winning Catch				978-0-15-343177-7	
	Winning Catch Audiotext CD				978-0-15-356733-9	
	Student Edition eBook				978-0-15-359776-3	
	Student Edition on CD-ROM				978-0-15-359770-1	
	Questioning the Author Comprehension Guide				978-0-15-359241-6	
	Professional Development Book			K-6	978-0-15-359104-4	
	Practice Book				978-0-15-349878-7	
	Practice Book, Teacher Edition				978-0-15-349887-9	
	Challenge Copying Masters				978-0-15-349893-0	
	Extra Support Copying Masters				978-0-15-349869-5	
	Teacher Resource Book				978-0-15-359248-5	
	Spelling Practice Book				978-0-15-349899-2	
	Spelling Practice Book, Teacher Edition				978-0-15-349905-0	
	Grammar Practice Book				978-0-15-349911-1	
	Grammar Practice Book, Teacher Edition				978-0-15-349917-3	
	Phonics Practice Book, Intermediate			3-6	978-0-15-358740-5	
	Phonics Practice Book, Teacher Edition, Intermediate			3-6	978-0-15-359309-3	
	Writer's Companion				978-0-15-367075-6	
	Writer's Companion, Teacher Edition				978-0-15-367081-7	
	Classroom Library Books Collection				978-0-15-356553-3	
	Classroom Library Books Teacher Guide				978-0-15-358674-3	
	Leveled Readers System Kit, which includes:				978-0-15-359443-4	
	Below-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350334-4	
	On-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350601-7	
	Advanced Readers Collection (1 copy each of 30 titles)				978-0-15-351214-8	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358686-6	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358692-7	
	Green-Level Leveled Readers Audiotext CD				978-0-15-358698-9	
	Below-Level Readers Teacher Guide Collection				978-0-15-358723-8	
	On-Level Readers Teacher Guide Collection				978-0-15-358729-0	
	Advanced Readers Teacher Guide Collection				978-0-15-358735-1	
	Leveled Readers Assessment, Intermediate			4-6	978-0-15-358790-0	
	Leveled Readers Response Activities Collection (includes Below-Level, On-Level, and Advanced Level Activities)				978-0-15-367453-2	
	Theme Tests Student Booklets, Winning Catch (package of 12)				978-0-15-358756-6	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 4** (Continued)			**4**		
	Theme Tests Teacher Edition				978-0-15-358750-4	
	Benchmark Assessments (package of 12)				978-0-15-358768-9	
	Benchmark Assessments, Teacher Edition				978-0-15-358762-7	
	Weekly Lesson Tests Copying Masters				978-0-15-351716-7	
	Weekly Lesson Tests Copying Masters, Teacher Edition				978-0-15-351722-8	
	Strategic Intervention Resource Kit, which includes:				978-0-15-365481-7	
	Strategic Intervention Interactive Reader, Turn It Up!				978-0-15-354538-2	
	Strategic Intervention Teacher Guide				978-0-15-365500-5	
	Strategic Intervention Practice Book				978-0-15-365526-5	
	Strategic Intervention Practice Book Teacher Edition				978-0-15-365556-2	
	Strategic Intervention Skill Cards				978-0-15-365566-1	
	Strategic Intervention Teacher Resource Book				978-0-15-365577-7	
	Strategic Intervention Assessment Book			4-6	978-0-15-365586-9	
	Strategic Intervention Interactive Reader Audiotext CD Collection				978-0-15-367447-1	
	Challenge Resource Kit, which includes:				978-0-15-359452-6	
	Challenge Student Activities				978-0-15-365618-7	
	Challenge Book Packs				978-0-15-366090-0	
	Challenge Teacher Guide				978-0-15-365597-5	
	English-Language Learners Leveled Readers System				978-0-15-372769-6	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-349939-5	
	English-Language Learners Readers Audiotext CD				978-0-15-358680-4	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-358717-7	
	English-Language Learners Leveled Readers Response Activities				978-0-15-358786-3	
	Literacy Center Kit, which includes the following:				978-0-15-365782-5	
	Literacy Center Cards				978-0-15-358711-5	
	Literacy Center Icon Cards			4-6	978-0-15-365333-9	
	Literacy Center Pocket Chart			K-6	978-0-15-365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Project Ideas from the Bag Ladies				978-0-15-367461-7	
	Intervention Station, Intermediate			4-6	978-0-15-368081-6	
	Phonics Teacher Guide			4-6	978-0-15-368082-3	
	Comprehension Teacher Guide			4-6	978-0-15-368083-0	
	Fluency Teacher Guide			4-6	978-0-15-368084-7	
	Vocabulary Teacher Guide			4-6	978-0-15-368086-1	
	Phonics Practice Masters			4-6	978-0-15-368088-5	
	Comprehension Practice Masters			4-6	978-0-15-368090-8	
	Fluency Practice Masters			4-6	978-0-15-368092-2	
	Phonics Reader			4-6	978-0-15-368093-9	
	Comprehension Reader			4-6	978-0-15-368094-6	
	Phonics Practice Masters, Teacher Edition			4-6	978-0-15-368447-0	
	Comprehension Practice Masters, Teacher Edition			4-6	978-0-15-368448-7	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 4** (Continued)			**4**		
	Vocabulary Practice Masters			4-6	978-0-15-368685-6	
	Progress-monitoring Assessments			4-6	978-0-15-372754-2	
	Reading Rods Set, package of 5			1-6	978-0-15-337356-5	
	Dry-Erase Board, package of 5			1-5	978-0-15-338524-7	
	Word Builder Cards, package of 5			K-1	978-0-15-372778-8	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Intervention Station Sound/Spelling Cards			K-3	978-0-15-367267-5	
	English-Language Learners Extra Support Kit			4	978-0-15-367530-0	
	Picture Card Bank CD-ROM			K-5	978-0-15-338090-7	
	English-Language Learners Student Handbook				978-0-15-367056-5	
	English-Language Learners Teacher Guide				978-0-15-367062-6	
	English-Language Learners Copying Masters				978-0-15-367068-8	
	English-Language Learners Proficiency Assessment, Intermediate			3-6	978-0-15-368400-5	
	Graphic Organizer Charts				978-0-15-368115-8	
	Reading Transparencies				978-0-15-354619-8	
	Language Arts Transparencies				978-0-15-354625-9	
	Fluency Builders				978-0-15-358704-7	
	Diagnostic Assessments, Intermediate			4-6	978-0-15-367542-3	
	Picture Card Collection			K-5	978-0-15-335480-9	
	Online Teacher Edition and Planning Resources				978-0-15-359783-1	
	Online Advanced Readers, Teacher Guide Copying, Masters				978-0-15-364754-3	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364761-1	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364768-0	
	Online English-Language Learners Teacher Guide Copying Masters				978-0-15-364775-8	
	Online Teacher Resource Book				978-0-15-364782-6	
	Online Practice Book				978-0-15-364789-5	
	Online Practice Book, Teacher Edition				978-0-15-373831-9	
	Online Extra Support Copying Masters				978-0-15-364795-6	
	Online Extra Support with Answer Key				978-0-15-373849-4	
	Online Challenge Copying Masters				978-0-15-364801-4	
	Online Challenge with Answer Key				978-0-15-373855-5	
	Online Spelling Practice Book				978-0-15-364807-6	
	Online Spelling Practice Book, Teacher Edition				978-0-15-373843-2	
	Online Grammar Practice Book				978-0-15-364813-7	
	Online Grammar Practice Book, Teacher Edition				978-0-15-373837-1	
	Online Reading Transparencies				978-0-15-364819-9	
	Online Language Arts Transparencies				978-0-15-364825-0	
	Online Phonics Practice Book			3-6	978-0-15-364831-1	
	Online Phonics Practice Book, Teacher Edition			3-6	978-0-15-373861-6	
	Online Literacy Centers Activities				978-0-15-364836-6	
	Professional Development Videos for PodCasting (Online)			K-6	373875-3	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 4** (Continued)			**4**		
	One-Stop Planner CD-ROM				978-0-15-359789-3	
	Online Assessment				978-0-15-359795-4	
	Assessment on CD-ROM				978-0-15-359808-1	
	Harcourt Leveled Readers Online				978-0-15-359860-9	
	Comprehension Expedition CD-ROM, Level B (Single)				978-0-15-359761-9	
	Comprehension Expedition CD-ROM, Levels A-D (LAN)			3-6	978-0-15-364864-9	
	Comprehension Expedition CD-ROM, Levels A-D (LAN)			3-6	978-0-15-364864-9	
	STORYTOWN Teacher Edition Collection (includes 6 Volumes)	**Beck, Farr, et al**	**2008**	**5** (K - 6)	**978-0-15-343185-2**	**See Footnote ICS = 88%**
	Key Features:					
	Student Edition, Ride the Edge				978-0-15-343178-4	
	Ride the Edge Audiotext CD				978-0-15-356734-6	
	Student Edition eBook				978-0-15-359777-0	
	Student Edition on CD-ROM				978-0-15-359771-8	
	Questioning the Author Comprehension Guide				978-0-15-359242-3	
	Practice Book				978-0-15-349879-4	
	Practice Book, Teacher Edition				978-0-15-349888-6	
	Challenge Copying Masters				978-0-15-349894-7	
	Extra Support Copying Masters				978-0-15-349870-1	
	Teacher Resource Book				978-0-15-359249-2	
	Spelling Practice Book				978-0-15-349900-5	
	Spelling Practice Book, Teacher Edition				978-0-15-349906-7	
	Grammar Practice Book				978-0-15-349912-8	
	Grammar Practice Book, Teacher Edition				978-0-15-349918-0	
	Writer's Companion				978-0-15-367076-3	
	Writer's Companion, Teacher Edition				978-0-15-367082-4	
	Classroom Library Books Collection				978-0-15-356554-0	
	Classroom Library Books Teacher Guide				978-0-15-358675-0	
	Leveled Reader System Kit, which includes:				978-0-15-359444-1	
	Below-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350335-1	
	On-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350602-4	
	Advanced Readers Collection (1 copy each of 30 titles)				978-0-15-351215-5	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358687-3	
	Blue-Level Leveled Readers Audiotext CD				978-0-15-358693-4	
	Green-Level Leveled Readers Audiotext CD				978-0-15-358699-6	
	Below-Level Readers Teacher Guide Collection				978-0-15-358724-5	
	On-Level Readers Teacher Guide Collection				978-0-15-358730-6	
	Advanced Readers Teacher Guide Collection				978-0-15-358736-8	
	Leveled Readers Response Activities Collection (includes Below-Level, On-Level, and Advanced Level Activities)				978-0-15-367454-9	
	Theme Tests Student Booklets (package of 12)				978-0-15-358757-3	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 5** (Continued)			**5**		
	Theme Tests Teacher Edition				978-0-15-358751-1	
	Benchmark Assessments (package of 12)				978-0-15-358769-6	
	Benchmark Assessments, Teacher Edition				978-0-15-358763-4	
	Weekly Lesson Tests Copying Masters				978-0-15-351717-4	
	Weekly Lesson Tests Copying Masters, Teacher Edition				978-0-15-351723-5	
	Strategic Intervention Resource Kit, which includes:				978-0-15-365482-4	
	Strategic Intervention Interactive Reader, Catch a Wave				978-0-15-354539-9	
	Strategic Intervention Teacher Guide				978-0-15-365508-1	
	Strategic Intervention Practice Book				978-0-15-365533-3	
	Strategic Intervention Practice Book Teacher Edition				978-0-15-365557-9	
	Strategic Intervention Skill Cards				978-0-15-365569-2	
	Strategic Intervention Teacher Resource Book				978-0-15-365578-4	
	Strategic Intervention Interactive Readers Audiotext CD Collection				978-0-15-367448-8	
	Challenge Resource Kit, which includes:				978-0-15-359453-3	
	Challenge Student Activities				978-0-15-365619-4	
	Challenge Book Packs				978-0-15-366091-7	
	Challenge Teacher Guide				978-0-15-365598-2	
	English-Language Learners Leveled Readers System, which includes:				978-0-15-372770-2	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-349940-1	
	English-Language Learners Readers Audiotext CD				978-0-15-358681-1	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-358718-4	
	Leveled Readers Response Activities, English-Language Learners				978-0-15-358787-0	
	Literacy Center Kit, which includes:				978-0-15-365795-5	
	Literacy Center Cards				978-0-15-358712-2	
	Project Ideas from the Bag Ladies				978-0-15-367462-4	
	Graphic Organizer Charts				978-0-15-368116-5	
	Reading Transparencies				978-0-15-354620-4	
	Language Arts Transparencies				978-0-15-354626-6	
	Fluency Builders				978-0-15-358705-4	
	Online Teacher Edition and Planning Resources				978-0-15-359784-8	
	Online Advanced Readers, Teacher Guide Copying Masters				978-0-15-364755-0	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364762-8	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364769-7	
	Online English-Language Learner Teacher Guide Copying Masters				978-0-15-364776-5	
	Online Teacher Resource Book				978-0-15-364783-3	
	Online Practice Book				978-0-15-364790-1	
	Online Practice Book, Teacher Edition				978-0-15-373832-6	
	Online Extra Support Copying Masters				978-0-15-364796-3	
	Online Extra Support with Answer Key				978-0-15-373850-0	
	Online Challenge Copying Masters				978-0-15-364802-1	
	Online Challenge with Answer Key				978-0-15-373856-2	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 5** (Continued)			**5**		
	Online Spelling Practice Book				978-0-15-364808-3	
	Online Spelling Practice Book, Teacher Edition				978-0-15-373844-9	
	Online Grammar Practice Book				978-0-15-364814-4	
	Online Grammar Practice Book, Teacher Edition				978-0-15-373838-8	
	Online Reading Transparencies				978-0-15-364820-5	
	Online Language Arts Transparencies				978-0-15-364826-7	
	Online Literacy Center Activities				978-0-15-364837-3	
	One-Stop Planner CD-ROM				978-0-15-359790-9	
	Online Assessment				978-0-15-359796-1	
	Assessment on CD-ROM				978-0-15-359809-8	
	Harcourt Leveled Readers Online				978-0-15-359861-6	
	Comprehension Expedition CD-ROM, Level C (Single)				978-0-15-359762-6	
	Leveled Readers Assessment, Intermediate			4-6	978-0-15-358790-0	
	Strategic Intervention Assessment Book			4-6	978-0-15-365586-9	
	Literacy Center Icon Cards			4-6	978-0-15-365333-9	
	Literacy Center Pocket Chart			K-6	978-0-15-365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Intervention Station, Intermediate, which includes:			4-6	978-0-15-368081-6	
	Phonics Teacher Guide			4-6	978-0-15-368082-3	
	Comprehension Teacher Guide			4-6	978-0-15-368083-0	
	Fluency Teacher Guide			4-6	978-0-15-368084-7	
	Vocabulary Teacher Guide			4-6	978-0-15-368086-1	
	Phonics Practice Masters			4-6	978-0-15-368088-5	
	Comprehension Practice Masters			4-6	978-0-15-368090-8	
	Fluency Practice Masters			4-6	978-0-15-368092-2	
	Phonics Reader			4-6	978-0-15-368093-9	
	Comprehension Reader			4-6	978-0-15-368094-6	
	Phonics Practice Masters, Teacher Edition			4-6	978-0-15-368447-0	
	Comprehension Practice Masters, Teacher Edition			4-6	978-0-15-368448-7	
	Vocabulary Practice Masters			4-6	978-0-15-368685-6	
	Progress-monitoring Assessments			4-6	978-0-15-372754-2	
	Reading Rods Set, package of 5			1-6	978-0-15-337356-5	
	Dry-Erase Board, package of 5			1-5	978-0-15-338524-7	
	Word Builder Cards, package of 5			K-1	978-0-15-372778-8	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Intervention Station Sound/Spelling Cards			K-3	978-0-15-367267-5	
	English Language Learners Extra Support Kit, which includes:			5	978-0-15-367531-7	
	Picture Card Bank CD-ROM			K-5	978-0-15-338090-7	
	English-Language Learners Student Handbook			5	978-0-15-367057-2	
	English-Language Learners Teacher Guide			5	978-0-15-367063-3	
	English-Language Learners Copying Masters			5	978-0-15-367069-5	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 5** (Continued)			**5**		
	English-Language Learners Proficiency Assessment, Intermediate			3-6	978-0-15-368400-5	
	Professional Development Book			K-6	978-0-15-359104-4	
	Phonics Practice Book, Intermediate			3-6	978-0-15-358740-5	
	Phonics Practice Book, Teacher Edition, Intermediate			3-6	978-0-15-359309-3	
	Diagnostic Assessments, Intermediate			4-6	978-0-15-367542-3	
	Picture Cards Collection			K-5	335480-9	
	Online Phonics Practice Book			3-6	978-0-15-364831-1	
	Online Phonics Practice Book, Teacher Edition			3-6	978-0-15-373861-6	
	Professional Development Videos for PodCasting (Online)			K-6	978-0-15-373875-3	
	Comprehension Expedition CD-ROM, Levels A-D (LAN)			3-6	978-0-15-364864-9	
	STORYTOWN Teacher Edition Collection (includes 6 Volumes)	**Beck, Farr, et al**	**2008**	**6** (K - 6)	**978-0-15-343245-3**	**See Footnote ICS = 84%**
	Key Features:					
	Student Edition, Dive Right In				978-0-15-343179-1	
	Dive Right In Audiotext CD				978-0-15-356735-3	
	Student Edition eBook				978-0-15-359778-7	
	Student Edition on CD-ROM				978-0-15-359772-5	
	Questioning the Author Comprehension Guide				3978-0-15-59243-0	
	Professional Development Book			K-6	978-0-15-359104-4	
	Practice Book				978-0-15-349880-0	
	Practice Book, Teacher Edition				978-0-15-349889-3	
	Challenge Copying Masters				978-0-15-349895-4	
	Extra Support Copying Masters				978-0-15-349871-8	
	Teacher Resource Book				978-0-15-359250-8	
	Spelling Practice Book				978-0-15-349901-2	
	Spelling Practice Book, Teacher Edition				978-0-15-349907-4	
	Grammar Practice Book				978-0-15-349913-5	
	Grammar Practice Book, Teacher Edition				978-0-15-349919-7	
	Phonics Practice Book, Intermediate			3-6	978-0-15-358740-5	
	Phonics Practice Book, Teacher Edition, Intermediate			3-6	978-0-15-359309-3	
	Writer's Companion				978-0-15-367077-0	
	Writer's Companion, Teacher Edition				978-0-15-367083-1	
	Classroom Library Book Collection				978-0-15-356555-7	
	Classroom Library Book Teacher Guide				978-0-15-358676-7	
	Leveled Readers System Kit, which includes:				978-0-15-359445-8	
	Below-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350336-8	
	On-Level Readers Collection (1 copy each of 30 titles)				978-0-15-350603-1	
	Advanced Readers Collection (1 copy each of 30 titles)				978-0-15-351216-2	
	Red-Level Leveled Readers Audiotext CD				978-0-15-358688-0	
	Blue-Level Leveled Readers Audiotext CD				978-0-15-358694-1	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 6** (Continued)			**6**		
	Green-Level Leveled Readers Audiotext CD				978-0-15-358700-9	
	Below-Level Readers Teacher Guide Collection				978-0-15-358725-2	
	On-Level Readers Teacher Guide Collection				978-0-15-358731-3	
	Advanced Readers Teacher Guide Collection				978-0-15-358737-5	
	Leveled Readers Assessment, Intermediate			4-6	978-0-15-358790-0	
	Leveled Readers Response Activities Collection (includes Below-Level, On-Level, and Advanced Level Activities)				978-0-15-367455-6	
	Theme Tests Student Booklets, Dive Right In (package of 12)				978-0-15-358758-0	
	Theme Tests Teacher Edition				978-0-15-358752-8	
	Benchmark Assessments (package of 12)				978-0-15-358770-2	
	Benchmark Assessments, Teacher Edition				978-0-15-358764-1	
	Weekly Lesson Tests Copying Masters				978-0-15-351718-1	
	Weekly Lesson Tests Copying Masters, Teacher Edition				978-0-15-351724-2	
	Strategic Intervention Resource Kit, which includes:				978-0-15-365483-1	
	Strategic Intervention Interactive Reader, Bold Moves				978-0-15-354540-5	
	Strategic Intervention Teacher Guide				978-0-15-365515-9	
	Strategic Intervention Practice Book				978-0-15-365534-0	
	Strategic Intervention Practice Book, Teacher Edition				978-0-15-365558-6	
	Strategic Intervention Skill Cards				978-0-15-365570-8	
	Strategic Intervention Teacher Resource Book				978-0-15-365579-1	
	Strategic Intervention Assessment Book			4-6	978-0-15-365586-9	
	Strategic Intervention Interactive Readers Audiotext CD Collection				978-0-15-367449-5	
	Challenge Resource Kit, which includes:				978-0-15-359454-0	
	Challenge Student Activities				978-0-15-365677-4	
	Challenge Book Packs				978-0-15-366092-4	
	Challenge Teacher Guide				978-0-15-365607-1	
	English-Language Learners Leveled Readers System, which includes:				978-0-15-372771-9	
	English-Language Learners Readers Collection (1 copy each of 30 Titles)				978-0-15-349941-8	
	English-Language Learners Readers Audiotext CD Collection				978-0-15-358682-8	
	English-Language Learners Readers Teacher Guide Collection				978-0-15-358719-1	
	English-Language Learners Leveled Readers Response Activities				978-0-15-358788-7	
	Literacy Center Kit, which includes:				978-0-15-365796-2	
	Literacy Center Cards				978-0-15-58713-9	
	Literacy Center Icon Cards			4-6	978-0-15-365333-9	
	Literacy Center Pocket Chart			K-6	978-0-15-365809-9	
	Literacy Center Easels (5 pack)			K-6	978-0-15-367087-9	
	Project Ideas from the Bag Ladies				978-0-15-367463-1	
	Intervention Station, Intermediate, which includes:			4-6	978-0-15-368081-6	
	Phonics Teacher Guide			4-6	978-0-15-368082-3	
	Comprehension Teacher Guide			4-6	978-0-15-368083-0	
	Fluency Teacher Guide			4-6	978-0-15-368084-7	
	Vocabulary Teacher Guide			4-6	978-0-15-368086-1	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 6** (Continued)			**6**		
	Phonics Practice Masters			4-6	978-0-15-368088-5	
	Comprehension Practice Masters			4-6	978-0-15-368090-8	
	Fluency Practice Masters			4-6	978-0-15-368092-2	
	Phonics Reader			4-6	978-0-15-368093-9	
	Comprehension Reader			4-6	978-0-15-368094-6	
	Phonics Practice Masters, Teacher Edition			4-6	978-0-15-368447-0	
	Comprehension Practice Masters, Teacher Edition			4-6	978-0-15-368448-7	
	Vocabulary Practice Masters			4-6	978-0-15-368685-6	
	Progress-monitoring Assessments			4-6	978-0-15-372754-2	
	Reading Rods Set, package of 5			1-6	978-0-15-337356-5	
	Dry-Erase Board, package of 5			1-5	978-0-15-338524-7	
	Word Builder Cards, package of 5			K-1	978-0-15-372778-8	
	Word Builder Holder Cards, package of 5			K-1	978-0-15-359336-9	
	Intervention Station Sound/Spelling Cards			K-3	978-0-15-367267-5	
	English-Language Learners Extra Support Kit, which includes:				978-0-15-367532-4	
	Picture Card Bank CD-ROM			K-5	978-0-15-338090-7	
	English-Language Learners Student Handbook				978-0-15-367058-9	
	English-Language Learners Teacher Guide				978-0-15-367064-0	
	English-Language Learners Copying Masters				978-0-15-367070-1	
	English-Language Learners Proficiency Assessment, Intermediate			3-6	978-0-15-368400-5	
	Graphic Organizer Charts				978-0-15-368117-2	
	Reading Transparencies				978-0-15-354621-1	
	Language Arts Transparencies				978-0-15-354627-3	
	Fluency Builders				978-0-15-358706-1	
	Diagnostic Assessments, Intermediate			4-6	978-0-15-367542-3	
	Picture Card Collection			K-5	978-0-15-335480-9	
	Online Teacher Edition and Planning Resources				978-0-15-359785-5	
	Online Advanced Readers, Teacher Guide Copying Masters				978-0-15-364756-7	
	Online On-Level Readers Teacher Guide Copying Masters				978-0-15-364763-5	
	Online Below-Level Readers Teacher Guide Copying Masters				978-0-15-364770-3	
	Online English-Language Learners Leveled Readers Teacher Guide Copying Masters				978-0-15-364777-2	
	Online Teacher Resource Book				978-0-15-364784-0	
	Online Practice Book				978-0-15-364791-8	
	Online Practice Book, Teacher Edition				978-0-15-373833-3	
	Online Extra Support Copying Masters				978-0-15-364797-0	
	Online Extra Support with Answer Key				978-0-15-373851-7	
	Online Challenge Copying Masters				978-0-15-364803-8	
	Online Challenge with Answer Key				978-0-15-373857-9	
	Online Spelling Practice Book				978-0-15-364809-0	
	Online Spelling Practice Book, Teacher Edition				978-0-15-373845-6	
	Online Grammar Practice Book				978-0-15-364815-1	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Harcourt School Publisher	**STORYTOWN Grade 6** (Continued)			**6**		
	Online Grammar Practice Book, Teacher Edition				978-0-15-373839-5	
	Online Reading Transparencies				978-0-15-364821-2	
	Online Language Arts Transparencies				978-0-15-364827-4	
	Online Phonics Practice Book			3-6	978-0-15-364831-1	
	Online Phonics Practice Book, Teacher Edition			3-6	978-0-15-373861-6	
	Online Literacy Centers Activities				978-0-15-364838-0	
	Professional Development Videos for PodCasting (Online)			K-6	978-0-15-373875-3	
	One-Stop Planner CD-ROM				978-0-15-359791-6	
	Online Assessment				978-0-15-359797-8	
	Assessment on CD-ROM				978-0-15-359810-4	
	Harcourt Leveled Readers Online				978-0-15-359862-3	
	Comprehension Expedition CD-ROM, Level D (Single)				978-0-15-359763-3	
	Comprehension Expedition CD-ROM, Levels A-D (LAN)			3-6	978-0-15-364864-9	
Houghton Mifflin	**Houghton Mifflin Reading: Teacher's Edition Complete Set, level K**	**Cooper et al**	**2008**	**K**	**978-0-618-85094-5**	**See Footnote ICS = 100%**
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 30 titles, level K				978-0-618-64756-9	
	Reading Vocabulary Readers, Complete Kits, level K (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65839-8	
	Reading Vocabulary Readers Teacher's Manuals, level K				978-0-618-64991-4	
	Building Vocabulary Flip Chart, level K				978-0-618-79345-7	
	Reading in Science and Social Studies Flip Chart, level K				978-0-618-79353-2	
	Science/Social Studies Independent Books, Single Copy Set (30 titles), level K				978-0-618-88115-4	
	Science/Social Studies Independent Books, 6-Copy Set (30 titles), level K				978-0-618-82838-8	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level K				978-0-618-88419-3	
	Planning Guide for Balanced Literacy, level K				978-0-618-61909-2	
	Classroom Management Ready Made Manipulatives, level K-2			K-2	978-0-618-67987-4	
	Combination Classroom Planning Guide, level K-3			K-3	978-0-618-44162-4	
	Teacher's Edition Complete Set, level 1	**Cooper et al**	**2008**	**1**	**978-0-618-85133-1**	**See Footnote ICS = 92%**
	Houghton Mifflin Reading: Student Anthology Here We Go Level 1.1				978-0-618-84810-2	
	Student Anthology Let's Be Friends Level 1.2				978-0-618-84811-9	
	Student Anthology Surprises Level 1.3				978-0-618-84812-6	
	Student Anthology Treasures Level 1.4				978-0-618-84813-3	
	Student Anthology Wonders Level 1.5				978-0-618-84814-0	
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 30 titles, level 1				978-0-618-64758-3	
	Reading Vocabulary Readers, Complete Kits, level 1 (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65840-4	
	Reading Vocabulary Readers Teacher's Manuals, level 1				978-0-618-64993-8	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**Houghton Mifflin Reading** (Continued)			**1**		
	Building Vocabulary Flip Chart, level 1				978-0-618-79346-4	
	Science/Social Studies Independent Books, Single Copy Set (30 titles), level 1				978-0-618-88116-1	
	Science/Social Studies Independent Books, 6-Copy Set (30 titles), level 1				978-0-618-82839-5	
	Reading in Science and Social Studies Flip Chart, level 1				978-0-618-79355-6	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level 1				978-0-618-88420-9	
	Planning Guide for Balanced Literacy, level 1				978-0-618-61910-8	
	Teacher's Edition Complete Set, level 2	**Cooper et al**	**2008**	**2**	**978-0-618-85144-7**	**See Footnote ICS = 92%**
	Houghton Mifflin Reading: Student Anthology Adventures Level 2.1				978-0-618-84815-7	
	Student Anthology Delights Level 2.2				978-0-618-84817-1	
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 24 titles, level 2				978-0-618-64759-0	
	Reading Vocabulary Readers, Complete Kits, level 2 (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65841-1	
	Reading Vocabulary Readers Teacher's Manuals, level 2				978-0-618-64994-5	
	Building Vocabulary Flip Chart, level 2				978-0-618-79347-1	
	Science/Social Studies Independent Books, Single Copy Set (30 titles), level 2				978-0-618-88717-8	
	Science/Social Studies Independent Books, 6-Copy Set (30 titles), level 2				978-0-618-82840-1	
	Reading in Science and Social Studies Flip Chart, level 2				978-0-618-79356-3	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level 2				978-0-618-88421-6	
	Planning Guide for Balanced Literacy, level 2				978-0-618-61911-5	
	Teacher's Edition Complete Set, level 3	**Cooper et al**	**2008**	**3**	**978-0-618-85154-6**	**See Footnote ICS = 97%**
	Houghton Mifflin Reading: Student Anthology Rewards Level 3.1				978-0-618-84819-5	
	Student Anthology Horizons Level 3.2				978-0-618-84823-2	
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 24 titles, level 3				978-0-618-64761-3	
	Reading Vocabulary Readers, Complete Kits, level 3 (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65842-8	
	Reading Vocabulary Readers Teacher's Manuals, level 3				978-0-618-64995-2	
	Building Vocabulary Flip Chart, level 3				978-0-618-79348-8	
	Science/Social Studies Independent Books, Single Copy Set (30 titles), level 3				978-0-618-88118-5	
	Science/Social Studies Independent Books, 6-Copy Set (30 titles), level 3				978-0-618-82841-8	
	Reading in Science and Social Studies Flip Chart, level 3				978-0-618-79357-0	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level 3				978-0-618-88422-3	
	Planning Guide for Balanced Literacy, level 3				978-0-618-61912-2	
	Classroom Management Ready Made Manipulatives, level 3-6			3-6	978-0-618-67988-1	
	Combination Classroom Planning Guide, level 3-6			3-6	978-0-618-44163-1	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**Teacher's Edition Complete Set, level 4**	**Cooper et al**	**2008**	**4**	**978-0-618-85163-8**	**See Footnote ICS = 88%**
	Houghton Mifflin Reading: Student Anthology Traditions Level 4				978-0-618-84827-0	
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 25 titles, level 4				978-0-618-64762-0	
	Reading Vocabulary Readers, Complete Kits, level 4 (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65843-5	
	Reading Vocabulary Readers Teacher's Manuals, level 4				978-0-618-65003-3	
	Building Vocabulary Flip Chart, level 4				978-0-618-79349-5	
	Science/Social Studies Independent Books, Single Copy Set (31 titles), level 4				978-0-618-88119-2	
	Science/Social Studies Independent Books, 6-Copy Set (31 titles), level 4				978-0-618-82842-5	
	Reading in Science and Social Studies Flip Chart, level 4				978-0-618-79358-7	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level 4				978-0-618-88423-0	
	Planning Guide for Balanced Literacy, level 4				978-0-618-61913-9	
	Teacher's Edition Complete Set, level 5	**Cooper et al**	**2008**	**5**	**978-0-618-85171-3**	**See Footnote ICS = 85%**
	Houghton Mifflin Reading: Student Anthology Expeditions Level 5				978-0-618-84830-0	
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 25 titles, level 5				978-0-618-64763-7	
	Reading Vocabulary Readers Complete Kits, level 5 (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65844-2	
	Reading Vocabulary Readers Teacher's Manuals, level 5				978-0-618-65004-0	
	Building Vocabulary Flip Chart, level 5				978-0-618-79350-1	
	Science/Social Studies Independent Books, Single Copy Set (31 titles), level 5				978-0-618-88120-8	
	Science/Social Studies Independent Books, 6-Copy Set (31 titles), level 5				978-0-618-82843-2	
	Reading in Science and Social Studies Flip Chart, level 5				978-0-618-79360-0	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level 5				978-0-618-88424-7	
	Planning Guide for Balanced Literacy, level 5				978-0-618-61914-6	
	Teacher's Edition Complete Set, level 6	**Cooper et al**	**2008**	**6**	**978-0-618-85178-2**	**See Footnote ICS = 86%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Houghton Mifflin Reading: Student Anthology Triumphs Level 6				978-0-618-84832-4	
	Reading Vocabulary Readers, Grade Level Sets of 1, Set of 25 titles, level 6				978-0-618-64764-4	
	Reading Vocabulary Readers, Complete Kits, level 6 (Includes 6 copies of each Vocabulary Reader, Teacher's Manual and Audio CDs)				978-0-618-65845-9	
	Reading Vocabulary Readers Teacher's Manuals, level 6				978-0-618-65005-7	
	Building Vocabulary Flip Chart, level 6				978-0-618-79351-8	
	Science/Social Studies Independent Books, Single Copy Set (31 titles), level 6				978-0-618-88121-5	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**Houghton Mifflin Reading** (Continued)			**6**		
	Science/Social Studies Independent Books, 6-Copy Set (31 titles), level 6				978-0-618-82844-9	
	Reading in Science and Social Studies Flip Chart, level 6				978-0-618-79361-7	
	Small Group Independent Activities Kit for Classroom Management (includes Work Chart and Cards), level 6				978-0-618-88425-4	
	Planning Guide for Balanced Literacy, level 6				978-0-618-61915-3	
Pearson Education Inc. as Pearson Scott Forseman	**Scott Foresman Reading Street © 2008 Kindergarten Package (On 9/1/05 contract**	**E. Kame'enui, et al**	**2007**	**K**	**0-328-19212-0**	**See Footnote ICS = 97%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Idaho Teacher's Edition Package (Volumes K.1-K.6) *				0-328-32851-0	
	Idaho Teacher's Edition Volume K.1				0-328-32810-3	
	Idaho Teacher's Edition Volume K.2				0-328-32811-1	
	Idaho Teacher's Edition Volume K.3				0-328-32812-X	
	Idaho Teacher's Edition Volume K.4				0-328-32813-8	
	Idaho Teacher's Edition Volume K.5				0-328-32814-6	
	Idaho Teacher's Edition Volume K.6				0-328-32815-4	
	Center Survival Kit *				0-328-31437-4	
	Big Book Retelling Cards *				0-328-30486-7	
	Teacher Resources Online Access Pack *				TBA	
	* Provided free, upon request, with purchase of Kindergarten Packages					
	Scott Foresman Reading Street © Student Edition Package	**E. Kame'enui, et al**	**2008**	**1**	**0-328-24468-6**	**See Footnote ICS = 96%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Idaho Teacher's Edition Package (Volumes 1.1-1.5) *				0-328-32852-9	
	Idaho Teacher's Edition Volume 1.1				0-328-32816-2	
	Idaho Teacher's Edition Volume 1.2				0-328-32817-0	
	Idaho Teacher's Edition Volume 1.3				0-328-32818-9	
	Idaho Teacher's Edition Volume 1.4				0-328-32819-7	
	Idaho Teacher's Edition Volume 1.5				0-328-32820-0	
	Teacher's Resource Package *				0-328-20652-0	
	Leveled Readers Grade Level Pkg, Below-Level (1 each of 30 titles) *				0-328-18455-1	
	Leveled Readers Grade Level Pkg, On-Level (1 each of 30 titles) *				0-328-18456-X	
	Leveled Readers Grade Level Pkg, Advanced-Lev.(1 each of 30 titles)*				0-328-18457-8	
	Leveled Readers Below-Level Teacher's Guide*				0-328-16907-2	
	Leveled Readers On-Level Teacher's Guide*				0-328-16913-7	
	Leveled Readers Advanced Level Teacher's Guide*				0-328-16920-X	
	Writing Kit *				0-328-32968-1	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Education Inc. as Pearson Scott Forseman	**Scott Foresman Reading Street ©** (Continued)			**1**		
	Center Survival Kit *				0-328-31438-2	
	Retelling Cards *				0-328-20764-0	
	English Language Learners Kit *				0-328-32950-9	
	AudioText CD *				0-328-33518-5	
	Teacher Resources Online Access Pack *				TBA	
	* Provided free, upon request, with purchase of 25 Gr. 1 Student Edition Packages					
	Scott Foresman Reading Street © Student Edition Package	**E. Kame'enui, et al**	**2008**	**2**	**0-328-24469-4**	**See Footnote ICS = 92%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Idaho Teacher's Edition Package (Volumes 2.1-2.6) *				0-328-32853-7	
	Idaho Teacher's Edition Volume 2.1				0-328-32821-9	
	Idaho Teacher's Edition Volume 2.2				0-328-32822-7	
	Idaho Teacher's Edition Volume 2.3				0-328-32823-5	
	Idaho Teacher's Edition Volume 2.4				0-328-32824-3	
	Idaho Teacher's Edition Volume 2.5				0-328-32825-1	
	Idaho Teacher's Edition Volume 2.6				0-328-32826-X	
	Teacher's Resource Package *				0-328-20653-9	
	Leveled Readers Grade Level Pkg, Below-Level (1 each of 30 titles) *				0-328-18458-6	
	Leveled Readers Grade Level Pkg, On-Level (1 each of 30 titles) *				0-328-18459-4	
	Leveled Readers Grade Level Pkg, Advanced-Lev.(1 each of 30 titles)*				0-328-18460-8	
	Leveled Readers Below-Level Teacher's Guide*				0-328-16908-0	
	Leveled Readers On-Level Teacher's Guide*				0-328-16914-5	
	Leveled Readers Advanced Level Teacher's Guide*				0-328-16921-8	
	Writing Kit *				0-328-32969-X	
	Center Survival Kit *				0-328-31439-0	
	Retelling Cards *				0-328-20765-9	
	Retelling Cards *				0-328-27493-3	
	English Language Learners Kit *				0-328-32951-7	
	AudioText CD *				0-328-33519-3	
	Teacher Resources Online Access Pack *				TBA	
	*Provided free, upon request, with purchase of 25 Gr. 2 Student Edition Packages					
	Scott Foresman Reading Street © Student Edition Package	**E. Kame'enui, et al**	**2008**	**3**	**0-328-24470-8**	**See Footnote ICS = 90%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Idaho Teacher's Edition Package (Volumes 3.1-3.6) *				0-328-32854-5	
	Idaho Teacher's Edition Volume 3.1				0-328-32827-8	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Education Inc. as Pearson Scott Forseman	**Scott Foresman Reading Street** © (Continued)			**3**		
	Idaho Teacher's Edition Volume 3.2				0-328-32828-6	
	Idaho Teacher's Edition Volume 3.3				0-328-32829-4	
	Idaho Teacher's Edition Volume 3.4				0-328-32830-8	
	Idaho Teacher's Edition Volume 3.5				0-328-32831-6	
	Idaho Teacher's Edition Volume 3.6				0-328-32832-4	
	Teacher's Resource Package *				0-328-20654-7	
	Leveled Readers Grade Level Pkg, Below-Level (1 each of 30 titles) *				0-328-18461-6	
	Leveled Readers Grade Level Pkg, On-Level (1 each of 30 titles) *				0-328-18462-4	
	Leveled Readers Grade Level Pkg, Advanced-Lev.(1 each of 30 titles)*				0-328-18463-2	
	Leveled Readers Below-Level Teacher's Guide*				0-328-16909-9	
	Leveled Readers On-Level Teacher's Guide*				0-328-16915-3	
	Leveled Readers Advanced Level Teacher's Guide*				0-328-16922-6	
	Writing Kit *				0-328-32970-3	
	Center Survival Kit *				0-328-31440-4	
	Retelling Cards *				0-328-30487-5	
	English Language Learners Kit *				0-328-32952-5	
	AudioText CD *				0-328-33520-7	
	Teacher Resources Online Access Pack *				TBA	
	*Provided free, upon request, with purchase of 25 Gr. 3 Student Edition Packages					
	Scott Foresman Reading Street © Student Edition	**E. Kame'enui, et al**	**2008**	**4**	**0-328-24352-3**	**See Footnote ICS = 92%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Idaho Teacher's Edition Package (Volumes 4.1-4.6) *				0-328-32855-3	
	Idaho Teacher's Edition Volume 4.1				0-328-32833-2	
	Idaho Teacher's Edition Volume 4.2				0-328-32834-0	
	Idaho Teacher's Edition Volume 4.3				0-328-32835-9	
	Idaho Teacher's Edition Volume 4.4				0-328-32836-7	
	Idaho Teacher's Edition Volume 4.5				0-328-32837-5	
	Idaho Teacher's Edition Volume 4.6				0-328-32838-3	
	Teacher's Resource Package *				0-328-20655-5	
	Leveled Readers Grade Level Pkg, Below-Level (1 each of 30 titles) *				0-328-18464-0	
	Leveled Readers Grade Level Pkg, On-Level (1 each of 30 titles) *				0-328-18465-9	
	Leveled Readers Grade Level Pkg, Advanced-Lev.(1 each of 30 titles)*				0-328-18466-7	
	Leveled Readers Below-Level Teacher's Guide*				0-328-16910-2	
	Leveled Readers On-Level Teacher's Guide*				0-328-16916-1	
	Leveled Readers Advanced Level Teacher's Guide*				0-328-16923-4	
	Writing Kit *				0-328-32971-1	
	Center Survival Kit *				0-328-31441-2	
	Retelling Cards *				0-328-30488-3	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Education Inc. as Pearson Scott Forseman	**Scott Foresman Reading Street** © (Continued)			**4**		
	English Language Learners Kit *				0-328-32953-3	
	AudioText CD *				0-328-33521-5	
	Teacher Resources Online Access Pack *				TBA	
	*Provided free, upon request, with purchase of 25 Gr. 4 Student Edition Packages					
	Scott Foresman Reading Street © Student Edition	**E. Kame'enui, et al**	**2008**	**5**	**0-328-24353-1**	**See Footnote ICS = 92%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Idaho Teacher's Edition Package (Volumes 5.1-5.6) *				0-328-32856-1	
	Idaho Teacher's Edition Volume 5.1				0-328-32839-1	
	Idaho Teacher's Edition Volume 5.2				0-328-32840-5	
	Idaho Teacher's Edition Volume 5.3				0-328-32841-3	
	Idaho Teacher's Edition Volume 5.4				0-328-32842-1	
	Idaho Teacher's Edition Volume 5.5				0-328-32843-X	
	Idaho Teacher's Edition Volume 5.6				0-328-32844-8	
	Teacher's Resource Package *				0-328-20656-3	
	Leveled Readers Grade Level Pkg, Below-Level (1 each of 30 titles) *				0-328-18467-5	
	Leveled Readers Grade Level Pkg, On-Level (1 each of 30 titles) *				0-328-18468-3	
	Leveled Readers Grade Level Pkg, Advanced-Lev.(1 each of 30 titles)*				0-328-18469-1	
	Leveled Readers Below-Level Teacher's Guide*				0-328-16911-0	
	Leveled Readers On-Level Teacher's Guide*				0-328-16917-X	
	Leveled Readers Advanced Level Teacher's Guide*				0-328-16924-2	
	Writing Kit *				0-328-32972-X	
	Center Survival Kit *				0-328-31442-0	
	Retelling Cards *				0-328-30489-1	
	English Language Learners Kit *				0-328-32954-1	
	AudioText CD *				0-328-33522-3	
	Teacher Resources Online Access Pack *				TBA	
	*Provided free, upon request, with purchase of 25 Gr. 5 Student Edition Packages					
	Scott Foresman Reading Street © Student Edition	**E. Kame'enui, et al**	**2008**	**6**	**0-328-24354-X**	**See Footnote ICS = 88%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program.					
	Idaho Teacher's Edition Package (Volumes 6.1-6.6) *				0-328-32857-X	
	Idaho Teacher's Edition Volume 6.1				0-328-32845-6	
	Idaho Teacher's Edition Volume 6.2				0-328-32846-4	
	Idaho Teacher's Edition Volume 6.3				0-328-32847-2	
	Idaho Teacher's Edition Volume 6.4				0-328-32848-0	
	Idaho Teacher's Edition Volume 6.5				0-328-32849-9	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Education Inc. as Pearson Scott Forseman	**Scott Foresman Reading Street** © (Continued)			**6**		
	Idaho Teacher's Edition Volume 6.6				0-328-32850-2	
	Teacher's Resource Package *				0-328-20657-1	
	Leveled Readers Grade Level Pkg, Below-Level (1 each of 30 titles) *				0-328-18470-5	
	Leveled Readers Grade Level Pkg, On-Level (1 each of 30 titles) *				0-328-18471-3	
	Leveled Readers Grade Level Pkg, Advanced-Lev.(1 each of 30 titles)*				0-328-18472-1	
	Leveled Readers Below-Level Teacher's Guide*				0-328-16912-9	
	Leveled Readers On-Level Teacher's Guide*				0-328-16918-8	
	Leveled Readers Advanced Level Teacher's Guide*				0-328-16925-0	
	Writing Kit *				0-328-32973-8	
	Center Survival Kit *				0-328-31443-9	
	Retelling Cards *				0-328-30490-5	
	English Language Learners Kit *				0-328-32955-X	
	AudioText CD *				0-328-33523-1	
	Teacher Resources Online Access Pack *				TBA	
	*Provided free, upon request, with purchase of 25 Gr. 6 Student Edition Packages					
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Teacher's Editions Level K Set (includes Units 1-10)**	**Bereiter, et al.**	**2008**	**K**	**9780076109432**	**See Footnote ICS = 100%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Big Book Package (12 Big Books, 1 Science Lap Book, 1 Social Studies Lap Book)				9780076109371	
	Phonemic Awareness and Phonics Kit				9780076121410	
	Skills Practice Workbook 1				9780076104727	
	Skills Practice Workbook 2				9780076104734	
	Pre-Decodables and Decodables Takehome 4c (package of 25)				9780076105809	
	Language Arts Big Book				9780076109883	
	Teacher's Edition Level K Unit 1				9780076164523	
	Teacher's Edition Level K Unit 2				9780076164530	
	Teacher's Edition Level K Unit 3				9780076164547	
	Teacher's Edition Level K Unit 4				9780076164554	
	Teacher's Edition Level K Unit 5				9780076164561	
	Teacher's Edition Level K Unit 6				9780076164578	
	Teacher's Edition Level K Unit 7				9780076164585	
	Teacher's Edition Level K Unit 8				9780076164592	
	Teacher's Edition Level K Unit 9				9780076164608	
	Teacher's Edition Level K Unit 10				9780076164615	
	Lesson Assessment Annotated Teacher's Edition				9780076130696	
	Lesson Assessment Blackline Masters				9780076130702	
	Benchmark Assessment Blackline Masters				9780076176427	
	Assessment Blackline Masters CD-ROM				9780076138241	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Level K** (Continued)			**K**		
	Transparencies				9780076109678	
	Home Connection Blackline Masters				9780076109814	
	Skills Practice Annotated Teacher's Edition 1				9780076104864	
	Skills Practice Annotated Teacher's Edition 2				9780076104871	
	Skills Practice Blackline Masters 1				9780076105007	
	Skills Practice Blackline Masters 2				9780076105014	
	Challenge Activities				9780076103591	
	Reteach Annotated Teacher's Edition				9780076103874	
	Reteach Blackline Masters				9780076103942	
	Intervention Guide				9780076104086	
	Intervention Blackline Masters				9780076104147	
	Intervention Annotated Teacher's Edition				9780076104123	
	Classroom Set of Pre-Decodables and Decodables (6 of 35 titles)				9780076105762	
	Individual Set of Pre-Decodables and Decodables (1 each of 35 titles)				9780076105779	
	Pre-Decodables and Decodables Takehome 4c				9780076105786	
	Pre-Decodables and Decodables Takehome Blackline Masters				9780076105793	
	Alphabet Sound Wall Cards				9780076061846	
	Alphabet Sound Cards				9780076061877	
	Intervention Workbook				9780076104109	
	Reteach Workbook				9780076103805	
	Lesson Assessment Workbook				9780076130689	
	Little Book Package (12 books)				9780076109401	
	Read Aloud Collection (12 books)				9780076109586	
	Story Time Collection (10 books)				9780076109654	
	Alphabet Card Desk Strips				9780076061907	
	Listening Library CDs				9780076176298	
	Workshop Kit				9780076164165	
	ePlanner CD-ROM				9780076178735	
	eTeacher's Edition CD-ROM				9780076178803	
	eSkills and eGames CD-ROM				9780076179015	
	ePre-Decodables and Decodables CD-ROM				9780076179084	
	eAlphabet Book				9780076179299	
	eAlphabet Sound Card CD-ROM				9780076179305	
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Level K** (Continued)			**K**		
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	ePre-Decodable and Decodables Site License 1 Year Online Subscription, Grades K & 1			K-1	9780076179244	
	Imagine It! Teacher's Editions Set (includes Units 1-10)	**Bereiter, et al.**	**2008**	**1**	**9780076109449**	**See Footnote ICS = 100%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Teacher's Edition Unit 1				9780076164622	
	Teacher's Edition Unit 2				9780076164639	
	Teacher's Edition Unit 3				9780076164646	
	Teacher's Edition Unit 4				9780076164653	
	Teacher's Edition Unit 5				9780076164660	
	Teacher's Edition Unit 6				9780076164677	
	Teacher's Edition Unit 7				9780076164684	
	Teacher's Edition Unit 8				9780076164691	
	Teacher's Edition Unit 9				9780076164707	
	Teacher's Edition Unit 10				9780076164714	
	Big Book Package (11 Big Books)				9780076109388	
	First Reader				9780076096596	
	Student Reader, Book 1				9780076096411	
	Student Reader, Book 2				9780076096428	
	Phonemic Awareness and Phonics Kit				9780076121427	
	Skills Practice Workbook 1				9780076104741	
	Skills Practice Workbook 2				9780076104758	
	Core Decodables Takehome, Book 1 (Pkg. of 25)				9780076107025	
	Core Decodable Takehome, Book 2 (Pkg. of 25)				9780076107032	
	Language Arts Big Book				9780076109890	
	Lesson Assessment Annotated Teacher's Edition Set				9780076130788	
	Lesson Assessment Blackline Masters Set				9780076130795	
	Assessment Blackline Masters CD-ROM				9780076138258	
	Benchmark Assessment Blackline Masters				9780076176434	
	Transparencies				9780076109685	
	Home Connection BLM				9780076109821	
	Skills Practice Annotated Teacher's Edition 1				9780076104888	
	Skills Practice Annotated Teacher's Edition 2				9780076104895	
	Skills Practice Blackline Masters 1				9780076105021	
	Skills Practice Blackline Masters 2				9780076105038	
	Challenge Activities 1				9780076103607	
	Challenge Activities 2				9780076142163	
	Reteach Annotated Teacher's Edition 1				9780076103881	
	Reteach Annotated Teacher's Edition 2				9780076142187	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 1** (Continued)			**1**		
	Reteach Blackline Masters 1				9780076103959	
	Reteach Blackline Masters 2				9780076142194	
	Intervention Guide				9780076104093	
	Intervention Blackline Masters				9780076104154	
	Intervention Annotated Teacher's Edition				9780076104130	
	Class Set of Core Decodables (6 of 115 titles)				9780076106974	
	Individual Set of Core Decodables (1 of 115 titles)				9780076106967	
	Core Decodable Takehome, Book 1				9780076106981	
	Core Decodable Takehome, Book 2				9780076106998	
	Core Decodable Takehome Blackline Masters, Book 1				9780076107001	
	Core Decodable Takehome Blackline Masters, Book 2				9780076107018	
	Class Set of Practice Decodable Books (6 of 80 titles)				9780076107858	
	Practice Decodable Takehome, Book 1				9780076107865	
	Practice Decodable Takehome, Books 1 (Pkg. of 25)				9780076107902	
	Practice Decodable Takehome, Book 2				9780076107872	
	Practice Decodable Takehome, Books 2 (Pkg. of 25)				9780076107919	
	Practice Decodable Takehome Blackline Masters, Book 1				9780076107889	
	Practice Decodable Takehome Blackline Masters, Book 2				9780076107896	
	Individual Set of Practice Decodables (1 each of 80 titles)				9780076107841	
	Lesson Assessment Workbook Set				9780076130771	
	Reteach Workbook, Book 1				9780076103812	
	Reteach Workbook, Book 2				9780076142170	
	Intervention Workbook				9780076104116	
	Little "Big Book" Package (11 books)				9780076109418	
	Read Aloud Collection (10 books)				9780076109593	
	Sound/Spelling Card Desk Strips (pkg. of 12)				9780076061914	
	Listening Library CDs				9780076176304	
	Leveled Readers Individual Package				9780076176564	
	Leveled Readers for Science Individual Package				9780076117970	
	Leveled Readers for Social Studies Individual Package				9780076121151	
	Workshop Kit				9780076164172	
	eAssess CD-ROM				9780076178605	
	ePlanner CD-ROM				9780076178742	
	eTeacher's Edition CD-ROM				9780076178810	
	eStudent Edition CD-ROM				9780076178957	
	eSkills and eGames CD-ROM				9780076179022	
	ePre-Decodables and Decodables CD-ROM				9780076179091	
	Sound/Spelling Wall Cards (Levels 1-3)			1-3	9780076061853	
	Sound/Spelling Individual Cards (Levels 1-3)			1-3	9780076061884	
	eBackground Builders CD-ROM			1-6	9780076178940	
	eSound/Spelling Card CD-ROM			1-3	9780076179312	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 1** (Continued)			**1**		
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eStudent Edition Single Student License 1 Year Online Subscription			1-6	9780076179169	
	eStudent Edition Site License 1 Year Online Subscription			1-6	9780076179176	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	
	eFluency Single Student License 1 Year Online Subscription			1-6	9780076179206	
	eFluency Site License 1 Year Online Subscription			1-6	9780076179213	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	ePre-Decodable and Decodables Site License 1 Year Online Subscription, Grades K & 1			K-1	9780076179244	
	eSuite for Students Site License 1 Year Online Subscription			1-6	9780076179268	
	Complete Teacher and Student eSuite Site License 1 Year Online Subscription			1-6	9780076179275	
	Imagine It! Teacher's Editions Package (includes Units 1-6)	**Bereiter, et al.**	**2008**	**2**	**9780076109456**	**See Footnote ICS = 88%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Teacher's Edition Unit 1				9780076164721	
	Teacher's Edition Unit 2				9780076164738	
	Teacher's Edition Unit 3				9780076164745	
	Teacher's Edition Unit 4				9780076164752	
	Teacher's Edition Unit 5				9780076164769	
	Teacher's Edition Unit 6				9780076164776	
	Getting Started Reader				9780076096602	
	Student Reader, Book 1				9780076096435	
	Student Reader, Book 2				9780076096442	
	Phonics Kit				9780076121434	
	Skills Practice Workbook 1				9780076104765	
	Skills Practice Workbook 2				9780076104772	
	Decodable Stories Takehome (pkg. of 25)				9780076108428	
	Language Arts Handbook				9780076109906	
	Lesson Assessment Blackline Masters Set				9780076130887	
	Lesson Assessment Annotated Teacher's Edition Set				9780076130870	
	Assessment Blackline Masters CD-ROM				9780076138265	
	Benchmark Assessment Blackline Masters				9780076176441	
	Transparencies				9780076109692	
	Home Connection Blackline Masters				9780076109838	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 2** (Continued)			**2**		
	Skills Practice Annotated Teacher's Edition 1				9780076104901	
	Skills Practice Annotated Teacher's Edition 2				9780076104918	
	Skills Practice Blackline Masters 1				9780076105045	
	Skills Practice Blackline Masters 2				9780076105052	
	Challenge Activities				9780076103614	
	Reteach Annotated Teacher's Edition				9780076103898	
	Reteach Blackline Masters				9780076103966	
	Intervention Annotated Teacher's Edition				9780076104260	
	Intervention Blackline Masters				9780076104314	
	Intervention Guide				9780076104161	
	Classroom Set Decodable Stories (6 copies of 7 books)				9780076108398	
	Decodable Stories Takehome Book				9780076108404	
	Decodable Stories Takehome Blackline Master				9780076108411	
	Individual Set of Decodable Stories (1 each of 7 books)				9780076108381	
	Lesson Assessment Workbook Set				9780076130863	
	Reteach Workbook				9780076103829	
	Intervention Workbook				9780076104215	
	Read Aloud Collection (6 books)				9780076109609	
	Sound/Spelling Card Desk Strips (pkg. of 12)				9780076061921	
	Listening Library CDs				9780076176311	
	Leveled Readers Individual Package				9780076176571	
	Leveled Readers for Science Individual Package				9780076117987	
	Leveled Readers for Social Studies Individual Package				9780076121168	
	Workshop Kit				9780076164189	
	eAssess CD-ROM				9780076178612	
	ePlanner CD-ROM				9780076178759	
	eTeacher's Edition CD-ROM				9780076178827	
	eStudent Edition CD-ROM				9780076178964	
	eSkills and eGames CD-ROM				9780076179039	
	eDecodable Stories CD-ROM				9780076179107	
	Sound/Spelling Wall Cards (Levels 1-3)			1-3	9780076061853	
	Sound/Spelling Individual Cards (Levels 1-3)			1-3	9780076061884	
	eBackground Builders CD-ROM			1-6	9780076178940	
	eSound/Spelling Card CD-ROM			1-3	9780076179312	
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eStudent Edition Single Student License 1 Year Online Subscription			1-6	9780076179169	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 2** (Continued)			**2**		
	eStudent Edition Site License 1 Year Online Subscription			1-6	9780076179176	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	
	eFluency Single Student License 1 Year Online Subscription			1-6	9780076179206	
	eFluency Site License 1 Year Online Subscription			1-6	9780076179213	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	ePre-Decodable and Decodables Site License 1 Year Online Subscription, Grades 2 & 3			2-3	9780076179257	
	eSuite for Students Site License 1 Year Online Subscription			1-6	9780076179268	
	Complete Teacher and Student eSuite Site License 1 Year Online Subscription			1-6	9780076179275	
	Imagine It! Teacher's Editions Package (includes Units 1-6)	**Bereiter, et al.**	**2008**	**3**	**9780076109463**	**See Footnote ICS = 100%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Teacher's Edition Unit 1				9780076164783	
	Teacher's Edition Unit 2				9780076164790	
	Teacher's Edition Unit 3				9780076164806	
	Teacher's Edition Unit 4				9780076164813	
	Teacher's Edition Unit 5				9780076164820	
	Teacher's Edition Unit 6				9780076164837	
	Student Reader, Book 1				9780076096459	
	Student Reader, Book 2				9780076096466	
	Phonics Kit				9780076121441	
	Skills Practice Workbook 1				9780076104789	
	Skills Practice Workbook 2				9780076104796	
	Decodable Stories Takehome (pkg. of 25)				9780076108756	
	Language Arts Handbook				9780076109913	
	Lesson Assessment Annotated Teacher's Edition Set				9780076130962	
	Lesson Assessment Blackline Masters Set				9780076130979	
	Benchmark Assessment Blackline Masters				9780076176458	
	Assessment Blackline Masters CD-ROM				9780076138272	
	Transparencies				9780076109708	
	Home Connection Blackline Masters				9780076109845	
	Skills Practice Annotated Teacher's Edition 1				9780076104925	
	Skills Practice Annotated Teacher's Edition 2				9780076104932	
	Skills Practice Blackline Masters 1				9780076105069	
	Skills Practice Blackline Masters 2				9780076105076	
	Challenge Activities				9780076103621	
	Reteach Annotated Teacher's Edition				9780076103904	
	Reteach Blackline Masters				9780076103973	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 3** (Continued)			**3**		
	Intervention Annotated Teacher's Edition				9780076104277	
	Intervention Blackline Masters				9780076104321	
	Intervention Guide				9780076104178	
	Decodable Stories Classroom Set (6 copies of 4 books)				9780076108725	
	Decodable Stories Takehome				9780076108732	
	Decodable Stories Takehome Blackline Masters				9780076108749	
	Individual Set of Decodable Stories (1 each of 4 books)				9780076108718	
	Reteach Workbook				9780076103836	
	Intervention Workbook				9780076104222	
	Lesson Assessment Workbook Set				9780076130955	
	Teacher Read Collection (6 books)				9780076109616	
	Sound/Spelling Card Desk Strips				9780076061938	
	Listening Library CD				9780076176328	
	Leveled Readers Individual Package				9780076176588	
	Leveled Readers for Science Individual Package				9780076117994	
	Leveled Readers for Social Studies Individual Package				9780076121175	
	Workshop Kit				9780076164196	
	eAssess CD-ROM				9780076178629	
	ePlanner CD-ROM				9780076178766	
	eTeacher's Edition CD-ROM				9780076178834	
	eStudent Edition CD-ROM				9780076178971	
	eSkills and eGames CD-ROM				9780076179046	
	eDecodable Stories CD-ROM				9780076179114	
	Sound/Spelling Wall Cards (Levels 1-3)			1-3	9780076061853	
	Sound/Spelling Individual Cards (Levels 1-3)			1-3	9780076061884	
	eBackground Builders CD-ROM			1-6	9780076178940	
	eSound/Spelling Card CD-ROM			1-3	9780076179312	
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eStudent Edition Single Student License 1 Year Online Subscription			1-6	9780076179169	
	eStudent Edition Site License 1 Year Online Subscription			1-6	9780076179176	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	
	eFluency Single Student License 1 Year Online Subscription			1-6	9780076179206	
	eFluency Site License 1 Year Online Subscription			1-6	9780076179213	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	ePre-Decodable and Decodables Site License 1 Year Online Subscription, Grades 2 & 3			2-3	9780076179257	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 3** (Continued)			**3**		
	eSuite for Students Site License 1 Year Online Subscription			1-6	9780076179268	
	Complete Teacher and Student eSuite Site License 1 Year Online Subscription			1-6	9780076179275	
	Imagine It! Teacher's Editions Package (includes Units 1-6)	**Bereiter, et al.**	**2008**	**4**	**9780076109470**	**See Footnote ICS = 87%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Teacher's Edition Unit 1				9780076164844	
	Teacher's Edition Unit 2				9780076164851	
	Teacher's Edition Unit 3				9780076164868	
	Teacher's Edition Unit 4				9780076164875	
	Teacher's Edition Unit 5				9780076164882	
	Teacher's Edition Unit 6				9780076164899	
	Student Reader				9780076096473	
	Skills Practice Workbook 1				9780076104802	
	Skills Practice Workbook 2				9780076104819	
	Language Arts Handbook				9780076109920	
	Lesson Assessment Annotated Teacher's Edition Set				9780076132225	
	Lesson Assessment Blackline Masters Set				9780076132249	
	Benchmark Assessment Blackline Masters				9780076176465	
	Assessment Blackline Masters CD-ROM				9780076138289	
	Transparencies				9780076109715	
	Home Connection Blackline Masters				9780076109852	
	Skills Practice Annotated Teacher's Edition 1				9780076104949	
	Skills Practice Annotated Teacher's Edition 2				9780076104956	
	Skills Practice Blackline Masters 1				9780076105083	
	Skills Practice Blackline Masters 2				9780076105090	
	Challenge Activities				9780076103638	
	Reteach Annotated Teacher's Edition				9780076103911	
	Reteach Blackline Masters				9780076103980	
	Intervention Annotated Teacher's Edition				9780076104284	
	Intervention Blackline Masters				9780076104338	
	Intervention Guide				9780076104185	
	Reteach Workbook				9780076103843	
	Intervention Workbook				9780076104239	
	Lesson Assessment Workbook Set				9780076132218	
	Read Aloud Anthology				9780076109623	
	Listening Library CDs				9780076176335	
	Workshop Kit				9780076164202	
	Leveled Readers Individual Package				9780076176595	
	Leveled Readers for Science Individual Package				9780076118007	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 4** (Continued)			**4**		
	Leveled Readers for Social Studies Individual Package				9780076121182	
	eAssess CD-ROM				9780076178636	
	ePlanner CD-ROM				9780076178773	
	eTeacher's Edition CD-ROM				9780076178841	
	eStudent Edition CD-ROM				9780076178988	
	eSkills and eGames CD-ROM				9780076179053	
	Sounds/|Spelling Wall Cards (Levels 4-6)			4-6	9780076061860	
	Sounds/|Spelling Individual Cards (Levels 4-6)			4-6	9780076061891	
	eBackground Builders CD-ROM			1-6	9780076178940	
	eSound/Spelling Card CD-ROM			1-3	9780076179312	
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eStudent Edition Single Student License 1 Year Online Subscription			1-6	9780076179169	
	eStudent Edition Site License 1 Year Online Subscription			1-6	9780076179176	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	
	eFluency Single Student License 1 Year Online Subscription			1-6	9780076179206	
	eFluency Site License 1 Year Online Subscription			1-6	9780076179213	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	eSuite for Students Site License 1 Year Online Subscription			1-6	9780076179268	
	Complete Teacher and Student eSuite Site License 1 Year Online Subscription			1-6	9780076179275	
	Imagine It! Teacher's Editions Package (includes Units 1-6)	**Bereiter, et al.**	**2008**	**5**	**9780076164905**	**See Footnote ICS = 76%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Teacher's Edition Unit 1				9780076164905	
	Teacher's Edition Unit 2				9780076164912	
	Teacher's Edition Unit 3				9780076164929	
	Teacher's Edition Unit 4				9780076164936	
	Teacher's Edition Unit 5				9780076164943	
	Teacher's Edition Unit 6				9780076164950	
	Student Reader				9780076096480	
	Skills Practice Workbook 1				9780076104826	
	Skills Practice Workbook 2				9780076104833	
	Language Arts Handbook				9780076109937	
	Lesson Assessment Annotated Teacher's Edition Set				9780076132324	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 5** (Continued)			**5**		
	Lesson Assessment Blackline Masters Set				9780076132331	
	Benchmark Assessment Blackline Masters				9780076176472	
	Assessment Blackline Masters CD-ROM				9780076138296	
	Transparencies				9780076109722	
	Home Connection Blackline Masters				9780076109869	
	Skills Practice Annotated Teacher's Edition 1				9780076104963	
	Skills Practice Annotated Teacher's Edition 2				9780076104970	
	Skills Practice Blackline Masters 1				9780076105106	
	Skills Practice Blackline Masters 2				9780076105113	
	Challenge Activities				9780076103645	
	Reteach Annotated Teacher's Edition				9780076103928	
	Reteach Blackline Masters				9780076103997	
	Intervention Annotated Teacher's Edition				9780076104291	
	Intervention Blackline Masters				9780076104345	
	Intervention Guide				9780076104192	
	Reteach Workbook				9780076103850	
	Intervention Workbook				9780076104246	
	Lesson Assessment Workbook Set				9780076132317	
	Read Aloud Anthology				9780076109630	
	Listening Library CDs				9780076176342	
	Workshop Kit				9780076164219	
	Leveled Readers Individual Package				9780076176601	
	Leveled Readers for Science Individual Package				9780076118014	
	Leveled Readers for Social Studies Individual Package				9780076121199	
	eAssess CD-ROM				9780076178643	
	ePlanner CD-ROM				9780076178780	
	eTeacher's Edition CD-ROM				9780076178858	
	eStudent Edition CD-ROM				9780076178995	
	eSkills and eGames CD-ROM				9780076179060	
	Sounds/|Spelling Wall Cards (Levels 4-6)			4-6	9780076061860	
	Sounds/|Spelling Individual Cards (Levels 4-6)			4-6	9780076061891	
	eBackground Builders CD-ROM			1-6	9780076178940	
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eStudent Edition Single Student License 1 Year Online Subscription			1-6	9780076179169	
	eStudent Edition Site License 1 Year Online Subscription			1-6	9780076179176	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 5** (Continued)			**5**		
	eFluency Single Student License 1 Year Online Subscription			1-6	9780076179206	
	eFluency Site License 1 Year Online Subscription			1-6	9780076179213	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	eSuite for Students Site License 1 Year Online Subscription			1-6	9780076179268	
	Complete Teacher and Student eSuite Site License 1 Year Online Subscription			1-6	9780076179275	
	Imagine It! Teacher's Editions Package (includes Units 1-6)	**Bereiter, et al.**	**2008**	**6**	**9780076109494**	**See Footnote ICS = 86%**
	Note: Correlations is to teacher editions. Teacher's edition required to implement program. Key Features:					
	Teacher's Edition Unit 1				9780076164967	
	Teacher's Edition Unit 2				9780076164974	
	Teacher's Edition Unit 3				9780076164981	
	Teacher's Edition Unit 4				9780076164998	
	Teacher's Edition Unit 5				9780076165001	
	Teacher's Edition Unit 6				9780076165018	
	Student Reader				9780076096497	
	Skills Practice Workbook 1				9780076104840	
	Skills Practice Workbook 2				9780076104857	
	Language Arts Handbook				9780076109944	
	Lesson Assessment Annotated Teacher's Edition Set				9780076132416	
	Lesson Assessment Blackline Masters Set				9780076132423	
	Benchmark Assessment Blackline Masters				9780076176489	
	Assessment Blackline Masters CD-ROM				9780076138302	
	Transparencies				9780076109739	
	Home Connection Blackline Masters				9780076109876	
	Skills Practice Annotated Teacher's Edition 1				9780076104987	
	Skills Practice Annotated Teacher's Edition 2				9780076104994	
	Skills Practice Blackline Masters 1				9780076105120	
	Skills Practice Blackline Masters 2				9780076105137	
	Challenge Activities				9780076103652	
	Reteach Annotated Teacher's Edition				9780076103935	
	Reteach Blackline Masters				9780076104000	
	Intervention Annotated Teacher's Edition				9780076104307	
	Intervention Blackline Masters				9780076104352	
	Intervention Guide				9780076104208	
	Reteach Workbook				9780076103867	
	Intervention Workbook				9780076104253	
	Lesson Assessment Workbook Set				9780076132409	
	Read Aloud Anthology				9780076109647	

Research Based Reading
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.	**Imagine It! Grade 6** (Continued)			**6**		
	Listening Library CDs				9780076176359	
	Workshop Kit				9780076164226	
	Leveled Readers Individual Package				9780076176618	
	Leveled Readers for Science Individual Package				9780076118021	
	Leveled Readers for Social Studies Individual Package				9780076121267	
	eAssess CD-ROM				9780076178650	
	ePlanner CD-ROM				9780076178797	
	eTeacher's Edition CD-ROM				9780076178865	
	eStudent Edition CD-ROM				9780076179008	
	eSkills and eGames CD-ROM				9780076179077	
	Sounds/|Spelling Wall Cards (Levels 4-6)			4-6	9780076061860	
	Sounds/|Spelling Individual Cards (Levels 4-6)			4-6	9780076061891	
	eBackground Builders CD-ROM			1-6	9780076178940	
	eAssess Site License 1 Year Online Subscription			K-6	9780076179121	
	ePresentation Site License 1 Year Online Subscription			K-6	9780076179138	
	ePlanner Site License 1 Year Online Subscription			K-6	9780076179145	
	eTeacher's Edition Site License 1 Year Online Subscription			K-6	9780076179282	
	eSuite for Teacher's Site License 1 Year Online Subscription			K-6	9780076179152	
	eStudent Edition Single Student License 1 Year Online Subscription			1-6	9780076179169	
	eStudent Edition Site License 1 Year Online Subscription			1-6	9780076179176	
	eSkills and eGames Single Student License 1 Year Online Subscription			K-6	9780076179183	
	eSkills and eGames Site License 1 Year Online Subscription			K-6	9780076179190	
	eFluency Single Student License 1 Year Online Subscription			1-6	9780076179206	
	eFluency Site License 1 Year Online Subscription			1-6	9780076179213	
	eInquiry Single Student License 1 Year Online Subscription			K-6	9780076179220	
	eInquiry Site License 1 Year Online Subscription			K-6	9780076179237	
	eSuite for Students Site License 1 Year Online Subscription			1-6	9780076179268	
	Complete Teacher and Student eSuite Site License 1 Year Online Subscription			1-6	9780076179275	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
HEC Reading Horizons	**Discover Intensive Phonics for Yourself (DIP), Elementary Teacher's Kit (see below for list of components sold as replacements)**	**Charlotte Lockhart and Linda Eversole**	**January 2006**	**K-3**	**0-928424-54-5**	**See Footnote**
	Note: Requires teacher's editions to implement program. Program focus is phonics: Key Features: Two volumes of the direct instruction Teacher's Manual with lesson plans. Sound Essentials manual (including games and activities, practice pages (black-line masters), class assessments, individual assessments, Most Common Word practice cards) , 16 Reverse Listening Cards, Two flip charts, 13 wall posters (42 sounds of the alphabet, blends, 5 Phonetic Skills, vowel, 9 Most Common Words), Enrichment CD, One set of Little Books, Tote bag, Similar kits also available for Special Education and Kindergarten teachers.					
	Elementary Teacher's manuals (two in set)		January 2006	K-3	0-928424-54-5	
	Sound Essentials Manual (blackline masters, games and activities, assessments)			1-3	0-928424-55-3	
	Kindergarten Sound Essentials Manual (blackline masters, games and activities, assessments)			K	0-928424-55-1	
	Reverse Listening Cards (practice cards)		January 2006	1-3	0-928424-54-5	
	Kindergarten Reverse Listening Cards (practice cards)		January 2006	K	0-928424-54-5	
	Special Education Reverse Listening Cards (practice cards)		January 2006	K-3	0-928424-54-5	
	9 Most Common Words Posters		January 2006	K-3	0-928424-54-5	
	42 Sounds Poster/Blends Poster		January 2006	1-3	0-928424-54-5	
	Vowel Poster		January 2006	K-3	0-928424-54-5	
	5 Phonetic Skills Poster		January 2006	K-3	0-928424-54-5	
	Kindergarten Wall Posters (6) (include 4 Most Common Word Posters, Alphabet Poster, Blends Poster)			K	0-928424-54-5	
	Alphabet Flip Chart	Linda Eversole	January 2006	K-3	0-928424-54-5	
	Blends Flip Chart	Linda Eversole	January 2006	K-3	0-928424-54-5	
	Little Books (1 set includes four vocabulary-controlled student readers)		January 2006	K-3	0-928424-57-X	
	Enrichment CD (includes blackline masters of workbook pages and other helpful sections for teachers-found in the back of Teacher's Volume 1)				0-928424-54-5	
HEC Reading Horizons	**Discover Intensive Phonics for Yourself, Elementary Software**	**HEC Reading Horizons**	**December 2005**	**K-3**	**0-928424-51-0**	**See Footnote**
	Note: Requires teacher's editions to implement program. Program focus is phonics: Key Features: Two volumes of the direct instruction Teacher's Manual with lesson plans. Sound Essentials manual (including games and activities, practice pages (black-line masters), class assessments, individual assessments, Most Common Word practice cards) , 16 Reverse Listening Cards, Two flip charts, 13 wall posters (42 sounds of the alphabet, blends, 5 Phonetic Skills, vowel, 9 Most Common Words), Enrichment CD, One set of Little Books, Tote bag, Similar kits also available for Special Education and Kindergarten teachers.					
	Installation and Operating manual	HEC Reading Horizons	12/2005	K-3	0-928424-51-0	
	Lesson Summaries	HEC Reading Horizons	12/2005	K-3	0-928424-51-0	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
HEC Reading Horizons	**Discover Intensive Phonics for Yourself, Intermediate/Adult Teacher's** Kit (see below for list of components sold as replacements)	**Charlotte Lockhart and Linda Eversole**	**March 2005**	**4-12**	**0-928424-44-8**	**See Footnote**
	Note: Requires teacher's editions to implement program. Program focus is phonics: Key Features:					
	Intermediate/Adult Teacher's manuals		March 2005	4-12	0-928424-44-8	
	Student Involvement Materials (student workbook)		March 2005	4-12	0-928424-45-6	
	Reverse Listening Cards (practice cards)		March 2005	4-12	0-928424-44-8	
	42 Sounds Poster, Blends Poster		March 2005	4-12	0-928424-44-8	
	5 Phonetic Skills Poster		March 2005	4-12	0-928424-44-8	
	Vowel Poster		March 2005	4-12	0-928424-44-8	
	Enrichment CD (includes blackline masters of workbook pages and other helpful sections for teachers-found in the back of Teacher's Volume 1)				0-928424-44-8	
HEC Reading Horizons	**Reading Horizons, Intermediate/Adult Software** (includes Installation, Operating & Lesson Summaries manuals)	**HEC Reading Horizons**	**April 2005**	**4-12**	**0-928424-46-4**	**See Footnote**
	Note: Requires teacher's editions to implement program. Program focus is phonics: Key Features:					
	Installation and Operating manual	HEC Reading Horizons	April 2005	4-12	0-928424-46-4	
	Lesson Summaries	HEC Reading Horizons	April 2005	4-12	0-928424-46-4	
HEC Reading Horizons	**Decoding Strategies for Literacy Development** (see below for list of components sold as replacements)	**Charlotte Lockhart and Linda Eversole**	**January 2007**	**K-12**	**0-928424-58-8**	**See Footnote**
	Note: Requires teacher's editions to implement program. Program focus is phonics: Key Features:					
	Reverse Listening Cards (practice cards)		March 2005	K-12	0-928424-44-8	
	42 Sounds Poster/Blends Poster		January 2006	K-12	0-928424-54-5	
Houghton Mifflin	**SOAR TO SUCCESS Kit, Level K**	**J. David Cooper David Chard**	**2008**	**K**	**9780618946778**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 88%. Key Features:					
	includes: 20 Student Books, Sets of 7; Student Guides, Set of 7; Letter, Word, Picture Cards with Alphafriends; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Alphafriends Flipchart; Blending Routine Cards; Professional Development DVD					

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Kit, Level K** (Continued)		**2008**	**K**		
	SOAR TO SUCCESS Summer School Kit, Level K includes: 4 Student Books, Sets of 7; Student Guides, Set of 7; Letter, Word, Picture Cards with Alphafriends; Letter Cards & Trays; Teacher's Manual; Alphafriends Flipchart; Blending Routine Cards; Professional Development DVD				9780618940608	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level K				9780618956951	
	SOAR TO SUCCESS Student Book, Alphafriends, Set of 7, Level K				9780618954551	
	SOAR TO SUCCESS Student Book, Our Hats, Set of 7, Level K				9780618954568	
	SOAR TO SUCCESS Student Book, Van Rides, Set of 7, Level K				9780618954575	
	SOAR TO SUCCESS Student Book, Bats, Set of 7, Level K				9780618954582	
	SOAR TO SUCCESS Student Book, Look at Us, Set of 7, Level K				9780618954599	
	SOAR TO SUCCESS Student Book, Go!, Set of 7, Level K				9780618954605	
	SOAR TO SUCCESS Student Book, What Can Go?, Set of 7, Level K				9780618954629	
	SOAR TO SUCCESS Student Book, Dog Friends, Set of 7, Level K				9780618954636	
	SOAR TO SUCCESS Student Book, Bags, Set of 7, Level K				9780618954643	
	SOAR TO SUCCESS Student Book, Lots of Cats, Set of 7, Level K				9780618954667	
	SOAR TO SUCCESS Student Book, Busy Animals, Set of 7, Level K				9780618954681	
	SOAR TO SUCCESS Student Book, Feelings, Set of 7, Level K				9780618954704	
	SOAR TO SUCCESS Student Book, Dig, Dig, Dig, Set of 7, Level K				9780618954728	
	SOAR TO SUCCESS Student Book, Pet Cats, Set of 7, Level K				9780618954735	
	SOAR TO SUCCESS Student Book, In a Box, Set of 7, Level K				9780618954742	
	SOAR TO SUCCESS Student Book, Fix It, Set of 7, Level K				9780618954759	
	SOAR TO SUCCESS Student Book, Play with Me, Set of 7, Level K				9780618954766	
	SOAR TO SUCCESS Student Book, She Can Do It!, Set of 7, Level K				9780618954773	
	SOAR TO SUCCESS Student Book, Busy Squirrels, Set of 7, Level K				9780618954780	
	SOAR TO SUCCESS Student Book, Bugs!, Set of 7, Level K				9780618954810	
	SOAR TO SUCCESS Teacher's Manual Set of 2 Volumes, Level K				9780618949021	
	SOAR TO SUCCESS Alphafriends Flipchart, Level K				9780618939831	
	SOAR TO SUCCESS Blending Routine Cards, Level K				9780618939206	
	SOAR TO SUCCESS Letter, Word, Picture Cards, Level K				9780618938490	
	SOAR TO SUCCESS Student Guide, Level K				9780618940806	
	SOAR TO SUCCESS Kit, Level 1		**2008**	**1**	**9780618946785**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 77%. Key Features:					
	Kit ncludes: 30 Student Books, Sets of 7; Student Guides, Set of 7; Letter, Word, Picture Cards with Sound/Spelling Cards; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Alphafriends Flipchart; Blending Routine Cards; Professional Development DVD					
	SOAR TO SUCCESS Summer School Kit, Level 1 includes: 15 Student Books, Sets of 7; Student Guides, Set of 7; Letter, Word, Picture Cards with Sound/Spelling Cards; Letter Cards & Trays; Teacher's Manual; Alphafriends Flipchart; Blending Routine Cards; Professional Development DVD				9780618940622	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level 1				9780618956968	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Kit, Level 1** (Continued)		**2008**	**1**		
	SOAR TO SUCCESS Student Book, Family, Set of 7, Level 1				9780618955183	
	SOAR TO SUCCESS Student Book, At School, Set of 7, Level 1				9780618955220	
	SOAR TO SUCCESS Student Book, Across the Street, Set of 7, Level 1				9780618955299	
	SOAR TO SUCCESS Student Book, Big and Small Dogs, Set of 7, Level 1				9780618955336	
	SOAR TO SUCCESS Student Book, Let's Bake, Set of 7, Level 1				9780618955367	
	SOAR TO SUCCESS Student Book, Helping Hands, Set of 7, Level 1				9780618955398	
	SOAR TO SUCCESS Student Book, Go Out and Play, Set of 7, Level 1				9780618955428	
	SOAR TO SUCCESS Student Book, What Can You See? , Set of 7, Level 1				9780618955473	
	SOAR TO SUCCESS Student Book, The Forest, Set of 7, Level 1				9780618955541	
	SOAR TO SUCCESS Student Book, Boats, Set of 7, Level 1				9780618955602	
	SOAR TO SUCCESS Student Book, What Can You Do? , Set of 7, Level 1				9780618955619	
	SOAR TO SUCCESS Student Book, Fun in the Snow, Set of 7, Level 1				9780618955626	
	SOAR TO SUCCESS Student Book, Let's Paint, Set of 7, Level 1				9780618955633	
	SOAR TO SUCCESS Student Book, Spiders and More, Set of 7, Level 1				9780618955640	
	SOAR TO SUCCESS Student Book, Work We Do, Set of 7, Level 1				9780618955664	
	SOAR TO SUCCESS Student Book, Plane Rides, Set of 7, Level 1				9780618955671	
	SOAR TO SUCCESS Student Book, What Happens? , Set of 7, Level 1				9780618955688	
	SOAR TO SUCCESS Student Book, Growing, Set of 7, Level 1				9780618955695	
	SOAR TO SUCCESS Student Book, Sharing, Set of 7, Level 1				9780618955718	
	SOAR TO SUCCESS Student Book, Plays, Set of 7, Level 1				9780618955756	
	SOAR TO SUCCESS Student Book, Sports, Set of 7, Level 1				9780618955770	
	SOAR TO SUCCESS Teacher's Manual, Set of 2 Volumes, Level 1				9780618949014	
	SOAR TO SUCCESS Letter, Word, Picture Cards, 1v 1				9780618938483	
	SOAR TO SUCCESS Student Guide, Level 1				9780618940813	
	SOAR TO SUCCESS Sound Spelling Flipchart Level 1-2			1-2	9780618939817	
	SOAR TO SUCCESS Blending Routine Cards, Level 1-2			1-2	9780618939350	
	SOAR TO SUCCESS Kit, Level 2	**J. David Cooper David Chard**	**2008**	**2**	**9780618946761**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 67%.					
	Kit includes: includes: 30 Student Books, Sets of 7; Student Guides, Set of 7; Letter, Word, Picture Cards with Sound/Spelling Cards; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Sound Spelling Flipchart; Blending Routine Cards; Professional Development DVD					
	SOAR TO SUCCESS Summer School Kit, Level 2 includes: 15 Student Books, Sets of 7; Student Guides, Set of 7; Letter, Word, Picture Cards with Sound/Spelling Cards; Letter Cards & Trays; Teacher's Manual; Sound Spelling Flipchart; Blending Routine Cards; Professional Development DVD				9780618940639	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level 2				9780618956975	
	SOAR TO SUCCESS Student Book, Cats Near and Far, Set of 7, Level 2				9780618955800	
	SOAR TO SUCCESS Student Book, Jobs, Set of 7, Level 2				9780618955831	
	SOAR TO SUCCESS Student Book, Animals We See, Set of 7, Level 2				9780618955879	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Level 2** (Continued)		**2008**	**2**		
	SOAR TO SUCCESS Student Book, What is for Sale? , Set of 7, Level 2				9780618955893	
	SOAR TO SUCCESS Student Book, Friends, Set of 7, Level 2				9780618955909	
	SOAR TO SUCCESS Student Book, Outside, Set of 7, Level 2				9780618955916	
	SOAR TO SUCCESS Student Book, Bikes, Set of 7, Level 2				9780618955954	
	SOAR TO SUCCESS Student Book, Our Dogs, Set of 7, Level 2				9780618955978	
	SOAR TO SUCCESS Student Book, What is It? , Set of 7, Level 2				9780618956005	
	SOAR TO SUCCESS Student Book, Let's Play, Set of 7, Level 2				9780618956012	
	SOAR TO SUCCESS Student Book, Animals We Like, Set of 7, Level 2				9780618956050	
	SOAR TO SUCCESS Student Book, Chicks, Set of 7, Level 2				9780618956074	
	SOAR TO SUCCESS Student Book, Let's Go Out, Set of 7, Level 2				9780618956098	
	SOAR TO SUCCESS Student Book, Jobs People Do, Set of 7, Level 2				9780618956104	
	SOAR TO SUCCESS Student Book, Ice Cream, Set of 7, Level 2				9780618956135	
	SOAR TO SUCCESS Student Book, In the Park, Set of 7, Level 2				9780618956159	
	SOAR TO SUCCESS Student Book, School Days, Set of 7, Level 2				9780618956173	
	SOAR TO SUCCESS Student Book, Birds, Set of 7, Level 2				9780618956180	
	SOAR TO SUCCESS Student Book, Our Puppies, Set of 7, Level 2				9780618956197	
	SOAR TO SUCCESS Student Book, George Washington, Set of 7, Level 2				9780618956227	
	SOAR TO SUCCESS Student Book, When I grow up, Set of 7, Level 2				9780618956234	
	SOAR TO SUCCESS Student Book, Fun All Year, Set of 7, Level 2				9780618956241	
	SOAR TO SUCCESS Student Book, Families, Set of 7, Level 2				9780618956258	
	SOAR TO SUCCESS Student Book, Plane Trips, Set of 7, Level 2				9780618956210	
	SOAR TO SUCCESS Student Book, We Can Do It, Set of 7, Level 2				9780618956272	
	SOAR TO SUCCESS Student Book, Butterflies, Set of 7, Level 2				9780618956265	
	SOAR TO SUCCESS Student Book, At Night, Set of 7, Level 2				9780618956296	
	SOAR TO SUCCESS Student Book, In the Forest, Set of 7, Level 2				9780618956302	
	SOAR TO SUCCESS Student Book, Go to the Beach, Set of 7, Level 2				9780618956319	
	SOAR TO SUCCESS Student Book, Write to Me, Set of 7, Level 2				9780618956326	
	SOAR TO SUCCESS Teacher's Manual, Set of 2 Volumes, Level 2				9780618949045	
	SOAR TO SUCCESS Student Guide, Level 2				9780618940837	
	SOAR TO SUCCESS Kit, Level 3	**J. David Cooper David Chard**	**2008**	**3**	**9780618946792**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 75%.					
	Kit includes: 28 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD					
	SOAR TO SUCCESS Plus Package Kit, Level 3 includes: 10 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD				9780618940776	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level 3				9780618956999	
	SOAR TO SUCCESS Student Book, From Tadpole to Frog, Set of 7, Level 3				9780618956333	
	SOAR TO SUCCESS Student Book, Educating Arthur, Set of 7, Level 3				9780618956340	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Level 3** (Continued)		**2008**	**3**		
	SOAR TO SUCCESS Student Book, Wild Bears, Set of 7, Level 3				9780618956357	
	SOAR TO SUCCESS Student Book, Arturo's Baton, Set of 7, Level 3				9780618956364	
	SOAR TO SUCCESS Student Book, Emperor Penguins Up Close, Set of 7, Level 3				9780618956371	
	SOAR TO SUCCESS Student Book, The Wolf's Chicken Stew, Set of 7, Level 3				9780618956388	
	SOAR TO SUCCESS Student Book, Tree of Birds, Set of 7, Level 3				9780618956395	
	SOAR TO SUCCESS Student Book, What Do You Do When Something Wants to Eat You?, Set of 7, Level 3				9780618956289	
	SOAR TO SUCCESS Student Book, Animals in Winter, Set of 7, Level 3				9780618956418	
	SOAR TO SUCCESS Student Book, The Paper Crane, Set of 7, Level 3				9780618956401	
	SOAR TO SUCCESS Student Book, Baby Whales Drink Milk, Set of 7, Level 3				9780618956432	
	SOAR TO SUCCESS Student Book, A Bicycle for Rosaura, Set of 7, Level 3				9780618956425	
	SOAR TO SUCCESS Student Book, The Wonder of Bald Eagles, Set of 7, Level 3				9780618956449	
	SOAR TO SUCCESS Student Book, Not Norman: A Goldfish Story, Set of 7, Level 3				9780618956463	
	SOAR TO SUCCESS Student Book, Weird and Wacky Plants, Set of 7, Level 3				9780618956470	
	SOAR TO SUCCESS Student Book, Giant Snakes , Set of 7, Level 3				9780618956487	
	SOAR TO SUCCESS Student Book, Where Does the Garbage go? , Set of 7, Level 3				9780618956456	
	SOAR TO SUCCESS Student Book, Allie's Basketball Dream, Set of 7, Level 3				9780618956494	
	SOAR TO SUCCESS Student Book, Roasted Peanuts, Set of 7, Level 3				9780618956517	
	SOAR TO SUCCESS Student Book, Let's Go Rock Collecting, Set of 7, Level 3				9780618956524	
	SOAR TO SUCCESS Student Book, The Outside Dog, Set of 7, Level 3				9780618956531	
	SOAR TO SUCCESS Student Book, Aunt Flossie's Hats (and Crab Cakes Later) , Set of 7, Level 3				9780618956548	
	SOAR TO SUCCESS Student Book, Fossils Tell of Long Ago, Set of 7, Level 3				9780618956555	
	SOAR TO SUCCESS Student Book, Sam and the Lucky Money, Set of 7, Level 3				9780618956562	
	SOAR TO SUCCESS Student Book, Just Like Mike, Set of 7, Level 3				9780618956579	
	SOAR TO SUCCESS Student Book, Clouds of Terror, Set of 7, Level 3				9780618956203	
	SOAR TO SUCCESS Student Book, Amazon Fever, Set of 7, Level 3				9780618956609	
	SOAR TO SUCCESS Student Book, The April Fool's Day Mystery, Set of 7, Level 3				9780618956593	
	SOAR TO SUCCESS Teacher's Manual, Set of 2 Volumes, Level 3				9780618949076	
	SOAR TO SUCCESS Student Guide, Level 3				9780618940820	
	SOAR TO SUCCESS Flipchart Level 3-6			3-6	9780618940547	
	SOAR TO SUCCESS Kit, Level 4	**J. David Cooper David Chard**	**2008**	**4**	**9780618946815**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 100%.					
	Kit ncludes: 28 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD					
	SOAR TO SUCCESS Plus Package Kit, Level 4 includes: 10 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD				9780618940769	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level 4				9780618957002	
	SOAR TO SUCCESS Student Book, Hot shots!, Set of 7, Level 4				9780618955497	
	SOAR TO SUCCESS Student Book, Potato, Set of 7, Level 4				9780618955763	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Level 4** (Continued)		**2008**	**4**		
	SOAR TO SUCCESS Student Book, Tippu, Set of 7, Level 4				9780618955466	
	SOAR TO SUCCESS Student Book, Incredible Sharks, Set of 7, Level 4				9780618955725	
	SOAR TO SUCCESS Student Book, Naming the Cat, Set of 7, Level 4				9780618955558	
	SOAR TO SUCCESS Student Book, The Bizarre Body, Set of 7, Level 4				9780618955596	
	SOAR TO SUCCESS Student Book, Who Wants Arthur? , Set of 7, Level 4				9780618955572	
	SOAR TO SUCCESS Student Book, The Wonder of Wolves, Set of 7, Level 4				9780618955411	
	SOAR TO SUCCESS Student Book, Predator Attack! , Set of 7, Level 4				9780618955657	
	SOAR TO SUCCESS Student Book, JoJo's Flying Side Kick, Set of 7, Level 4				9780618955732	
	SOAR TO SUCCESS Student Book, Danger! Volcanoes, Set of 7, Level 4				9780618955862	
	SOAR TO SUCCESS Student Book, Camp Knock Knock, Set of 7, Level 4				9780618955749	
	SOAR TO SUCCESS Student Book, Wagon Wheels, Set of 7, Level 4				9780618955859	
	SOAR TO SUCCESS Student Book, Rosie, a Visiting Dog's Story, Set of 7, Level 4				9780618955787	
	SOAR TO SUCCESS Student Book, Falcons Nest on Skyscrapers, Set of 7, Level 4				9780618955817	
	SOAR TO SUCCESS Student Book, The Lost Lake, Set of 7, Level 4				9780618955824	
	SOAR TO SUCCESS Student Book, Oil Spill! , Set of 7, Level 4				9780618955794	
	SOAR TO SUCCESS Student Book, Amelia's Road, Set of 7, Level 4				9780618955886	
	SOAR TO SUCCESS Student Book, Slap, Squeak, Scatter, Set of 7, Level 4				9780618955855	
	SOAR TO SUCCESS Student Book, Zipping, Zapping, Zooming Bats, Set of 7, Level 4				9780618955701	
	SOAR TO SUCCESS Student Book, Martin Luther King, Jr. , Set of 7, Level 4				9780618955947	
	SOAR TO SUCCESS Student Book, The Snow Walker, Set of 7, Level 4				9780618956029	
	SOAR TO SUCCESS Student Book, Alligators and Crocodiles, Set of 7, Level 4				9780618955961	
	SOAR TO SUCCESS Student Book, Tropical Rain Forest, Set of 7, Level 4				9780618955480	
	SOAR TO SUCCESS Student Book, Whales, Set of 7, Level 4				9780618956081	
	SOAR TO SUCCESS Student Book, Centerfield Ballhawk, Set of 7, Level 4				9780618956036	
	SOAR TO SUCCESS Student Book, Growing Up Wild Bears, Set of 7, Level 4				9780618955985	
	SOAR TO SUCCESS Student Book, Real Slam Dunk, Set of 7, Level 4				9780618955848	
	SOAR TO SUCCESS Teacher's Manual, Set of 2 Volumes, Level 4				9780618949069	
	SOAR TO SUCCESS Student Guide, Level 4				9780618940844	
	SOAR TO SUCCESS Kit, Level 5	**J. David Cooper David Chard**	**2008**	**5**	**9780618946839**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 100%.					
	includes: 28 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD					
	SOAR TO SUCCESS Plus Package Kit, Level 5 includes: 10 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD				9780618940790	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level 5				9780618957033	
	SOAR TO SUCCESS Student Book, Amazing Bats, Set of 7, Level 5				9780618955350	
	SOAR TO SUCCESS Student Book, Owlbert, Set of 7, Level 5				9780618953912	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Level 5** (Continued)		**2008**	**5**		
	SOAR TO SUCCESS Student Book, Antarctica, Set of 7, Level 5				9780618954520	
	SOAR TO SUCCESS Student Book, Megatooth, Set of 7, Level 5				9780618954650	
	SOAR TO SUCCESS Student Book, Tigers, Set of 7, Level 5				9780618954711	
	SOAR TO SUCCESS Student Book, Truman's Aunt Farm, Set of 7, Level 5				9780618954537	
	SOAR TO SUCCESS Student Book, Hurricane Hunters!: Riders on the Storm, Set of 7, Level 5				9780618954858	
	SOAR TO SUCCESS Student Book, Where does Garbage Go? (Asimov) , Set of 7, Level 5				9780618955114	
	SOAR TO SUCCESS Student Book, Sunken Treasure, Set of 7, Level 5				9780618954940	
	SOAR TO SUCCESS Student Book, The Little Painter of Sabana Grande, Set of 7, Level 5				9780618955534	
	SOAR TO SUCCESS Student Book, The Boy of the Three-Year Nap, Set of 7, Level 5				9780618954872	
	SOAR TO SUCCESS Student Book, How Do Birds Find Their Way? , Set of 7, Level 5				9780618954926	
	SOAR TO SUCCESS Student Book, Going Home, Set of 7, Level 5				9780618954919	
	SOAR TO SUCCESS Student Book, Snow Search Dogs, Set of 7, Level 5				9780618955022	
	SOAR TO SUCCESS Student Book, Mountain Gorillas in Danger, Set of 7, Level 5				9780618954902	
	SOAR TO SUCCESS Student Book, Snakes, Set of 7, Level 5				9780618955060	
	SOAR TO SUCCESS Student Book, Brave as a Mountain Lion, Set of 7, Level 5				9780618955015	
	SOAR TO SUCCESS Student Book, Fire! In Yellowstone, Set of 7, Level 5				9780618955053	
	SOAR TO SUCCESS Student Book, Maiasaura NeSoar to Success, Set of 7, Level 5				9780618955152	
	SOAR TO SUCCESS Student Book, Bicycle Rider, Set of 7, Level 5				9780618955176	
	SOAR TO SUCCESS Student Book, Coral Reef Hunters, Set of 7, Level 5				9780618955251	
	SOAR TO SUCCESS Student Book, Titanic, Set of 7, Level 5				9780618955169	
	SOAR TO SUCCESS Student Book, Jackie Robinson, Set of 7, Level 5				9780618955237	
	SOAR TO SUCCESS Student Book, Popcorn! , Set of 7, Level 5				9780618955374	
	SOAR TO SUCCESS Student Book, Gerbilitis, Set of 7, Level 5				9780618955305	
	SOAR TO SUCCESS Student Book, The Real Lucky Charm, Set of 7, Level 5				9780618955343	
	SOAR TO SUCCESS Student Book, Whales (Simon) , Set of 7, Level 5				9780618955329	
	SOAR TO SUCCESS Student Book, The Year of the Panda, Set of 7, Level 5				9780618955459	
	SOAR TO SUCCESS Teacher's Manual, Set of 2 Volumes, Level 5				9780618949090	
	SOAR TO SUCCESS Student Guide, Level 5				9780618940851	
	SOAR TO SUCCESS Kit, Level 6		**2008**	**6**	**9780618946846**	**See Footnote**
	Note: Requires teacher's editions to implement program. Comprehensive Intervention program. Correlation is to teacher editions. Content Standards correlation is 76%. Key Features:					
	Kit includes: 28 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD					
	SOAR TO SUCCESS Plus Package Kit, Level 6 includes: 10 Student Books, Sets of 7; Student Guides, Set of 7; Letter Cards & Trays; Teacher's Manuals, Volumes 1 & 2; Strategy Posters Flipchart; Professional Development DVD				9780618940783	
	SOAR TO SUCCESS Set of Paperbacks 1 each, Level 6				9780618957026	
	SOAR TO SUCCESS Student Book, Great White Sharks Up Close, Set of 7, Level 6				9780618953929	
	SOAR TO SUCCESS Student Book, Nana Hannah's Piano, Set of 7, Level 6				9780618953455	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Houghton Mifflin	**SOAR TO SUCCESS Level 6** (Continued)		**2008**	**6**		
	SOAR TO SUCCESS Student Book, The Story of Three Whales, Set of 7, Level 6				9780618953615	
	SOAR TO SUCCESS Student Book, Chinese Giant Salamander, Set of 7, Level 6				9780618951871	
	SOAR TO SUCCESS Student Book, The Secret Room, Set of 7, Level 6				9780618953813	
	SOAR TO SUCCESS Student Book, Amazing Snakes!, Set of 7, Level 6				9780618953738	
	SOAR TO SUCCESS Student Book, Bridges, Set of 7, Level 6				9780618953820	
	SOAR TO SUCCESS Student Book, Ruth Law Thrills a Nation, Set of 7, Level 6				9780618953646	
	SOAR TO SUCCESS Student Book, Why are Whales Vanishing?, Set of 7, Level 6				9780618953516	
	SOAR TO SUCCESS Student Book, Detective Donut, Set of 7, Level 6				9780618953523	
	SOAR TO SUCCESS Student Book, Sweet Dried Apples, Set of 7, Level 6				9780618954674	
	SOAR TO SUCCESS Student Book, Wilma Unlimited, Set of 7, Level 6				9780618954698	
	SOAR TO SUCCESS Student Book, Sea Turtles, Set of 7, Level 6				9780618954834	
	SOAR TO SUCCESS Student Book, Paricutin: Mountain of Fire, Set of 7, Level 6				9780618954971	
	SOAR TO SUCCESS Student Book, Look What Whiskers Can Do, Set of 7, Level 6				9780618954964	
	SOAR TO SUCCESS Student Book, Camouflage: Changing to Hide, Set of 7, Level 6				9780618953790	
	SOAR TO SUCCESS Student Book, Fire on the Mountain, Set of 7, Level 6				9780618954995	
	SOAR TO SUCCESS Student Book, Super Croc, Set of 7, Level 6				9780618952519	
	SOAR TO SUCCESS Student Book, Owls, Set of 7, Level 6				9780618954933	
	SOAR TO SUCCESS Student Book, Roberto Clemente, Set of 7, Level 6				9780618955121	
	SOAR TO SUCCESS Student Book, Storms, Set of 7, Level 6				9780618955046	
	SOAR TO SUCCESS Student Book, Danger on Midnight River, Set of 7, Level 6				9780618955190	
	SOAR TO SUCCESS Student Book, SmokeJumpers, Set of 7, Level 6				9780618955107	
	SOAR TO SUCCESS Student Book, Owen and Mzee, Set of 7, Level 6				9780618955275	
	SOAR TO SUCCESS Student Book, There's a Wolf in the Classroom, Set of 7, Level 6				9780618953875	
	SOAR TO SUCCESS Student Book, Shoeshine Girl, Set of 7, Level 6				9780618953097	
	SOAR TO SUCCESS Student Book, Mummies and Their Mysteries, Set of 7, Level 6				9780618954957	
	SOAR TO SUCCESS Student Book, Windcatcher, Set of 7, Level 6				9780618954506	
	Soar Teacher's Manual Set of 2 Volumes, Level 6				9780618949144	
	SOAR TO SUCCESS Student Guide, Level 6				9780618939855	
JTT Holdings Inc. (dba Soliloquy Learning)	**Soliloquy Reading Assistant**	**Soliloquy Learning**	**09/01/2006**	**K-4**	**N/A**	**See Footnote**
	Note: Intervention program for vocabulary, fluency and comprehension. Kindergarten correlates 33%. Grade one correlates 23%. Grade two correlates 19%. Grade three correlates 14%. . Key Features:					
	Soliloquy Reading Assistant	**Soliloquy Learning**	**09/01/2006**	**5-12**	**N/A**	**See Footnote R**
	Note: Intervention program for comprehension. Recommended as “Resource Only”. Key Features:					

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Macmillan/McGraw-Hill, A Division of The McGraw-Hill Companies	**Reading Triumphs Intervention Program Package**	**Jan Hasbrouck/ Jan Dole**	**2007**	**K**	**978-0-02-192151-5**	**See Footnote**
	Note: Comprehensive Intervention Program according to the five key components.. Key Features:					
	Leveled Reader Package: Intervention (6 each of 15 titles)				978-0-02-197774-1	
	Intervention Teacher's Edition				978-0-02-194767-6	
	Intervention Practice Book				978-0-02-192158-4	
	Intervention Practice Book Teacher's Annotated Edition				978-0-02-192159-1	
	Intervention Assessment Book				978-0-02-194718-8	
	Word Cards				978-0-02-194783-6	
	Oral Vocabulary Development Cards				978-0-02-194708-9	
	Listening Library CD's – Intervention Anthology				978-0-02-194418-7	
	Comprehension Cards			K-2	978-0-02-194761-4	
	Photo Cards			K-2	978-0-02-193979-4	
	Letter Tiles			K-2	978-0-02-193982-4	
	Small Letter Cards			K-2	978-0-02-193992-3	
	Small Alphabet and Sound/Spelling Cards			K-2	978-0-02-194001-1	
	Write On/Wipe Off Board			K-2	978-0-02-194755-3	
	Phonics: New Adventure with Buggles and Beezy (Stand-Alone)			K-1	978-0-02-194399-9	
	Reading Triumphs Intervention Program Package	**Jan Hasbrouck/ Jan Dole**	**2007**	**1**	**978-0-02-192152-2**	**See Footnote**
	Note: Comprehensive Intervention Program according to the five key components.. Key Features:					
	Intervention Anthology (Set of 2) (6 copies)				978-0-02-197841-0	
	Intervention Teacher's Edition				978-0-02-194768-3	
	Intervention Practice Book				978-0-02-194726-3	
	Intervention Practice Book Teacher's Annotated Edition				978-0-02-194733-1	
	Intervention Assessment Book				978-0-02-194719-5	
	Summer School/After School Manual				978-0-02-194775-1	
	Word Cards				978-0-02-194784-3	
	Oral Vocabulary Development Cards				978-0-02-194709-6	
	Comprehension Cards			K-2	978-0-02-194761-4	
	Photo Cards			K-2	978-0-02-193979-4	
	Letter Tiles			K-2	978-0-02-193982-4	
	Small Letter Cards			K-2	978-0-02-193992-3	
	Small Alphabet and Sound/Spelling Cards			K-2	978-0-02-194001-1	
	Write On/Wipe Off Board			K-2	978-0-02-194755-3	
	Listening Library CD's – Intervention Anthology			1	978-0-02-194419-4	
	Phonics: New Adventure with Buggles and Beezy (Stand-Alone)			K-1	978-0-02-194399-9	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Macmillan/McGraw-Hill, A Division of The McGraw-Hill Companies	**Reading Triumphs Intervention Program Package**	**Jan Hasbrouck/ Jan Dole**	**2007**	**2**	**978-0-02-192153-9**	**See Footnote**
	Note: Comprehensive Intervention Program according to the five key components.. Key Features:					
	Intervention Anthology (6 copies)				978-0-02-197842-7	
	Intervention Teacher's Edition				978-0-02-194769-0	
	Intervention Practice Book				978-0-02-194727-0	
	Intervention Practice Book Teacher's Annotated Edition				978-0-02-194734-8	
	Intervention Assessment Book				978-0-02-194721-8	
	Summer School/After School Manual				978-0-02-194777-5	
	Word Cards				978-0-02-194785-0	
	Listening Library CD's – Intervention Anthology				978-0-02-194421-7	
	Comprehension Cards			K-2	978-0-02-194761-4	
	Photo Cards			K-2	978-0-02-193979-4	
	Letter Tiles			K-2	978-0-02-193982-4	
	Small Letter Cards			K-2	978-0-02-193992-3	
	Small Alphabet and Sound/Spelling Cards			K-2	978-0-02-194001-1	
	Write On/Wipe Off Board			K-2	978-0-02-194755-3	
	Phonics: Adventure with Buggles and Beezy (Stand-Alone)			2-3	978-0-02-194402-6	
	Reading Triumphs Intervention Program Package	**Jan Hasbrouck/ Jan Dole**	**2007**	**3**	**978-0-02-192154-6**	**See Footnote**
	Note: Comprehensive Intervention Program according to the five key components.. Key Features: Iis a comprehensive intervention program for students reading two grades below level. This Intervention program is designed to accelerate instruction including a plan to exit students from the programs. Reading Triumphs Intervention Program for Grade 3 provides explicit instruction for tested skills, multiple practice with application opportunities, and assessment tools that provide the necessary data to drive instruction. Reading Triumphs' explicit skill instruction for tested skills include highly-scaffolded lessons using the I Do/We Do/You Do Routine. Each lesson begins with the teacher explicitly teaching and modeling the skill (I Do). The teacher then leads the students through a highly-structured and guided practice session using the skill (We Do). Then students are offered practice opportunities to apply the skill on their own (You Do).					
	Intervention Anthology (6 copies)				978-0-02-197843-4	
	Intervention Teacher's Edition				978-0-02-194771-3	
	Intervention Practice Book				978-0-02-194728-7	
	Intervention Practice Book Teacher's Annotated Edition				978-0-02-194735-5	
	Intervention Assessment Book				978-0-02-194722-5	
	Summer School/After School Manual				978-0-02-194778-2	
	Word Cards				978-0-02-194786-7	
	Listening Library CD's – Intervention Anthology				978-0-02-194422-4	
	Phonics: Adventure with Buggles and Beezy (Stand-Alone)			2-3	978-0-02-194402-6	
	Intervention High Frequency Word Cards			3-5	978-0-02-194707-2	
	Comprehension Cards			3-5	978-0-02-194762-1	
	Write On/Wipe Off Board			3-5	978-0-02-194756-0	
	Phonics: Adventure with Buggles and Beezy (Stand-Alone)			2-3	978-0-02-194402-6	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Macmillan/McGraw-Hill, A Division of The McGraw-Hill Companies	**Reading Triumphs Intervention Program Package**	**Jan Hasbrouck/ Jan Dole**	**2007**	**4**	978-0-02-192155-3	**See Footnote**
	Note: Comprehensive Intervention Program according to the five key components.. Key Features: Iis a comprehensive intervention program for students reading two grades below level. This Intervention program is designed to accelerate instruction including a plan to exit students from the programs. Reading Triumphs Intervention Program for Grade 3 provides explicit instruction for tested skills, multiple practice with application opportunities, and assessment tools that provide the necessary data to drive instruction. Reading Triumphs' explicit skill instruction for tested skills include highly-scaffolded lessons using the I Do/We Do/You Do Routine. Each lesson begins with the teacher explicitly teaching and modeling the skill (I Do). The teacher then leads the students through a highly-structured and guided practice session using the skill (We Do). Then students are offered practice opportunities to apply the skill on their own (You Do).					
	Intervention Anthology (6 copies)				978-0-02-197844-1	
	Intervention Teacher's Edition				978-0-02-194772-0	
	Intervention Practice Book				978-0-02-194729-4	
	Intervention Practice Book Teacher's Annotated Edition				978-0-02-194736-2	
	Intervention Assessment Book				978-0-02-194723-2	
	Summer School/After School Manual				978-0-02-194779-9	
	Word Cards				978-0-02-194787-4	
	Intervention High Frequency Word Cards			3-5	978-0-02-194707-2	
	Comprehension Cards			3-5	978-0-02-194762-1	
	Write On/Wipe Off Board			3-5	978-0-02-194756-0	
	Listening Library CD's – Intervention Anthology			4	978-0-02-194423-1	
	Reading Triumphs Intervention Program Package	**Jan Hasbrouck/ Jan Dole**	**2007**	**5**	**978-0-02-192156-0**	**See Footnote**
	Note: Comprehensive Intervention Program according to the five key components.. Key Features: Iis a comprehensive intervention program for students reading two grades below level. This Intervention program is designed to accelerate instruction including a plan to exit students from the programs. Reading Triumphs Intervention Program for Grade 3 provides explicit instruction for tested skills, multiple practice with application opportunities, and assessment tools that provide the necessary data to drive instruction. Reading Triumphs' explicit skill instruction for tested skills include highly-scaffolded lessons using the I Do/We Do/You Do Routine. Each lesson begins with the teacher explicitly teaching and modeling the skill (I Do). The teacher then leads the students through a highly-structured and guided practice session using the skill (We Do). Then students are offered practice opportunities to apply the skill on their own (You Do).					
	Intervention Anthology (6 copies)				978-0-02-197845-8	
	Intervention Teacher's Edition				978-0-02-194773-7	
	Intervention Practice Book				978-0-02-194731-7	
	Intervention Practice Book Teacher's Annotated Edition				978-0-02-194737-9	
	Intervention Assessment Book				978-0-02-194724-9	
	Summer School/After School Manual				978-0-02-194781-2	
	Word Cards				978-0-02-194788-1	
	Listening Library CD's – Intervention Anthology				978-0-02-194424-8	
	Intervention High Frequency Word Cards			3-5	978-0-02-194707-2	
	Comprehension Cards			3-5	978-0-02-194762-1	
	Write On/Wipe Off Board			3-5	978-0-02-194756-0	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Digital Learning, a business unit of NCS Pearson, Inc.	**Waterford Early Reading Program**	**Waterford Institute**	**2006**	**preK-2**	**1402605927**	**See Footnote**
	Note: Comprehensive Intervension program, according to the five key components. Content standards correlation for kindergarten = 85%, grade one = 90%, grade 2 = 96%. Key Features:					
Pearson Education Inc. as Pearson Scott Forseman	**My Sidewalks Reading Intervention Package, Level A**	**Juel, Paratore, Simmons, Vaughn**	**2008**	**1**	**0-328-24497-X**	**See Footnote**
	Note: Requires teacher's edition to implement program. Comprehensive Intervension program, according to the five key components. Correlation is to teacher's edition. Content standards correlation for grade one = 80%, Key Features:					
	My Sidewalks Reading Intervention Package, Level B	**Juel, Paratore, Simmons, Vaughn**	**2008**	**2**	**0-328-24498-8**	**See Footnote**
	Note: Requires teacher's edition to implement program. Comprehensive Intervension program, according to the five key components. Correlation is to teacher's edition. Content standards correlation for grade 2 = 77%. Key Features:					
	My Sidewalks Reading Intervention Package, Level C	**Juel, Paratore, Simmons, Vaughn**	**2008**	**3**	**0-328-24499-6**	**See Footnote**
	Note: Requires teacher's edition to implement program. Comprehensive Intervension program, according to the five key components. Correlation is to teacher's edition. Content standards correlation for grade 3 = 86% Key Features:					
	My Sidewalks Reading Intervention Package, Level D	**Juel, Paratore, Simmons, Vaughn**	**2008**	**4**	**0-328-24500-3**	**See Footnote**
	Note: Requires teacher's edition to implement program. Comprehensive Intervension program, according to the five key components. Program is skill level specific. Correlation is to teacher's edition. Content standards correlation for grade = 50%. Key Features:					
	My Sidewalks Reading Intervention Package, Level E	**Juel, Paratore, Simmons, Vaughn**	**2008**	**5**	**0-328-24501-1**	**See Footnote**
	Note: Requires teacher's edition to implement program. Comprehensive Intervension program, according to the five key components. Program is skill level specific. Correlation is to teacher's edition. Content standards correlation grade 5 = 43%. Key Features:					

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Read Naturally, Inc.	**Read Naturally Software Edition Sequenced Series Level 1.0 School Site License v.2.0**	**Read Naturally, Inc.**	**2007**	**1**	**1-59621-404-X**	**See Footnote**
	Note: Program strength in fluency. Correlates 27% to the Content Standards Key Features					
	Read Naturally Software Edition Sequenced Series Level 1.0 One-User Network v. 2.0				1-59621-402-3	
	Read Naturally Software Edition Sequenced Series Level 1.0 Stand-Alone Software v. 2.0				1-59621-400-7	
	Read Naturally Masters Edition Sequenced Series Level 1.0 Audio CDs and Blackline Master				1-59621-150-4	
	Read Naturally Masters Edition Sequenced Series Level 1.0 Audio Cassettes and Blackline Master				1-59621-100-8	
	Read Naturally Software Edition Sequenced Series Level 1.5 School Site License v.2.0				1-59621-410-4	
	Read Naturally Software Edition Sequenced Series Level 1.5 One-User Network v. 2.0				1-59621-408-2	
	Read Naturally Software Edition Sequenced Series Level 1.5 Stand-Alone Software v. 2.0				1-59621-406-6	
	Read Naturally Masters Edition Sequenced Series Level 1.5 Audio CDs and Blackline Master				1-59621-151-2	
	Read Naturally Masters Edition Sequenced Series Level 1.5 Audio Cassettes and Blackline Master				1-59621-101-6	
	Read Naturally Software Edition Sequenced Series Level 2.0 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**2**	**1-59621-416-3**	**See Footnote**
	Note: Program strength in fluency. Correlates 21% to the Content Standards Key Features					
	Read Naturally Software Edition Sequenced Series Level 2.0 One-User Network v. 2.0				1-59621-414-7	
	Read Naturally Software Edition Sequenced Series Level 2.0 Stand-Alone Software v. 2.0				1-59621-412-0	
	Read Naturally Masters Edition Sequenced Series Level 2.0 Audio CDs and Blackline Master		2006		1-59621-152-0	
	Read Naturally Masters Edition Sequenced Series Level 2.0 Audio Cassettes and Blackline Master		2006		1-59621-102-4	
	Read Naturally Software Edition Sequenced Series Level 2.5 School Site License v.2.0				1-59621-422-8	
	Read Naturally Software Edition Sequenced Series Level 2.5 One-User Network v. 2.0				1-59621-420-1	
	Read Naturally Software Edition Sequenced Series Level 2.5 Stand-Alone Software v. 2.0				1-59621-418-X	
	Read Naturally Masters Edition Sequenced Series Level 2.5 Audio CDs		2006		1-59621-153-9	
	Read Naturally Masters Edition Sequenced Series Level 2.5 Audio Cassettes		2006		1-59621-103-2	
	Read Naturally Software Edition Sequenced Series Level 3.0 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**3**	**1-59621-428-7**	**See Footnote**
	Note: Program strength in fluency. Correlates 31% to the Content Standards Key Features					
	Read Naturally Software Edition Sequenced Series Level 3.0 One-User Network v. 2.0				1-59621-426-0	
	Read Naturally Software Edition Sequenced Series Level 3.0 Stand-Alone Software v. 2.0				1-59621-424-4	
	Read Naturally Masters Edition Sequenced Series Level 3.0 Audio CDs				1-59621-154-7	
	Read Naturally Masters Edition Sequenced Series Level 3.0 Audio Cassettes				1-59621-104-0	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Read Naturally, Inc.	**Read Naturally** (Continued)		**2007**	**3**		
	Read Naturally Software Edition Sequenced Series Level 3.5 School Site License v.2.0				1-59621-434-1	
	Read Naturally Software Edition Sequenced Series Level 3.5 One-User Network v. 2.0				1-59621-432-5	
	Read Naturally Software Edition Sequenced Series Level 3.5 Stand-Alone Software v. 2.0				1-59621-430-9	
	Read Naturally Masters Edition Sequenced Series Level 3.5 Audio CDs		2006		1-59621-155-5	
	Read Naturally Masters Edition Sequenced Series Level 3.5 Audio Cassettes		2006		1-59621-105-9	
	Read Naturally Software Edition Sequenced Series Level 4.0 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**4**	**1-59621-440-6**	**See Footnote**
	Note: Program strength in phonics and fluency. Correlates 19% to the Content Standards Key Features					
	Read Naturally Software Edition Sequenced Series Level 4.0 One-User Network v. 2.0				1-59621-438-4	
	Read Naturally Software Edition Sequenced Series Level 4.0 Stand-Alone Software v. 2.0				1-59621-436-8	
	Read Naturally Masters Edition Sequenced Series Level 4.0 Audio CDs		2006		1-59621-156-3	
	Read Naturally Masters Edition Sequenced Series Level 4.0 Audio Cassettes		2006		1-59621-106-7	
	Read Naturally Software Edition Sequenced Series Level 4.5 School Site License v.2.0				1-59621-446-5	
	Read Naturally Software Edition Sequenced Series Level 4.5 One-User Network v. 2.0				1-59621-444-9	
	Read Naturally Software Edition Sequenced Series Level 4.5 Stand-Alone Software v. 2.0				1-59621-442-2	
	Read Naturally Masters Edition Sequenced Series Level 4.5 Audio CDs		2006		1-59621-157-1	
	Read Naturally Masters Edition Sequenced Series Level 4.5 Audio Cassettes		2006		1-59621-107-5	
	Read Naturally Software Edition Sequenced Series Level 5.0 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**5**	**1-59621-452-X**	**See Footnote**
	Note: Program strength in phonics and fluency. Low correlation to the Content Standards. Key Features					
	Read Naturally Software Edition Sequenced Series Level 5.0 One-User Network v. 2.0				1-59621-450-3	
	Read Naturally Software Edition Sequenced Series Level 5.0 Stand-Alone Software v. 2.0				1-59621-448-1	
	Read Naturally Masters Edition Sequenced Series Level 5.0 Audio CDs		2006		1-59621-158-X	
	Read Naturally Masters Edition Sequenced Series Level 5.0 Audio Cassettes		2006		1-59621-108-3	
	Read Naturally Software Edition Sequenced Series Level 5.6 School Site License v.2.0				1-59621-458-9	
	Read Naturally Software Edition Sequenced Series Level 5.6 One-User Network v. 2.0				1-59621-456-2	
	Read Naturally Software Edition Sequenced Series Level 5.6 Stand-Alone Software v. 2.0				1-59621-454-6	
	Read Naturally Masters Edition Sequenced Series Level 5.6 Audio CDs		2006		1-59621-159-8	
	Read Naturally Masters Edition Sequenced Series Level 5.6 Audio Cassettes		2006		1-59621-109-1	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Read Naturally, Inc.	**Read Naturally Software Edition Sequenced Series Level 6.0 School Site License v.2.0**	**Read Naturally, Inc.**	**2007**	**6**	**1-59621-464-3**	**See Footnote**
	Note: Program strength in phonics and fluency. Low correlation to the Content Standards. Key Features					
	Read Naturally Software Edition Sequenced Series Level 6.0 One-User Network v. 2.0				1-59621-462-7	
	Read Naturally Software Edition Sequenced Series Level 6.0 Stand-Alone Software v. 2.0				1-59621-460-0	
	Read Naturally Masters Edition Sequenced Series Level 5.8/6.0 Audio CDs		2006		1-59621-160-1	
	Read Naturally Masters Edition Sequenced Series Level 5.8/6.0 Audio Cassettes		2006		1-59621-110-5	
	Read Naturally Software Edition Sequenced Series Level 7.0 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**7**	**1-59621-470-8**	**See Footnote**
	Note: Program strength in phonics and fluency. Low correlation to the Content Standards. Key Features					
	Read Naturally Software Edition Sequenced Series Level 7.0 One-User Network v. 2.0				1-59621-468-6	
	Read Naturally Software Edition Sequenced Series Level 7.0 Stand-Alone Software v. 2.0				1-59621-466-X	
	Read Naturally Masters Edition Sequenced Series Level 7.0 Audio CDs				1-59621-161-X	
	Read Naturally Masters Edition Sequenced Series Level 7.0 Audio Cassettes				1-59621-111-3	
	Read Naturally Software Edition Sequenced Series Level 8.0 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**8**	**1-59621-476-7**	**See Footnote**
	Note: Program strength in phonics and fluency. Low correlation to the Content Standards. Key Features					
	Read Naturally Software Edition Sequenced Series Level 8.0 One-User Network v. 2.0				1-59621-474-0	
	Read Naturally Software Edition Sequenced Series Level 8.0 Stand-Alone Software v. 2.0				1-59621-472-4	
	Read Naturally Masters Edition Sequenced Series Level 8.0 Audio CDs				1-59621-162-8	
	Read Naturally Masters Edition Sequenced Series Level 8.0 Audio Cassettes				1-59621-112-1	
	Read Naturally Software Edition Phonics Series Level 0.8 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**1**	**1-59621-604-2**	**See Footnote**
	Note: Intervention for phonics and fluency. Correlates 29% to the Content Standards Key Features					
	Read Naturally Software Edition Phonics Series Level 0.8 One-User Network v. 2.0				1-59621-602-6	
	Read Naturally Software Edition Phonics Series Level 0.8 Stand-Alone Software v. 2.0				1-59621-600-X	
	Read Naturally Masters Edition Phonics Series Level 0.8 Audio CDs				1-59621-220-9	
	Read Naturally Masters Edition Phonics Series Level 0.8 Audio Cassettes				1-59621-200-4	
	Read Naturally Software Edition Phonics Series Level 1.3 School Site License v.2.0				1-59621-610-7	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Read Naturally, Inc.	**Read Naturally Phonics** (Continued)		**2007**	**1**		
	Read Naturally Software Edition Phonics Series Level 1.3 One-User Network v. 2.0				1-59621-608-5	
	Read Naturally Software Edition Phonics Series Level 1.3 Stand-Alone Software v. 2.0				1-59621-606-9	
	Read Naturally Masters Edition Phonics Series Level 1.3 Audio CDs				1-59621-221-7	
	Read Naturally Masters Edition Phonics Series Level 1.3 Audio Cassettes				1-59621-201-2	
	Read Naturally Software Edition Phonics Series Level 1.8 School Site License v.2.0				1-59621-616-6	
	Read Naturally Software Edition Phonics Series Level 1.8 One-User Network v. 2.0				1-59621-614-X	
	Read Naturally Software Edition Phonics Series Level 1.8 Stand-Alone Software v. 2.0				1-59621-612-3	
	Read Naturally Masters Edition Phonics Series Level 1.8 Audio CDs				1-59621-222-5	
	Read Naturally Masters Edition Phonics Series Level 1.8 Audio Cassettes				1-59621-202-0	
	Read Naturally Software Edition Phonics Series Level 2.3 School Site License v.2.0	**Read Naturally, Inc.**	**2007**	**2**	**1-59621-620-4**	**See Footnote**
	Note: Intervention for phonics and fluency. Correlates 29% to the Content Standards Key Features					
	Read Naturally Software Edition Phonics Series Level 2.3 One-User Network v. 2.0				1-59621-619-0	
	Read Naturally Software Edition Phonics Series Level 2.3 Stand-Alone Software v. 2.0				1-59621-618-2	
	Read Naturally Masters Edition Phonics Series Level 2.3 Audio CDs				1-59621-223-3	
	Read Naturally Masters Edition Phonics Series Level 2.3 Audio Cassettes				1-59621-203-9	
	Read Naturally Software Edition Phonics Series Level 2.6 School Site License v.2.0				1-59621-625-5	
	Read Naturally Software Edition Phonics Series Level 2.6 One-User Network v. 2.0				1-59621-623-9	
	Read Naturally Software Edition Phonics Series Level 2.6 Stand-Alone Software v. 2.0				1-59621-621-2	
	Read Naturally Masters Edition Phonics Series Level 2.6 Audio CDs				1-59621-224-1	
	Read Naturally Masters Edition Phonics Series Level 2.6 Audio Cassettes				1-59621-204-7	
	Read Naturally Software Edition Phonics Series Level 2.7 School Site License v.2.0				1-59621-631-X	
	Read Naturally Software Edition Phonics Series Level 2.7 One-User Network v. 2.0				1-59621-629-8	
	Read Naturally Software Edition Phonics Series Level 2.7 Stand-Alone Software v. 2.0				1-59621-627-1	
	Read Naturally Masters Edition Phonics Series Level 2.7 Audio CDs				1-59621-225-X	
	Read Naturally Masters Edition Phonics Series Level 2.7 Audio Cassettes				1-59621-205-5	
	Read Naturally Group and Tutoring Edition Level 0.8	**Read Naturally, Inc.**	**2002**	**1**	**1-59621-700-6**	**See Footnote**
	Note: Intervention for phonics and fluency. Correlates 17% to the Content Standards Key Features					
	Read Naturally Group and Tutoring Edition Level 1.3				1-59621-701-4	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Read Naturally, Inc.	**Read Naturally Word Warm-ups**	**Read Naturally, Inc.**	**2006**	**Grades 1 - 5**	**1-59621-780-4**	**See Footnote**
	Note: Intervention for phonics and fluency. Correlates 17% to the Content Standards Key Features					
	One Minute Reader Level E starter kit	**Read Naturally, Inc.**	**2006**	**1**	**1-59621-805-3**	**See Footnote**
	Note: for early first grade. Intervention for fluency. Low correlation to the Content Standards. Key Features:					
	One Minute Reader Level 1 starter kit	**Read Naturally, Inc.**	**2005**	**1**	**1-59621-800-2**	**See Footnote**
	Note: Intervention for fluency. Low correlation to Content Standards Key Features					
	One Minute Reader Level 2 starter kit	**Read Naturally, Inc.**	**2005**	**2**	**1-59621-801-0**	**See Footnote**
	Note: Intervention for fluency. Low correlation to Content Standards Key Features					
	One Minute Reader Level 3 starter kit	**Read Naturally, Inc.**	**2005**	**3**	**1-59621-802-9**	**See Footnote**
	Note: Intervention for fluency. Low correlation to Content Standards Key Features					
	One Minute Reader Level 4 starter kit	**Read Naturally, Inc.**	**2005**	**4**	**1-59621-803-7**	**See Footnote**
	Note: Intervention for fluency. Low correlation to Content Standards Key Features					
	One Minute Reader Level 5 starter kit	**Read Naturally, Inc.**	**2005**	**5**	**1-59621-804-5**	**See Footnote**
	Note: Intervention for fluency. Low correlation to Content Standards Key Features					
Renaissance Learning, Inc.	**Read Now Power Up! Complete 24-Student Package, v1.3**	**Dr. Roger Farr**	**2003**	**4-9**	**978-59455-206-9**	**See Footnote**
	Note: Supplemental intervention program for comprehension and vocabulary. Correlation to Content Standards for grade 4= 57%, Grade 5 = 57%, Grade 6 = 38%, Grade 7 = 41%, Grade 8 = 36%, Grade 9 = 59%. Key Features					

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Renaissance Learning, Inc.	**Read Now Power Up!** (Continued)		**2003**	**4-9**		
	Package includes 16 thematically-linked fiction and non-fiction paperback book pairs across 4 levels (384 total), 12 student Workout Books per level (48 total), 1 "Books-on-Cassette" collection, 32-title Extension Library collection, 24 Student Subscriptions, complete teacher resources, extensive Professional Development package, automatic software updates and upgrades, remote software hosting, online Help and Software manuals, and unlimited technical support.				
	Read Now Power Up! Annual Student Subscription Renewal			4-9	978-59455-208-3	
	Read Now Power Up! Teacher Add-On Package, v1.3				978-59455-254-0	
	Includes Re-Teach Power Lesson guide, Implementation guide, 4 Teacher Resource binders (1 per level), and Professional Development package.					
	Read Now Power Up! 6-Student Add-On Package, v1.3			4-9	978-59455-253-3	
	Includes 16 thematically linked fiction and non-fiction paperback book pairs across 4 levels (96 total), 3 Student Workout Books at each of 4 levels (12 books total), 6 Student Subscriptions, and Professional Development and Implementation package.					
	Read Now Power Up! Level 1 Workout Book			4-9	0739850814	
	Consumable Workout Books are purchased annually after year 1 of the Read Now Power Up! program					
	Read Now Power Up! Level 2 Workout Book			4-9	0739851160	
	Consumable Workout Books are purchased annually after year 1 of the Read Now Power Up! program.					
	Read Now Power Up! Level 3 Workout Book			4-9	0739851519	
	Consumable Workout Books are purchased annually after year 1 of the Read Now Power Up! program.					
	Read Now Power Up! Level 4 Workout Book			4-9	0739851861	
	Consumable Workout Books are purchased annually after year 1 of the Read Now Power Up! program.					
Scientific Learning Corporation	**Fast ForWord to Reading Series** **<u>Elementary Reading Bundle (K-3):</u>** **Fast ForWord to Reading Prep** **Fast ForWord to Reading 1** **Fast ForWord to Reading 2** **Fast ForWord to Reading 3** **Fast ForWord Progress Tracker and Reading Progress Indicator**	**Scientific Learning Corporation**	**2004-2006**	**K-3**	**N/A**	**See Footnote**
	Note: Supplemental intervention program for phonics. Correlation to Content Standards for Grade 1= 30%, Grade 2 = 30%, Grade 2 = 27%, Grade 3 = 40%. Key Features					

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Scientific Learning Corporation	**Fast ForWord to Reading Series** **Elementary Reading Bundle (3-5):** **Fast ForWord to Reading 3** **Fast ForWord to Reading 4** **Fast ForWord to Reading 5** **Fast ForWord Progress Tracker and Reading Progress Indicator**	**Scientific Learning Corporation**	**2004-2006**	**3-5**	**N/A**	**See Footnote**
	Note: Comprehensive intervention program. Correlation to Content Standards for Grade 3= 40%, Grade 4 = 42%, Grade 5 = 19%. Key Features					
	Fast ForWord to Reading Series **Elementary Reading Bundle (K-5):** **Fast ForWord to Reading Prep** **Fast ForWord to Reading 1** **Fast ForWord to Reading 2** **Fast ForWord to Reading 3** **Fast ForWord to Reading 4** **Fast ForWord to Reading 5** **Fast ForWord Progress Tracker and Reading Progress Indicator**	**Scientific Learning Corporation**	**2004-2006**	**K-5**	**N/A**	**See Footnote**
	Note: Comprehensive intervention program. Correlation to Content Standards for Grade 1= 30%, Grade 2 = 30%, Grade 2 = 27%, Grade 3 = 40%, rade 4 = 42%, Grade 5 = 19%.					
	Fast ForWord to Reading Series **Secondary Reading Bundle (6-12):** **Fast ForWord to Reading 3** **Fast ForWord to Reading 4** **Fast ForWord to Reading 5** **Fast ForWord Progress Tracker and Reading Progress Indicator**	**Scientific Learning Corporation**	**2004-2006**	**6-12**	**N/A**	**See Footnote**
	Note: Comprehensive intervention program, according to the 5 key reading components. Low correlation to Content Standards for Grades six through twelve. Key Features					

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**READING MASTERY CLASSIC EDITION Level I: Storybook 1**	**S. Engelmann, Elaine C. Bruner**	**2003**	**PreK - 3**	**9780075692768**	**See Footnote**
	Note: Requires teacher edition to be effective. Focus on phonics, phonemic awareness and fluency. Correlations are to teachers editions. Content Standards correlation for Kindergarten = 70%, Grade 1 = 53%, Grade 2 = 65%, Grade 3 = 58%.. Key Features					
	Level I: Storybook 2				9780075692775	
	Level I: Storybook 3				9780075692782	
	Level I: Takehome Workbook A (Pkg. of 5)				9780075692805	
	Level I: Takehome Workbook B (Pkg. of 5)				9780075692829	
	Level I: Takehome Workbook C (Pkg. of 5)				9780075692843	
	Level I: Teacher Materials				9780075692867	
	Level I: Teacher Guide *				9780075692874	
	Level I: Literature Collection (10 titles)				9780026876094	
	Level I: Literature Guide				9780075726128	
	Level I: Seatwork (160 Blackline Masters)				9780075692720	
	Level I: Benchmark Test Package (for 15 students)				9780075692706	
	Level I: Behavioral Objectives				9780075692683	
	Level I: Skills Profile Folders (Pkg. of 15)				9780075692744	
	Level I: Assessment Manual				9780075692676	
	READING MASTERY CLASSIC EDITION Level II: Storybook 1	**S. Engelmann, Elaine C. Bruner**	**2003**	**1 - 3**	**9780075693253**	**See Footnote**
	Note: Requires teacher edition to be effective. Focus on phonics, phonemic awareness and fluency. Correlations are to teacher editions. Correlations to Content Standards for Grade 1 = 60%, Grade 2 = 69%, Grade 3 = 62%. Key Features					
	Level II: Storybook 2				9780075693260	
	Level II: Takehome Workbook A (Pkg. of 5)				9780075693284	
	Level II: Takehome Workbook B (Pkg. of 5)				9780075693307	
	Level II: Takehome Workbook C (Pkg. of 5)				9780075693321	
	Level II: Teacher Materials				9780075693345	
	Level II: Teacher Guide *				9780075693352	
	Level II: Literature Collection (9 titles)				9780026876100	
	Level II: Literature Guide				9780075726135	
	Level II: Independent Readers, Set 1, (6 each of 5 titles)				9780026864299	
	Level II: Independent Readers, Set 2, (6 each of 5 titles)				9780026748940	
	Level II: Seatwork (160 Blackline Masters)				9780075693215	
	Level II: Benchmark Test Package (for 15 students)				9780075693192	
	Level II: Behavioral Objectives				9780075693178	
	Level II: Skills Profile Folders (Pkg. of 15)				9780075693239	
	Level II: Assessment Manual				9780075693161	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**READING MASTERY CLASSIC EDITION Fast Cycle: Storybook 1**	**S. Engelmann, Elaine C. Bruner**	**2003**	**1 - 3**	**9780075692997**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions, Correlations to Content standards for Grade 1 = 60%, Grade 2 = 26%, Grade 3 = 52%, Key Features					
	Fast Cycle: Storybook 2				9780075693000	
	Fast Cycle: Takehome Workbook A (Pkg. of 5)				9780075693024	
	Fast Cycle: Takehome Workbook B (Pkg. of 5)				9780075693048	
	Fast Cycle: Takehome Workbook C (Pkg. of 5)				9780075693062	
	Fast Cycle: Takehome Workbook D (Pkg. of 5)				9780075693086	
	Fast Cycle: Teacher Materials				9780075693109	
	Fast Cycle: Teacher Guide *				9780075693116	
	Fast Cycle: Benchmark Test Package (for 15 students)				9780075692935	
	Fast Cycle: Behavioral Objectives				9780075692911	
	Fast Cycle: Skills Profile Folders (Pkg. of 15)				9780075692973	
	Fast Cycle: Assessment Manual				9780075692904	
	Series Guide				9780075693932	
	READING MASTERY PLUS: Story Picture Book K	**S. Engelmann, Elaine C. Bruner**	**2003**	**PreK - K**	**9780075689898**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program.. Correlations are to teacher editions. Correlates 79% to Content Standards for Kindergarten. Key Features:					
	Workbook A Level K Package/5				9780075689911	
	Workbook B Level K Package/5				9780075689935	
	Workbook C Level K Package/5				9780075689959	
	Teacher Materials K				9780026847117	
	Skills Profile Folders K (Pkg. of 15)				9780075690023	
	Literature Collection K (7 titles)				9780075689997	
	Additional Teacher Guide K				9780075689966	
	Behavioral Objectives Book K				9780075690016	
	Language Mastery Test Package				9780076089734	
	READING MASTERY PLUS: Storybook Level 1	**S. Engelmann, Elaine C. Bruner**	**2003**	**1**	**9780075690146**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions. 73% correlations to Content standards. Key Features:					
	Textbook Level 1				9780075690153	
	Language Workbook 1 Package/5				9780075690177	
	Workbook A Level 1Package/5				9780075690191	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**Reading Mastery Plus: Level 1** (Continued)		**2003**	**1**		
	Workbook B Level 1Package/5				9780075690214	
	Workbook C Level 1 Package/5				9780075690238	
	Teacher Materials 1				9780026847124	
	Seatwork Blackline Masters 1				9780075690320	
	Skills Profile Folders 1 (Pkg. of 15)				9780075690283	
	Literature Collection 1 (14 titles)				9780075690290	
	Additional Teacher Guide 1				9780075690245	
	Behavioral Objectives Book 1				9780075690269	
	READING MASTERY PLUS: Storybook Level 2	**S. Engelmann, Elaine C. Bruner**	**2003**	**2**	**9780075690863**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions. 80% correlations to Content standards. Key Features:					
	Textbook Level 2				9780075690870	
	Workbook A Level 2 Package/5				9780075690894	
	Workbook B Level 2 Package/5				9780075690917	
	Workbook C Level 2 Package/5				9780075690931	
	Teacher Materials 2				9780026847131	
	Seatwork Blackline Masters 2				9780075690955	
	Skills Profile Folders 2 (Pkg. of 15)				9780075690993	
	Literature Collection 2				9780075691006	
	Independent Readers 2				9780075691020	
	Additional Teacher Guide Level 2				9780075690948	
	Behavioral Objectives Book 2				9780075690979	
	READING MASTERY PLUS: Textbook A Level 3	**S. Engelmann, Elaine C. Bruner**	**2003**	**3**	**9780075691204**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions. 55% correlations to Content standards. Key Features:					
	Textbook B Level 3				9780075691211	
	Textbook C Level 3				9780075691228	
	Literature Anthology 3				9780075691334	
	Workbook A Level 3 Package/5				9780075691242	
	Workbook B Level 3 Package/5				9780075691266	
	Workbook C Level 3 Package/5				9780075691280	
	Comprehensive Teacher Materials 3				9780026847148	
	Core Teacher Materials 3				9780075726142	
	Writing/Spelling Guide Level 3				9780075691303	
	Literature Guide 3				9780075691341	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**Reading Mastery Plus: Level 3** (Continued)		**2003**	**3**		
	Language Arts Guide 3				9780075691358	
	Activities Across the Curriculum Level 3				9780075691310	
	Additional Teacher Guide 3				9780075691327	
	Additional Answer Key 3				9780075691297	
	READING MASTERY PLUS: Textbook A Level 4	**S. Engelmann, Elaine C. Bruner**	**2003**	**4**	**9780075691426**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions. 73% correlations to Content standards. Key Features:					
	Textbook B Level 4				9780075691433	
	Literature Anthology 4				9780075691518	
	Workbook A Level 4 Package/5				9780075691457	
	Workbook B Level 4 Package/5				9780075691471	
	Comprehensive Teacher Materials 4				9780026847155	
	Core Teacher Materials 4				9780075726159	
	Literature Guide 4				9780075691525	
	Language Arts Guide 4				9780075691532	
	Activities Across the Curriculum Level 4				9780075691495	
	Additional Teacher Guide 4				9780075691501	
	Additional Answer Key 4				9780075691488	
	READING MASTERY PLUS: Textbook A Level 5	**S. Engelmann, Elaine C. Bruner**	**2003**	**5**	**9780075691594**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions. 69% correlations to Content standards. Key Features: Explicit, intensive, teacher-directed instructional method founded on proven design (Direct Instruction) that consistently attains high levels of student achievement. Lessons are scripted to ensure consistency and that specific instruction occurs in sequence. Efficient pacing, grouping, correction procedures, and positive reinforcement.					
	Textbook B Level 5				9780075691600	
	Literature Anthology 5				9780075691686	
	Workbook Level 5 Package/5				9780075691624	
	Comprehensive Teacher Materials 5				9780026847162	
	Core Teacher Materials 5				9780075726166	
	Literature Guide 5				9780075691693	
	Language Arts Guide 5				9780075691709	
	Activities Across the Curriculum Level 5				9780075691679	
	Additional Teacher Guide 5				9780075691662	
	Additional Answer Key 5				9780075691655	
	Test Handbook BLM 5				9780075691648	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**READING MASTERY PLUS: Textbook A Level 6**	**S. Engelmann, Elaine C. Bruner**	**2003**	**6**	**9780075691754**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Correlations are to teacher editions. 58% correlations to Content standards. Key Features:					
	Textbook B Level 6				9780075691761	
	Literature Anthology 6				9780075691853	
	Workbook Level 6 Package/5				9780075691785	
	Comprehensive Teacher Materials 6				9780026847179	
	Core Teacher Materials 6				9780075726173	
	Literature Guide 6				9780075691860	
	Language Arts Guide 6				9780075723851	
	Activities Across the Curriculum Level 6				9780075691846	
	Additional Teacher Guide 6				9780075691815	
	Additional Answer Key 6				9780075691808	
	Test Handbook BLM 6				9780075691822	
	Series Guide				9780075691877	
	Corrective Reading Comprehension Level A Teacher Materials	**S. Engelmann, Elaine C. Bruner**	**2003**	**3 - 12**	**9780076111671**	**See Footnote**
	Note: Requires teacher edition to be effective. Comprehensive intervention program. Cntent Standards correlations are low, program designed to meet the five key reading componenets. Skills based series. Key Features:					
	Comprehension Level A Additional Teacher's Guide				9780076111626	
	Comprehension Level A Additional Practice and Review Activities CD-ROM				9780076111695	
	Comprehension Level A Workbook				9780076111596	
	Comprehension Level A Standardized Test Practice Blackline Masters				9780076111664	
	Comprehension Level A Teacher's Resource Book				9780076111640	
	Comprehension Level A Fast Cycle Teacher Presentation Book				9780076111602	
	Comprehension Level A Fast Cycle Workbook				9780076111619	
	Comprehension Level B1 Teacher Materials				9780076111794	
	Comprehension Level B1 Additional Teacher's Guide				9780076111749	
	Comprehension Level B1 Additional Practice and Review Activities CD-ROM				9780076111824	
	Comprehension Level B1 Workbook				9780076111718	
	Comprehension Level B1 Enrichment Blackline Masters				9780076111817	
	Comprehension Level B1 Standardized Test Practice Blackline Masters				9780076111787	
	Comprehension Level B1 Teacher's Resource Book				9780076111763	
	Comprehension Level B1 Fast Cycle Teacher Presentation Book				9780076111725	
	Comprehension Level B1 Fast Cycle Workbook				9780076111732	
	Comprehension Level B2 Teacher Materials				9780076111893	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**Corrective Reading** (Continued)		**2003**	**3 - 12**		
	Comprehension Level B2 Additional Teacher's Guide				9780076113996	
	Comprehension Level B2 Additional Practice and Review CD-ROM				9780076111916	
	Comprehension Level B2 Workbook				9780076111848	
	Comprehension Level B2 Enrichment Blackline Masters				9780076111909	
	Comprehension Level B2 Standardized Test Practice Blackline Masters				9780076111886	
	Comprehension Level B2 Teacher's Resource Book				9780076111862	
	Comprehension Level C Teacher Materials				9780076112012	
	Comprehension Level C Additional Teacher's Guide				9780076111961	
	Comprehension Level C Additional Practice and Review Activities CD-ROM				9780076112036	
	Comprehension Level C Student Book				9780076111947	
	Comprehension Level C Workbook				9780076111954	
	Comprehension Level C Enrichment Blackline Masters				9780076112029	
	Comprehension Level C Standardized Test Practice Blackline Masters				9780076112005	
	Comprehension Level C Teacher's Resource Book				9780076111985	
	Comprehension Levels A-C Additional Comprehension Teaching Tutor CD-ROM				9780076112531	
	Decoding Level A Teacher Materials				9780076112128	
	Decoding Level A Additional Teacher's Guide				9780076112074	
	Decoding Level A Additional Practice and Review Activities CD-ROM				9780076112142	
	Decoding Level A Workbook				9780076112067	
	Decoding Level A Enrichment Blackline Masters				9780076112135	
	Decoding Level A Standardized Test Practice Blackline Masters				9780076112111	
	Decoding Level A Teacher's Resource Book				9780076112098	
	Decoding Level B1 Teacher Materials				9780076112227	
	Decoding Level B1 Additional Teacher's Guide				9780076112173	
	Decoding Level B1 Additional Practice and Review Activities CD-ROM				9780076112241	
	Decoding Level B1 Student Book				9780076112159	
	Decoding Level B1 Workbook				9780076112166	
	Decoding Level B1 Enrichment Blackline Masters				9780076112234	
	Decoding Level B1 Standardized Test Practice Blackline Masters				9780076112210	
	Decoding Level B1 Teacher's Resource Book				9780076112197	
	Decoding Level B2 Teacher Materials				9780076112333	
	Decoding Level B2 Additional Teacher's Guide				9780076112289	
	Decoding Level B2 Additional Practice and Review Activities CD-ROM				9780076112357	
	Decoding Level B2 Student Book				9780076112265	
	Decoding Level B2 Workbook				9780076112272	
	Decoding Level B2 Enrichment Blackline Masters				9780076112340	
	Decoding Level B2 Standardized Test Practice Blackline Masters				9780076112326	
	Decoding Level B2 Teacher's Resource Book				9780076112302	
	Decoding Level C Teacher Materials				9780076112456	
	Decoding Level C Additional Teacher's Guide				9780076112401	
	Decoding Level C Additional Practice and Review Activities CD-ROM				9780076112470	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
SRA/McGraw-Hill, a division of theMcGraw-Hill Companies, Inc.	**Corrective Reading** (Continued)		**2003**	**3 - 12**		
	Decoding Level C Student Book				9780076112388	
	Decoding Level C Workbook				9780076112395	
	Decoding Level C Enrichment Blackline Masters				9780076112463	
	Decoding Level C Standardized Test Practice Blackline Masters				9780076112449	
	Decoding Level C Teacher's Resource Book				9780076112425	
	Decoding Levels A-C Teaching Tutor Software				9780076112524	
	Corrective Reading Level A Content Connections				9780076112616	
	Corrective Reading Level B1 Content Connections				9780076112623	
	Corrective Reading Level B2 Content Connections				9780076112630	
	Corrective Reading Level C Content Connections				9780076112647	
Wright Group/ McGraw-Hill	**Fast Track Reading Complete Program Set**	**Wright Group**	**2003**	**4-8**	**9781404504042**	**See Footnote**
	Note: Comprehensive intervention program that is skills based. Requires Teacher's editions for implementation. Correlation to teacher editions. Content Standards correlations for Grade 4 = 86%, Grade 5 = 82%, Grade 6 = 80%, Grade 7 = 78%, Grade 8 = 68%. Key Features:					
	Fast Track Reading Word Work Strand				9781404519381	
	Brice and the Whale decodable books 6-pack				9780322059818	
	Brice and the Whale decodable plays 6-pack				9780322059948	
	Crabs and Frogs decodable books 6-pack				9780322059894	
	Don't Whistle Around Sprinkle decodable books 6-pack				9780322059764	
	Don't Whistle Around Sprinkle decodable plays 6-pack				9780322059900	
	Fire at the Museum decodable books 6-pack				9780322084698	
	Fire at the Museum decodable plays 6-pack				9780322084704	
	In the Graveyard decodable books 6-pack				9780322084674	
	In the Graveyard decodable plays 6-pack				9780322084681	
	Janet and Donald decodable books 6-pack				9780322084650	
	Janet and Donald decodable plays 6-pack				9780322084667	
	Jo Tries decodable books 6-pack				9780322059832	
	Jo Tries decodable plays 6-pack				9780322059979	
	The Mascot decodable books 6-pack				9780322059801	
	The Mascot decodable plays 6-pack				9780322059931	
	Purl and the Bird decodable books 6-pack				9780322059825	
	Purl and the Bird decodable plays 6-pack				9780322059962	
	Queen of the Trail decodable books 6-pack				9780322084629	
	Queen of the Trail decodable plays 6-pack				9780322084643	
	The Red Jets decodable books 6-pack				9780322084612	
	The Red Jets decodable plays 6-pack				9780322059924	
	Sows Don't Pounce decodable books 6-pack				9780322084728	
	Sows Don't Pounce decodable plays 6-pack				9780322084735	

Research Based Reading Intervention
Grades K - 12

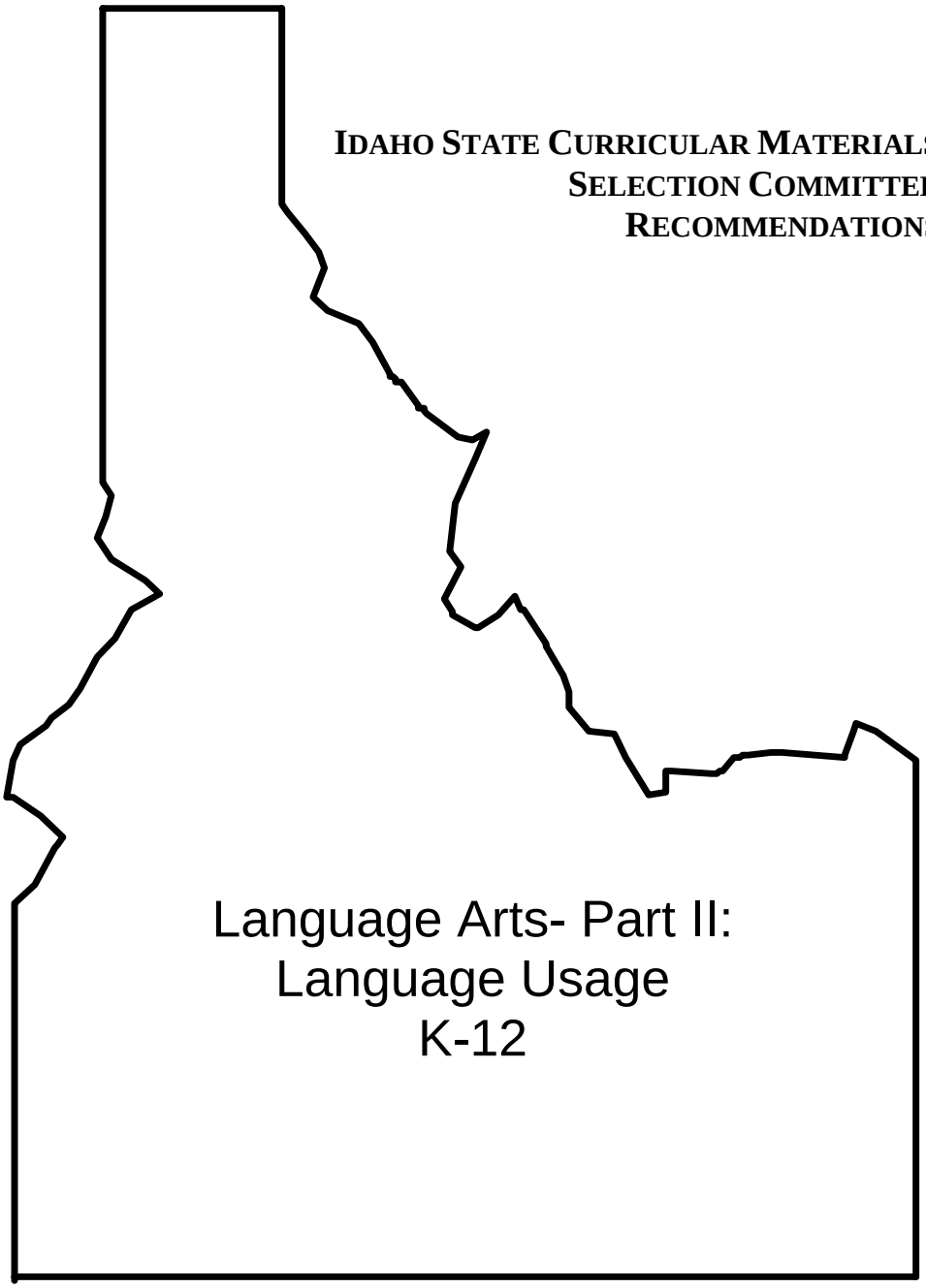
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Wright Group/ McGraw-Hill	**Fast Track Reading Complete Program** (Continued)		**2003**	**4-8**		
	Fast Track Reading Word Work Phonics Teacher Guide				9780322099654	
	Fast Track Reading Word Work Word Study Teacher Guide				9780322060043	
	Fast Track Reading Word Work Assessment Guide				9780322099685	
	MatchWord CD-ROM and Teacher Guide				9780322037519	
	Program Guide				9780322098244	
	6 each of 12 Decodable Books				9780322074569	
	6 each of 12 Decodable Plays				9780322074606	
	Fast Track Reading Comprehension Strand				9781404504066	
	Attack! Magazine Anthology Level 2 6-pack				9780322060296	
	Dinos Magazine Anthology Level 2 6-pack				9780322098473	
	Gourmet Delights Magazine Anthology Level 2 6-pack				9780322060289	
	Hoops and Hardwood Magazine Anthology Level 2 6-pack				9780322060272	
	How Strong is Strong? Magazine Anthology Level 2 6-pack				9780322098466	
	Strange in the Sky Magazine Anthology Level 2 6-pack				9780322098459	
	Fast Track Reading Comprehension Placement Assessment Teacher Guide				9780322060067	
	Fast Track Reading Comprehension Teacher Guide Level 2				9780322098107	
	Fast Track Reading Comprehension Evaluation Teacher Guide Level 2				9781404504165	
	Fast Track Reading Oral Comprehension Teacher Guide, Level 1				9780322060074	
	Fast Track Reading Program Guide				9780322098244	
	Against the Odds Magazine Anthology Level 3 6-pack				9780322060319	
	Going, Going, Gone Magazine Anthology Level 3 6-pack				9780322098510	
	Amazing Plants Magazine Anthology Level 3 6-pack				9780322060302	
	Jewels Magazine Anthology Level 3 6-pack				9780322098480	
	Kick for Goal! Magazine Anthology Level 3 6-pack				9780322098497	
	Treacherous Ice Magazine Anthology Level 3 6-pack				9780322060326	
	Fast Track Reading Comprehension Teacher Guide Level 3				9780322098114	
	Fast Track Reading Comprehension Evaluation Teacher Guide Level 3				9781404508705	
	Amazing Underwater Animals Magazine Anthology Level 4 6-pack				9780322098527	
	Creepers, Crawlers, and Fliers Magazine Anthology Level 4 6-pack				9780322060357	
	Crushed Magazine Anthology Level 4 6-pack				9780322098541	
	Drag, Dirt, and Other Racing Magazine Anthology Level 4 6-pack				9780322060333	
	Shake, Rattle, and Roll Magazine Anthology Level 4 6-pack				9780322084766	
	Songbirds Magazine Anthology Level 4 6-pack				9780322098534	
	Fast Track Reading Comprehension Teacher Guide Level 4				9780322098121	
	Fast Track Reading Comprehension Evaluation Teacher Guide Level 4				9781404508712	
	Bears Magazine Anthology Level 5 6-pack				9780322098558	
	Contamination Magazine Anthology Level 5 6-pack				9780322098572	
	In the Ring Magazine Anthology Level 5 6-pack				9780322098565	
	Thrill Seekers Magazine Anthology Level 5 6-pack				9780322060395	
	Twisters & Drenchers Magazine Anthology Level 5 6-pack				9780322084780	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Wright Group/ McGraw-Hill	**Fast Track Reading Complete Program** (Continued)		**2003**	**4-8**		
	Wrestle Mania Magazine Anthology Level 5 6-pack				9780322084742	
	Fast Track Reading Comprehension Teacher Guide Level 5				9780322098138	
	Fast Track Reading Comprehension Evaluation Teacher Guide Level 5				9781404508729	
	Animation Magazine Anthology Level 6 6-pack				9780322098596	
	Blow Your Top Magazine Anthology Level 6 6-pack				9780322060418	
	Crazy Adventurers Magazine Anthology Level 6 6-pack				9780322098602	
	Parasites Magazine Anthology Level 6 6-pack				9780322098589	
	So You Want This Job, Do You? Magazine Anthology Level 6 6-pack				9780322060425	
	Speed Magazine Anthology Level 6 6-pack				9780322060401	
	Fast Track Reading Comprehension Teacher Guide Level 6				9780322098145	
	Fast Track Reading Comprehension Evaluation Teacher Guide Level 6				9781404508736	
	Burned Magazine Anthology Level 7 6-pack				9780322060449	
	Chocolate Magazine Anthology Level 7 6-pack				9780322098619	
	Different People, Different Places Magazine Anthology Level 7 6-pack				9780322084773	
	Over the Edge Magazine Anthology Level 7 6-pack				9780322084759	
	Plagues and Epidemics Magazine Anthology Level 7 6-pack				9780322098633	
	Stunt Doubles Magazine Anthology Level 7 6-pack				9780322098626	
	Fast Track Reading Comprehension Teacher Guide Level 7				9780322098152	
	Fast Track Reading Comprehension Evaluation Teacher Guide Level 7				9781404508743	
	Fast Track Reading Fluency Strand				9781404504080	
	Chapter Books Level 2 - 1 each of 6 titles				9781404504172	
	Fast Track Reading Fluency Teacher Guide Level 2				9781404512467	
	Fluency Cards and Audio CD Level 2				9781404512924	
	Chapter Books Level 3 - 1 each of 6 titles				9781404504189	
	Fast Track Reading Fluency Teacher Guide Level 3				9781404512474	
	Fluency Cards and Audio CD Level 3				9781404512931	
	Chapter Books Level 4 - 1 each of 6 titles				9781404504196	
	Fast Track Reading Fluency Teacher Guide Level 4				9781404512481	
	Fluency Cards and Audio CD Level 4				9781404512948	
	Chapter Books Level 5 - 1 each of 6 titles				9781404504202	
	Fast Track Reading Fluency Teacher Guide Level 5				9781404512498	
	Fluency Cards and Audio CD Level 5				9781404512955	
	Chapter Books Level 6 - 1 each of 6 titles				9781404504219	
	Fast Track Reading Fluency Teacher Guide Level 6				9781404512504	
	Fluency Cards and Audio CD Level 6				9781404512962	
	Chapter Books Level 7 - 1 each of 6 titles				9781404512917	
	Fast Track Reading Fluency Teacher Guide Level 7				9781404512511	
	Fluency Cards and Audio CD Level 7				9781404512979	
	Fast Track Reading Levels 1-2 Complete Set				9781404503953	

Research Based Reading Intervention
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Wright Group/ McGraw-Hill	**Fast Track Reading Complete Program** (Continued)		**2003**	**4-8**		
	Fast Track Reading Level 3 Complete Set				9781404503960	
	Fast Track Reading Level 4 Complete Set				9781404503977	
	Fast Track Reading Level 5 Complete Set				9781404503984	
	Fast Track Reading Level 6 Complete Set				9781404503991	
	Fast Track Reading Level 7 Complete Set				9781404504004	
	Rogue Shark Chapter Book Level 2 6-pack				9781404512108	
	2077 Chapter Book Level 2 6-pack				9781404512115	
	Marcel Meringue Chapter Book Level 2 6-pack				9781404512122	
	Zone Zoomers Chapter Book Level 2 6-pack				9781404512139	
	Change of Heart Chapter Book Level 2 6-pack				9781404512146	
	The Strength of Georgia Mills Chapter Book Level 2 6-pack				9781404512153	
	The Ice Cave Chapter Book Level 3 6-pack				9781404512207	
	In Search of Okapis Chapter Book Level 3 6-pack				9781404512177	
	Guardians of the Garden Chapter Book Level 3 6-pack				9781404512184	
	To Catch a Thief Chapter Book Level 3 6-pack				9781404512191	
	Chris's Diary Chapter Book Level 3 6-pack				9781404512160	
	The Week That Was Chapter Book Level 3 6-pack				9781404512214	
	Quake Chapter Book Level 4 6-pack				9781404512269	
	The Tomato Games Chapter Book Level 4 6-pack				9781404512238	
	Alien Munchers Chapter Book Level 4 6-pack				9781404512221	
	Dolly Fin and Friends Chapter Book Level 4 6-pack				9781404512276	
	The Battle of Bowling Street Chapter Book Level 4 6-pack				9781404512245	
	The Gig Chapter Book Level 4 6-pack				9781404512290	
	Nightmare Trip Chapter Book Level 5 6-pack				9781404512306	
	UNCCQR Chapter Book Level 5 6-pack				9781404512313	
	The House on the Hill Chapter Book Level 5 6-pack				9781404512283	
	Terror in Bear Canyon Chapter Book Level 5 6-pack				9781404512252	
	Log Man Chapter Book Level 5 6-pack				9781404512320	
	The Coach and the Kid Chapter Book Level 5 6-pack				9781404512337	
	Den of Thieves Chapter Book Level 6 6-pack				9781404512382	
	Dr. Awkward Chapter Book Level 6 6-pack				9781404512399	
	The Crypto Files Chapter Book Level 6 6-pack				9781404512368	
	Olo and Flea Chapter Book Level 6 6-pack				9781404512375	
	The Explosive Trek Chapter Book Level 6 6-pack				9781404512344	
	Out of the Computer Chapter Book Level 6 6-pack				9781404512351	
	Once, Twice, Boom Chapter Book Level 7 6-pack				9781404512405	
	Strange Days Chapter Book Level 7 6-pack				9781404512412	
	High Tide Chapter Book Level 7 6-pack				9781404512429	
	A Truckload of Chocolate Chapter Book Level 7 6-pack				9781404512436	
	The Climbing Wall Chapter Book Level 7 6-pack				9781404512443	
	Stanley Stooks: Super Stuntman Chapter Book Level 7 6-pack				9781404512450	



IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE RECOMMENDATIONS

Language Arts- Part II: Language Usage K-12

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Great Source, a division of Houghton Mifflin (Interim 1 – 2007)	**Write Traits Big Book Gr. K**	**Spandel et al**	**2008**	**K**	**9780669551396**	**R 96%**
	Note: Recommended as a "Resource Only". Key Features: Write Traits Kindergarten provides strategies for teaching writing, writing process, activities for kinesthetic learners, and suggestions for classroom structure and management. The Big Book, Coco Writes, provides opportunities for whole class involvement. Special lessons written specifically for young learners help instill the behaviors of good writing. The Teacher's Edition contains ready-made introductory resources for teachers to provide focused instruction, modeling, and practice with the six traits of effective writing, especially for ideas, organization, and voice.					
	Write Traits Gr. K Teacher's Guide				9780669551402	
	Write Source, Gr. K Student Book	**Kemper, Sebranek and Meyer**	**2007**	**K**	**9780669542080**	**R 93%**
	Note: Recommended as a "Resource Only". Key Features: The Write Source student text provides grade-specific, clear and comprehensive writing instruction that integrates the six traits with the writing process. A comprehensive wrap-around Teacher's Edition provides step-by-step lesson plans, mini-lessons, teacher notes, and direction for providing differentiated instruction.					
	Write Source, Gr. 11 Student Book Hardcover	**Kemper, Sebranek and Meyer**	**2007**	**11**	**9780669531367**	**R 99%**
	Note: Recommended as a "Resource Only". Key Features: The Write Source student text provides grade-specific, clear and comprehensive writing instruction that integrates the six traits with the writing process. A comprehensive wrap-around Teacher's Edition provides step-by-step lesson plans, mini-lessons, teacher notes, and direction for providing differentiated instruction.					
	Write Source, Gr. 11 Student Book Softcover				9780669531404	
	Write Source, Gr. 12 Student Book Hardcover	**Kemper, Sebranek and Meyer**	**2007**	**12**	**9780669531374**	**R 100%**
	Note: Recommended as a "Resource Only". Key Features: The Write Source student text provides grade-specific, clear and comprehensive writing instruction that integrates the six traits with the writing process. A comprehensive wrap-around Teacher's Edition provides step-by-step lesson plans, mini-lessons, teacher notes, and direction for providing differentiated instruction.					
	Write Source, Gr. 12 Student Book Softcover				9780669531411	
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, Introductory Course, Student Edition**	**Warriner**	**2008**	**6**	**9780030986260**	**R 32%**
	Note: Great for grammar and mechanics. Key Features:					
	Holt Traditions, Warriner's Handbook, Introductory Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, Introductory Course, Teacher's Edition				9780030990359	
	Holt Traditions, Warriner's Handbook, Introductory Course, Teacher's One Stop Planner [CD-ROM]				9780030991394	
	Holt Traditions, Warriner's Handbook, Introductory Course, Language and Sentence Skills Practice				9780030997006	
	Holt Traditions, Warriner's Handbook, Introductory Course, Developmental Language and Sentence Skills Practice				9780030996993	
	Holt Traditions, Warriner's Handbook, Introductory Course, Chapter Tests with Answer Key				9780030998430	

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, First Course, , Student Edition**	**Warriner**	**2008**	**7**	**9780030990007**	**R 23%**
	Note: Recommended as a "Resource only". Great for grammar and mechanics. Key Features: Warriner's grammar, usage and mechanics uses the student-friendly model of rule, example, and practice. Each rule is given in red, making it easy for students to spot. The examples, with explanations in blue, make it easy for students to understand. Abundant exercises help students internalize the learning.					
	Holt Traditions, Warriner's Handbook, First Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, First Course, Teacher's Edition				9780030990366	
	Holt Traditions, Warriner's Handbook, First Course, Teacher's One Stop Planner [CD-ROM]				9780030991370	
	Holt Traditions, Warriner's Handbook, First Course, Language and Sentence Skills Practice				9780030997013	
	Holt Traditions, Warriner's Handbook, First Course, Developmental Language and Sentence Skills Practice				9780030997099	
	Holt Traditions, Warriner's Handbook, First Course, Chapter Tests with Answer Key				9780030998447	
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, Second Course, Student Edition**	**Warriner**	**2008**	**8**	**9780030990014**	**R 27%**
	Note: Recommended as a "Resource only". Great for grammar and mechanics. Key Features: Warriner's grammar, usage and mechanics uses the student-friendly model of rule, example, and practice. Each rule is given in red, making it easy for students to spot. The examples, with explanations in blue, make it easy for students to understand. Abundant exercises help students internalize the learning.					
	Holt Traditions, Warriner's Handbook, Second Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, Second Course, Teacher's Edition				9780030990373	
	Holt Traditions, Warriner's Handbook, Second Course, Teacher's One Stop Planner [CD-ROM]				9780030991400	
	Holt Traditions, Warriner's Handbook, Second Course, Language and Sentence Skills Practice				9780030997037	
	Holt Traditions, Warriner's Handbook, Second Course, Developmental Language and Sentence Skills Practice				9780030997082	
	Holt Traditions, Warriner's Handbook, Second Course, Chapter Tests with Answer Key				9780030998454	
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, Third Course, Student Edition**	**Warriner**	**2008**	**9**	**9780030990021**	**R 33%**
	Note: Recommended as a "Resource only". Great for grammar and mechanics. Key Features: Warriner's grammar, usage and mechanics uses the student-friendly model of rule, example, and practice. Each rule is given in red, making it easy for students to spot. The examples, with explanations in blue, make it easy for students to understand. Abundant exercises help students internalize the learning.					
	Holt Traditions, Warriner's Handbook, Third Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, Third Course, Teacher's Edition				9780030990380	
	Holt Traditions, Warriner's Handbook, Third Course, Teacher's One Stop Planner [CD-ROM]				9780030991424	
	Holt Traditions, Warriner's Handbook, Third Course, Language and Sentence Skills Practice				9780030997044	
	Holt Traditions, Warriner's Handbook, Third Course, Developmental Language and Sentence Skills Practice				9780030997105	
	Holt Traditions, Warriner's Handbook, Third Course, Chapter Tests with Answer Key				9780030998461	

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, Fourth Course Student Edition**	**Warriner**	**2008**	**10**	**9780030990038**	**R 30%**
	Note: Recommended as a "Resource only". Great for grammar and mechanics. Key Features: Warriner's grammar, usage and mechanics uses the student-friendly model of rule, example, and practice. Each rule is given in red, making it easy for students to spot. The examples, with explanations in blue, make it easy for students to understand. Abundant exercises help students internalize the learning.					
	Holt Traditions, Warriner's Handbook, Fourth Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, Fourth Course, Teacher's Edition				9780030990427	
	Holt Traditions, Warriner's Handbook, Fourth Course, Teacher's One Stop Planner [CD-ROM]				9780030991387	
	Holt Traditions, Warriner's Handbook, Fourth Course, Language and Sentence Skills Practice				9780030997051	
	Holt Traditions, Warriner's Handbook, Fourth Course, Developmental Language and Sentence Skills Practice				9780030997112	
	Holt Traditions, Warriner's Handbook, Fourth Course, Chapter Tests with Answer Key				9780030998478	
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, Fifth Course , Student Edition**	**Warriner**	**2008**	**11**	**9780030990045**	**R 27%**
	Note: Recommended as a "Resource only". Great for grammar and mechanics. Key Features: Warriner's grammar, usage and mechanics uses the student-friendly model of rule, example, and practice. Each rule is given in red, making it easy for students to spot. The examples, with explanations in blue, make it easy for students to understand. Abundant exercises help students internalize the learning.					
	Holt Traditions, Warriner's Handbook, Fifth Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, Fifth Course, Teacher's Edition				9780030990397	
	Holt Traditions, Warriner's Handbook, Fifth Course, Teacher's One Stop Planner [CD-ROM]				9780030991363	
	Holt Traditions, Warriner's Handbook, Fifth Course, Language and Sentence Skills Practice				9780030997068	
	Holt Traditions, Warriner's Handbook, Fifth Course, Developmental Language and Sentence Skills Practice				9780030997129	
	Holt Traditions, Warriner's Handbook, Fifth Course, Chapter Tests with Answer Key				9780030998485	
Holt, Rinehart and Winston, a division of Harcourt, Inc (Interim 1 – 2007)	**Holt Traditions, Warriner's Handbook, Sixth Course, Student Edition**	**Warriner**	**2008**	**12**	**9780030990052**	**R 32%**
	Note: Recommended as a "Resource only". Great for grammar and mechanics. Key Features: Warriner's grammar, usage and mechanics uses the student-friendly model of rule, example, and practice. Each rule is given in red, making it easy for students to spot. The examples, with explanations in blue, make it easy for students to understand. Abundant exercises help students internalize the learning.					
	Holt Traditions, Warriner's Handbook, Sixth Course, Interactive Online Edition (Contract length subscription)				TBA	
	Holt Traditions, Warriner's Handbook, Sixth Course, Teacher's Edition				9780030990403	
	Holt Traditions, Warriner's Handbook, Sixth Course, Teacher's One Stop Planner [CD-ROM]				9780030991417	
	Holt Traditions, Warriner's Handbook, Sixth Course, Language and Sentence Skills Practice				9780030997075	
	Holt Traditions, Warriner's Handbook, Sixth Course, Developmental Language and Sentence Skills Practice				9780030997136	
	Holt Traditions, Warriner's Handbook, Sixth Course, Chapter Tests with Answer Key				9780030998492	

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
McDougal Littell, a division of Houghton Mifflin (Interim 1 – 2007)	**Evergreen: A Guide to Writing with Readings Pupil Edition**	**Susan Fawcett**	**2007**	**9-12**	**978-0-618-93630-4**	**Grade 9 = 97%** **Grade 10 = 97%** **Grade 11 = 97%** **Grade 12 = 97%**
	Key Features: Features clear, step-by-step instruction, engaging exercises, and high0interest readings for paragraph-to-essay level courses. The text is grounded in a solid foundation in the process and modeling approach to writing, and from this foundation is flexibly organized. Includes extensive reading selections, critical-thinking assignments, and mixed-error grammar sets. Has chapters that focus on the entire writing process, from writing effective titles and conclusions to using various sources of information in research papers.					
	ESL Workbook				978-0-618-83289-7	
	Instructor's Annotated Edition				978-0-618-87943-4	
	ESL Instructor's Resource Manual				978-0-618-81642-2	
	HM Testing CD-ROM				978-0-618-86727-1	
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method Kindergarten Kit**	**Romalda B. Spalding**	**2006**	**K**	**0-06-052010-8**	**R**
	Note: Recommended as a "Resource only". Correlates to Content Standard 5. Key Features: The Spalding Method is an integrated, multisensory structured language arts program that explicitly teaches phonemic awareness, systematic phonics, vocabulary, fluency, and reading comprehension. Daily lessons include the following: Phonemic awareness, systematic phonics, pronunciation and meaning of high frequency vocabulary, literary appreciation, text structure, and five mental actions needed for literal and inferential comprehension of text. Fluency is developed by daily reading of decodable books followed by children's literature selections					
	Kindergarten Instructional Video					
	The Writing Road to Reading					
	Phonogram Sounds CD					
	Classroom Phonogram Cards					
	Vocabulary Notebooks (25)					
	Comprehension Connection Teacher's Guide					
	McCall- Crabbs- A Comprehension Books (25)					
	Text Structure Cards					
	Text Structure Posters					
	Mental Action Cards					
	Mental Action Sentence Strips					
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method First Grade Kit**	**Romalda B. Spalding**	**2006**	**1**	**0-06-052010-8**	**R**
	Note: Recommended as a "Resource only". Correlates to Content Standard 5. Key Features: The Spalding Method is an integrated, multisensory structured language arts program that explicitly teaches phonemic awareness, systematic phonics, vocabulary, fluency, and reading comprehension. Daily lessons include the following: Phonemic awareness, systematic phonics, pronunciation and meaning of high frequency vocabulary, literary appreciation, text structure, and five mental actions needed for literal and inferential comprehension of text. Fluency is developed by daily reading of decodable books followed by children's literature selections					
	Teacher's Guide					
	Instructional Video					
	The Writing Road to Reading					
	Phonogram Sounds CD					
	Classroom Phonogram Cards					

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method (**Continued)			**1**		
	Vocabulary Notebooks (25)					
	Comprehension Connection Teacher's Guide					
	McCall- Crabbs- A Comprehension Books (25)					
	Text Structure Cards					
	Mental Action Cards					
	Mental Action Sentence Strips					
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method Second Grade Kit**	**Romalda B. Spalding**	**2006**	**2**	**0-06-052010-8**	**R**
	Note: Recommended as a "Resource only". Correlates to Content Standard 5. Key Features: The Spalding Method is an integrated, multisensory structured language arts program that explicitly teaches phonemic awareness, systematic phonics, vocabulary, fluency, and reading comprehension. Daily lessons include the following: Phonemic awareness, systematic phonics, pronunciation and meaning of high frequency vocabulary, literary appreciation, text structure, and five mental actions needed for literal and inferential comprehension of text. Fluency is developed by daily reading of decodable books followed by children's literature selections					
	Teacher's Guide					
	Instructional Video					
	The Writing Road to Reading					
	Phonogram Sounds CD					
	Classroom Phonogram Cards					
	Vocabulary Notebooks (25)					
	Comprehension Connection Teacher's Guide					
	McCall- Crabbs- A Comprehension Books (25)					
	Text Structure Cards					
	Text Structure Posters					
	Mental Action Sentence Strips					
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method Third Grade 2 Kit**	**Romalda B. Spalding**	**2006**	**3**	**0-06-052010-8**	**R**
	Note: Recommended as a "Resource only". Correlates to Content Standard 5. Key Features:					
	Teacher's Guide					
	Instructional Videos					
	The Writing Road to Reading					
	Phonogram Sounds CD					
	Classroom Phonogram Cards					
	Vocabulary Notebooks (25)					
	Comprehension Connection Teacher's Guides					
	McCall- Crabbs- A-B					
	McCall- Crabbs- A Comprehension Books (25)					
	Text Structure Cards					
	Mental Action Cards					
	Mental Action Sentence Strips					

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method Grade 4 Kit**	**Romalda B. Spalding**	**2006**	**4**	**0-06-052010-8**	**R**
	Note: Recommended as a "Resource only". Correlates to Content Standard 5. Key Features: The Spalding Method is an integrated, multisensory structured language arts program that explicitly teaches phonemic awareness, systematic phonics, vocabulary, fluency, and reading comprehension. Daily lessons include the following: Phonemic awareness, systematic phonics, pronunciation and meaning of high frequency vocabulary, literary appreciation, text structure, and five mental actions needed for literal and inferential comprehension of text. Fluency is developed by daily reading of decodable books followed by children's literature selections					
	Teacher's Guide					
	Instructional Videos					
	The Writing Road to Reading					
	Phonogram Sounds CD					
	Classroom Phonogram Cards					
	Vocabulary Notebooks (25)					
	Comprehension Connection Teacher's Guides					
	McCall- Crabbs- A-B					
	McCall- Crabbs- C Comprehension Books (25)					
	Text Structure Cards					
	Text Structure Posters					
	Mental Action Cards					
	Mental Action Sentence Strips					
Spalding Educational International (Interim 1 – 2007)	**Succeeding in Reading with The Spalding Method Grade 5 Kit**	**Romalda B. Spalding**	**2006**	**5**	**0-06-052010-8**	**R**
	Note: Recommended as a "Resource only". Correlates to Content Standard 5. Key Features: The Spalding Method is an integrated, multisensory structured language arts program that explicitly teaches phonemic awareness, systematic phonics, vocabulary, fluency, and reading comprehension. Daily lessons include the following: Phonemic awareness, systematic phonics, pronunciation and meaning of high frequency vocabulary, literary appreciation, text structure, and five mental actions needed for literal and inferential comprehension of text. Fluency is developed by daily reading of decodable books followed by children's literature selections					
	Teacher's Guide					
	Instructional Videos					
	The Writing Road to Reading					
	Phonogram Sounds CD					
	Classroom Phonogram Cards					
	Vocabulary Notebooks (25)					
	Comprehension Connection Teacher's Guides					
	McCall- Crabbs- A-C					
	McCall- Crabbs- D Comprehension Books (25)					
	Text Structure Cards					
	Text Structure Posters					
	Mental Action Cards					
	Mental Action Sentence Strips					

Language Arts – Part II: Language Usage
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Thomson Learning Interim 1 – 2007)	**Thomson Handbook, Comprehensive Edition**	**Blakesley/ Hoogeveen**	**2008**	**9-12**	**9780838460788**	**Honors** **Grade 9 = 83%** **Grade 10 = 83%** **Grade 11 = 83%** **Grade 12 = 81%**
	Note: Recommended for advance English courses. Key Features:					
	Workbook				9781413011791	
	Website				9781413011814	
	Instructor Flexfiles				9781413012026	
Thomson Learning Interim 1 – 2007)	**Thomson Reader**	**Yagelski**	**2007**	**9-12**	**9781413013603**	**Honors**
	Note: Recommended for advance English courses. Correlation to Content Standards for grade 9 = 47%, Grade 10 = 47%, Grade 11 = 47% and Grade 12 = 48%. Key Features:					
	Instructor's Manual				9781413012002	
	Website				9781413019223	
	Comp 21 CD-ROM				9781413013528	

Language Arts – Part II: Dictionaries & Thesaurus
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Alphabet Book-HC**	**Merriam-Webster**	**2005**	**PK-1**	**MW023X**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 24, 120 and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Primary Dictionary-HC**	**Merriam-Webster**	**2005**	**K-2**	**MW1740**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Elementary Dictionary-HC**	**Merriam-Webster**	**2005**	**2-6**	**MW5754**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Elementary Dictionary-pb**	**Merriam-Webster**	**2000**	**2-6**	**MW6300**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Intermediate Dictionary-HC**	**Merriam-Webster**	**2004**	**4-9**	**MW5797**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Intermediate Thesaurus-HC**	**Merriam-Webster**	**2004**	**4-9**	**MW0760**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Basic English Dictionary-HC**	**Merriam-Webster**	**2005**	**3-12**	**MW1503**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Basic English Dictionary-PB**	**Merriam-Webster**	**2005**	**3-12**	**MW605X**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 24, 120, 288, and 600. Key Features:					

Language Arts – Part II: Dictionaries & Thesaurus
Grades K - 12

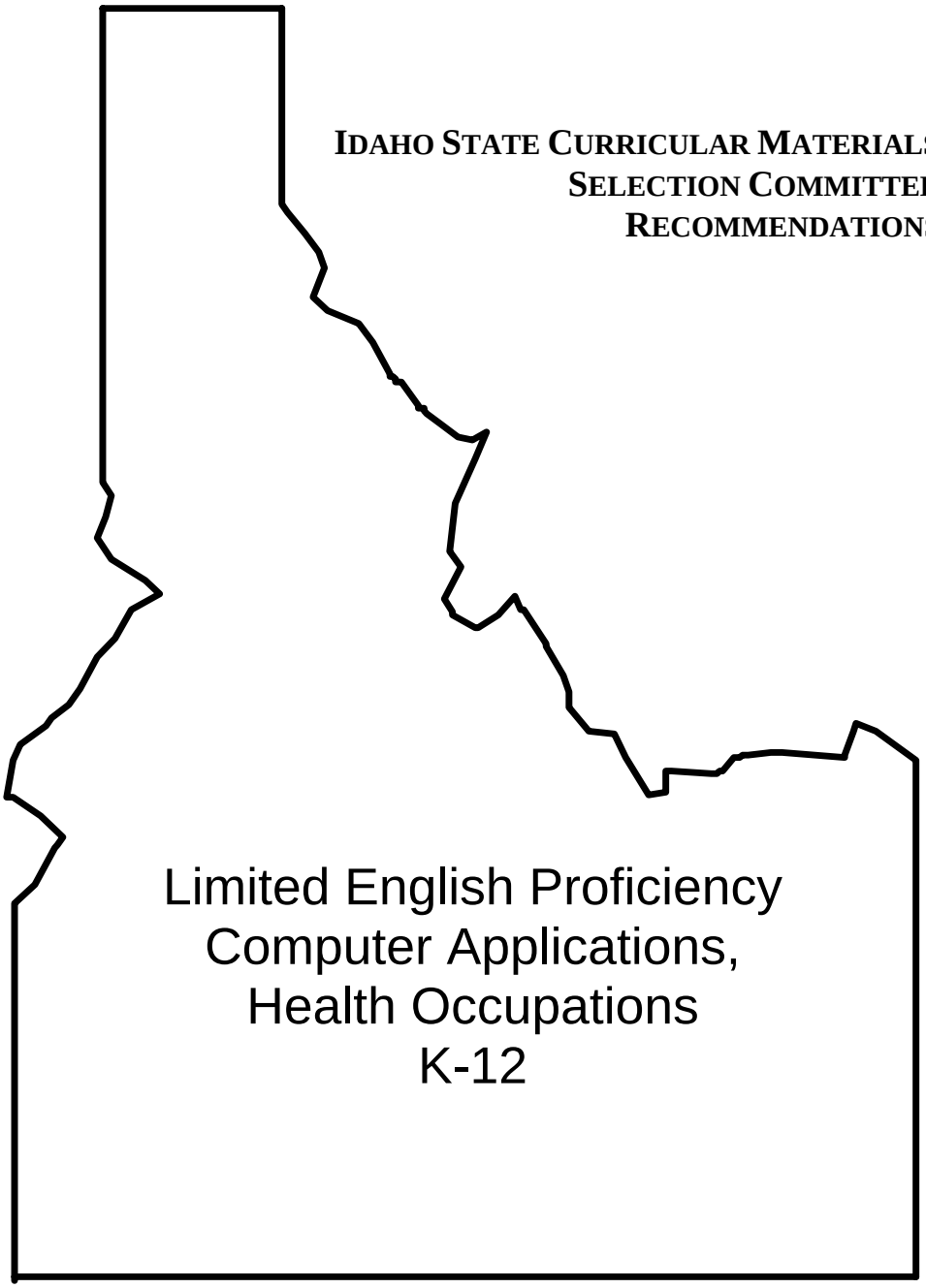
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Spanish-English Dictionary-HC**	**Merriam-Webster**	**2003**	**3-12**	**MW1651**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Spanish-English Dictionary**	**Merriam-Webster**	**2003**	**3-12**	**MW9164**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Dictionary-Trade PB**	**Merriam-Webster**	**2005**	**4-12**	**MW636X**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 12, 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Dictionary- PB**	**Merriam-Webster**	**2004**	**4-12**	**MW930X**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 12, 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Thesaurus-Trade PB**	**Merriam-Webster**	**2005**	**5-12**	**MW6378**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Thesaurus- PB**	**Merriam-Webster**	**2005**	**5-12**	**MW8508**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's School Thesaurus-HC**	**Merriam-Webster**	**1989**	**8-12**	**MW1783**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					

Language Arts – Part II: Dictionaries & Thesaurus
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's School Dictionary-HC**	**Merriam-Webster**	**2004**	**3-12**	**MW5800**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 10, 30, 120, 300, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Dictionary &Thesaurus-pb**	**Merriam-Webster**	**2006**	**4-12**	**MW8516**	**R**
	Note: Recommended as a "Resource Only". Available in paperback or hard bound. Quantity purchasing available for of 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Dictionary English Usage-HC**	**Merriam-Webster**	**1994**	**4-12**	**MW1325**	**R**
	Note: Recommended as a "Resource Only". Committee recommends for advance students in grades 4-5. Available in quantity purchases of 5, 10, and 30. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Collegiate Dictionary-HC**	**Merriam-Webster**	**1994**	**6-12**	**MW8079**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 12, 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**Merriam-Webster's Collegiate Thesaurus-HC**	**Merriam-Webster**	**1988**	**6-12**	**MW1694**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 12, 24, 120, 288, and 600. Key Features:					
About Books Education Services (Interim 1 – 2007)	**My 1st Amazing Dictionary 2.2**	**DK by GSPNA**	**2005 [07 ed]**	**PK-3**	**A4902SVH**	**R**
	Note: Recommended as a "Resource Only". Software, available in school pack, lab pack, site license and network versions. Key Features:					
About Books Education Services (Interim 1 – 2007)	**My 1st Amazing English /Span Dictionary**	**DK by GSPNA**	**2005 [07 ed]**	**PK-3**	**A6104LPH**	**R**
	Note: Recommended as a "Resource Only". Software, available in school pack, lab pack, and site license. Usable for students grade 4-12. Key Features:					

Language Arts – Part II: Dictionaries & Thesaurus
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
About Books Education Services (Interim 1 – 2007)	**My First Amazing Diary-School Pack**	**DK by GSPNA**	**1999**	**KG-4**	**A4759SVH**	**R**
	Note: Recommended as a "Resource Only". Software, available in school pack, lab pack, site license and network versions. Key Features:					
Oxford University Press Interim I – 2007)	**Oxford Dictionary of American English w/cd rom**	**OUP**	**2005**	**7-12**	**9780194399494**	**R**
	Note: Recommended as a "Resource Only". Key Features:					
	Oxford Dictionary of American English Workbook				9780194399524	
Oxford University Press Interim I – 2007)	**Oxford Essential Dictionary**	**OUP**	**2007**	**3-12**	**9780194317184**	**R**
	Note: Recommended as a "Resource Only". Key Features:					
Scholastic, Inc. (Interim I – 2007)	**Scholastic Children's Dictionary—NASTA Edition**	**Scholastic Inc. with advisors Dr. Adele Brodkin et al.**	**2007, 2002, 1996**	**3-8**	**978-0-545-02455-6**	**R**



IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE RECOMMENDATIONS

Limited English Proficiency
Computer Applications,
Health Occupations
K-12

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
About Books Education Services (Annual – 2007)	**Mi Primer Diccionario 2.0 School Pack**	**DK by GSPNA**	**2005**	**PK-03**	**A7996SVH**	**R**
	Note: Recommended as a "Resource Only". Software, available in school pack, lab pack, and site license. Committee recommends Dictionary for all 1st language development for Spanish speakers who emergent literacy reading level in Spanish, regardless of student grade level. Key Features:					
About Books Education Services (Annual – 2007)	**Diccionario Espanol-Ingles MW pb**	**Merriam-Webster**	**2001**	**3-12**	**MW9202**	**R**
	Note: Recommended as a "Resource Only". Quantity purchasing available for of 24, 120, 288, and 600. Key Features: More than 1,000 words defined. Technical help and user assistance in English and Spanish. All information is in English and Spanish; Bilingual. 850 Animations. Every word, definition and instruction are spoken aloud. Four games with three difficulty levels. Audio and icon driven. Positive reinforcement reward system Create a personalized journal in the "All About Me" section					
Fairfield Language Technologies (Annual – 2007)	**Rosetta Stone Classroom Edition English Level 1**	**Fairfield Language Technologies**	**2006**	**2-12**	**978-1-58022-580-9**	**R** **Grade 2 = 61%** **Grades 3-5 = 73%** **Grades 6-8 = 65%** **Grades 9-12=63%**
	Note: Recommended as a "Resource Only". Key Features: Follows a natural progression, beginning with lessons that assume the student has never been exposed to English. Presents a set of four images that the student must correctly match to a spoken or written phrase or sentence in English. Introductory vocabulary becomes associated with familiar objects, actions and ideas. Words build to phrases, based upon imagery, with written and verbal clues presented. The lessons build upon each other, moving the student to deeper levels of literacy and comprehension. Students learn the basics required to achieve conversational proficiency in English. Topics cover the building blocks of language acquisition, ranging from singular nouns, affirmative and negative verb forms, to family relationships, numbers up to 100 and many other core language concepts. Each lesson builds systematically, using clear visual clues and material that the student has previously mastered. The language is introduced in a natural, easily recognized context which includes progressively complex vocabulary and grammatical skills, such as past, present and future verb tenses. Students are constantly exposed to the structure of English and acquire the proper grammar and usage modeled for them in Rosetta Stone.					
Fairfield Language Technologies (Annual – 2007)	**Rosetta Stone Classroom Edition English Level 2**	**Fairfield Language Technologies**	**2006**	**2-12**	**978-1-58022-581-6**	**R** **Grade 2 = 61%** **Grades 3-5 = 73%** **Grades 6-8 = 65%** **Grades 9-12=63%**
	Note: Recommended as a "Resource Only". Key Features: Following a natural progression, English Level 2 builds language skills to include more complex grammar and subject matter. Conversation skills such as the ability to greet others, ask questions, use passive voice and use subjunctive and subordinate clauses are important additions to literacy. The ability to discuss travel, transportation and transactions as well as the weather and appropriate clothing, further enhances students' ability to interact. Level 2 further introduces shopping activities and terminology, imperatives, sickness and health, and the five senses. Level 2 also introduces idiom, humor and sarcasm. Every curriculum lesson has activities that develop reading, writing, listening and speaking. Upon completion of this level, the student should have achieved advanced literacy.					

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Fairfield Language Technologies (Annual – 2007)	**Rosetta Stone Classroom Edition English Level 3**	**Fairfield Language Technologies**	**2006**	**6-12**	**978-1-58022-690-5**	**R Grades 6-8 = 65% Grades 9-12=63%**
	Note: Recommended as a "Resource Only". Key Features: Level 3 is for the early advanced student. Each section presents a set of four images that the student must correctly match to a spoken or written phrase or sentence in English, a video, extended texts and a set of exercises and activities to accompany the video. Level 3 stresses a greater emphasis on comprehension and "getting the gist" of passages of text; the comprehension and production of conversational language; and the comprehension and production of language in real-life extended dialogues. This level requires students to infer information from the presented language, thereby adding a level of abstraction and reasoning to the ability to comprehend. This level is designed to advance students from the vocabulary, language structure, and communication skills developed in Levels 1&2 to proficient understanding of English. Level 3 adds two new types of lessons not seen in levels 1 and 2. The narrative lesson has the student read (or can read to them) 800-2000 word passages that deal with the adult life skills content of shopping, housing, transportation and employment. The student then answers comprehension questions about the narrative. The video lessons provide an immersion environment where the student is able to break a six minute video into one minute pieces. Each section of video is viewed from four different points of view. The various points of view model first, second and third person points of view as well as various tenses of the verbs. The student is then asked to answer comprehension questions that get at facts as well as comparing the various points of view. Students are supported through out the lessons with glosses that give meaning within context while always relying on am immersion environment not translation to help the student understand					
Glencoe / McGraw-Hill (Annual -2007)	**Reading Math, High Beginning**	**Jamestown Education**	**2007**	**6-12**	**9780078742279**	**R Grade 6-8= 79% Grades 9-12=81%**
	Note: Recommended as a "Resource Only". Leveled reading in the content area Can be used to supplement a shelter content class or a reading ELL class to build vocabulary LEP students at level 4 – 5. Not designed to have grade level content.					
	Reading Math, High Intermediate				9780078742293	
	Reading Math, Intermediate				9780078742286	
Glencoe / McGraw-Hill (Annual -2007)	**Reading Science, High Beginning**	**Jamestown Education**	**2006**	**6-12**	**9780078729140**	**R Grade 6-8= 53% Grades 9-12=48%**
	Note: Recommended as a "Resource Only". Leveled reading in the content area Can be used to supplement a shelter content class or a reading ELL class to build vocabulary LEP students at level 4 – 5. Not designed to have grade level content.					
	Reading Science, High Intermediate				9780078729164	
	Reading Science, Intermediate				9780078729157	
Glencoe / McGraw-Hill (Annual -2007)	**Reading Social Studies, High Beginning**	**Jamestown Education**	**2007**	**6-12**	**9780078742330**	**R Grade 6-8= 64% Grades 9-12=65%**
	Note: Recommended as a "Resource Only". Leveled reading in the content area Can be used to supplement a shelter content class or a reading ELL class to build vocabulary LEP students at level 4 – 5. Not designed to have grade level content.					
	Reading Social Studies, High Intermediate				9780078742354	
	Reading Social Studies, Intermediate				9780078742347	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Glencoe / McGraw-Hill (Annual -2007)	**Jamestown Reading Navigator (online), 1 year subscription**	**Jamestown Education**	**2008**	**6-12**		**R Grade 6-8= 80% Grades 9-12=73%**
	Note: Recommended as a "Resource Only". Intervention for low readers or LEP students. Entire program weaves together with reading and writing. Based on an elementary reading level, but put together at the older student level.					
HEC Reading Horizons (Annual - 2007)	**Discover Intensive Phonics for Yourself, Intermediate/Adult Teacher's Kit (see below for list of components sold as replacements)**	**Charlotte Lockhart and Linda Eversole**	**March 2005**	**4-12**	**0-928424-44-8**	**R**
	Note: Program focus is phonics: Key Features: 30 multi-sensory, interactive lessons including pre-and post-tests and four interim tests. Automatically generated information on what lessons students are having problems with Mastery, Drill, and Practice component including more than 2,800 words that students can decode. English for Special Purposes component with more than 1,400 words included in five areas of interest including medical, business, travel, hospitality, and school. ESL Say component shows pictures and full-motion video demonstrating tongue placement and proper pronunciation. Complete administration system includes reports and assessments. Unlimited 800-line phone support. Discounted upgrades.					
	Intermediate/Adult Teacher's manuals				0-928424-44-8	
	Student Involvement Materials (student workbook)				0-928424-45-6	
	Reverse Listening Cards (practice cards)				0-928424-44-8	
	42 Sounds Poster, Blends Poster				0-928424-44-8	
	5 Phonetic Skills Poster				0-928424-44-8	
	Vowel Poster				0-928424-44-8	
	Enrichment CD (includes blackline masters of workbook pages and other helpful sections for teachers-found in the back of Teacher's Volume 1)				0-928424-44-8	
HEC Reading Horizons (Annual-007)	**Reading Horizons, Intermediate/Adult Software (includes Installation, Operating & Lesson Summaries manuals)**	**HEC Reading Horizons**	**April 2005**	**4-12**	**0-928424-46-4**	**R**
	Note: Program focus is phonics: Key Features: 30 multi-sensory, interactive lessons including pre-and post-tests and four interim tests. Automatically generated information on what lessons students are having problems with Mastery, Drill, and Practice component including more than 2,800 words that students can decode. English for Special Purposes component with more than 1,400 words included in five areas of interest including medical, business, travel, hospitality, and school. ESL Say component shows pictures and full-motion video demonstrating tongue placement and proper pronunciation					
	Installation and Operating manual				0-928424-46-4	
	Lesson Summaries				0-928424-46-4	
HEC Reading Horizons (Annual-2007)	**Decoding Strategies for Literacy Development (see below for list of components sold as replacements)**	**Charlotte Lockhart and Linda Eversole**	**January 2007**	**K-12**	**0-928424-58-8**	**R**
	Note: Program focus is phonics: Key Features:					
	Reverse Listening Cards (practice cards)		March 2005		0-928424-44-8	
	42 Sounds Poster/Blends Poster		January 2006		0-928424-54-5	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level A (20 students)**	**The Quarasan Group, Inc.**	**2006**	**1**	**1-59137-704-8**	**R**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-704-8	
	Best Practices Pretest/Posttest				1-59137-688-2	
	Best Practices Student book				1-56936-988-7	
	Library Books (3 pairs)				varies	
	The Writer's Thesaurus				1-56936-996-8	
Options Publishing (Annual-2007)	**Best Practices in Reading Classroom Library – Level A**	**The Quarasan Group, Inc.**	**2004**	**1**	**1-59137-434-0**	**R**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Must be used with the Reading Intervention package listed above. Key Features:					
	Teacher Guide				1-59137-300-X	
	Why Red Bird Is Red (fiction)				1-59137-301-8	
	What Animal Is It? ((nonfiction)				1-59137-302-6	
	Follow the Feathers (f)				1-59137-303-4	
	The Toy Trip (nf)				1-59137-304-2	
	I Like Lizards (f)				1-59137-305-0	
	Smokey Bear (nf)				1-59137-306-9	
	The Ugly Bug (f)				1-59137-307-7	
	Look Again (nf)				1-59137-308-5	
	Muffin Goes to Sea (f)				1-59137-309-3	
	Here Come the Puffins (nf)				1-59137-310-7	
	The 5th of May (f)				1-59137-311-5	
	Spring Holidays (nf)				1-59137-312-3	
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level B (20 students)**	**The Quarasan Group, Inc.**	**2006**	**2**	**1-59137-705-6**	**R 58%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-705-6	
	Best Practices Pretest/Posttest				1-59137-690-4	
	Best Practices Student book				1-56936-990-9	
	Library Books (3 pairs)				varies	
	The Writer's Thesaurus				1-56936-996-8	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing (Annual-2007)	**Best Practices in Reading Classroom Library – Level B**		**2004**	**2**	**1-59137-435-9**	
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Must be used with the Reading Intervention package listed above. Key Features:					
	Teacher Guide				1-59137-242-9	
	Pop! Pop! Pop! (fiction)				1-59137-190-2	
	Crazy About Corn (nonfiction)				1-59137-197-X	
	The Best Tree (f)				1-59137-191-0	
	Amazing Animal Builders (nf)				1-59137-198-8	
	A Lucky Break (f)				1-59137-192-9	
	Under Your Skin (nf)				1-59137-199-6	
	The Dog That Wouldn't Bark (f)				1-59137-193-7	
	Dig That Dog! (nf)				1-59137-200-3	
	Case of the Missing Dragon (f)				1-59137-194-5	
	It's a New Year (nf)				1-59137-201-1	
	A Garden for All (f)				1-59137-195-3	
	Out of the Rain Forest (nf)				1-59137-202-X	
	Animals Make History! (f)				1-59137-196-1	
	Fly Like a Bird (nf)				1-59137-203-8	
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level C (20 students)**	**The Quarasan Group, Inc.**	**2006**	**3**	**1-59137-706-4**	**R 52%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-706-4	
	Best Practices Pretest/Posttest				1-59137-692-0	
	Best Practices Student book				1-56936-825-2	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	
	Best Practices in Reading Classroom Library – Level C		**2004**	**3**	**1-59137-436-7**	
	Teacher Guide				1-59137-245-3	
	Lonan and the Cloud Taker (fiction)				1-59137-204-6	
	Wild Weather (nonfiction)				1-59137-213-5	
	The Giant Prickly Pumpkin (f)				1-59137-205-4	
	The Desert Cactus (nf)				1-59137-214-3	
	Fantastic Homework Machine (f)				1-59137-206-2	
	Why Didn't I Think of That? (nf)				1-59137-215-1	
	Wish You Were Here (f)				1-59137-207-0	
	Wonderful Wonders (nf)				1-59137-216-X	
	Sweet Success (f)				1-59137-208-9	
	George Washington Carver (nf)				1-59137-217-8	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing (Annual-2007)	**Best Practices in Reading Classroom Library –** (Continued)			**3**	**1-59137-436-7**	
	Ming Becomes an American (f)				1-59137-209-7	
	Symbols of America (nf)				1-59137-218-6	
	The Alien Dig (f)				1-59137-210-0	
	Clues to Our Past (nf)				1-59137-219-4	
	Stuck in Time (f)				1-59137-211-9	
	Digging Up History (nf)				1-59137220-8	
	A Hidden City (f)				1-59137-212-7	
	Discover the Inca (nf)				1-59137-221-6	
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level D (20 students)**	**The Quarasan Group, Inc.**	**2006**	**4**	**1-59137-707-2**	**R 68%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-707-2	
	Best Practices Pretest/Posttest				1-59137-694-7	
	Best Practices Student book				1-56936-827-9	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	
	Best Practices in Reading Classroom Library – Level D		**2004**	**4**	**1-59137-437-5**	
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Must be used with the Reading Intervention package listed above. Key Features:					
	Teacher Guide				1-59137-248-8	
	Night Tales (fiction)				1-59137-222-4	
	In the Shadows (nonfiction)				1-59137-231-3	
	Rainbow Robot (f)				1-59137-223-2	
	Capture the Sun (nf)				1-59137-232-1	
	The First Dive (f)				1-59137-224-0	
	Pictures from the Deep (nf)				1-59137-233-X	
	A Gift of Water (f)				1-59137-225-9	
	Go to Extremes! (nf)				1-59137-234-8	
	A Horse Called Thunder (f)				1-59137-226-7	
	On Shaky Ground (nf)				1-59137-235-6	
	President Mom (f)				1-59137-227-5	
	Key to the White House (nf)				1-59137-236-4	
	Carl Conquers a Cold (f)				1-59137-228-3	
	Cures from Cobwebs (nf)				1-59137-237-2	
	Dinosaur Dreams (f)				1-59137-229-1	
	Curious Crocodiles (nf)				1-59137-238-0	
	Artic Adventure (f))				1-59137-230-5	
	Out in the Cold (nf)				1-59137-239-9	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level E (20 students)**	**The Quarasan Group, Inc.**	**2006**	**5**	**1-59137-708-0**	**R 65%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-708-0	
	Best Practices Pretest/Posttest				1-59137-696-3	
	Best Practices Student book				1-56936-829-5	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	
	Best Practices in Reading Classroom Library – Level E		**2006**	**5**	**1-59137-469-3**	
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Must be used with the Reading Intervention package listed above. Key Features:					
	Teacher Guide				1-59137-470-7	
	Shooting Stars (fiction)				1-59137-472-3	
	Bounce! Whack! Slide! (nonfiction)				1-59137-471-5	
	Moving West (f)				1-59137-474-X	
	Beginning Again (nf)				1-59137-473-1	
	Whistler's Gift (f)				1-59137-476-6	
	Eye on Technology (nf)				1-59137-475-8	
	Hiking Blue Glacier (f)				1-59137-478-2	
	From Pole to Pole: (nf)				1-59137-477-4	
	Out of Air (f)				1-59137-480-4	
	Environmentalists in Action (nf)				1-59137-479-0	
	Lost in Colonial Days (f)				1-59137-482-0	
	Careers in Communications (nf)				1-59137-481-2	
	The Owl's Wisdom (f)				1-59137-484-7	
	Animals to the Rescue (nf)				1-59137-483-9	
	The Carrotberry Caper (f)				1-59137-486-3	
	Eating Around the World (nf)				1-59137-485-5	
	Saving Sandy (f)				1-59137-488-X	
	Building an Artificial Reef (nf)				1-59137-487-1	
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level E (20 students)**	**The Quarasan Group, Inc.**	**2006**	**5**	**1-59137-708-0**	**R 65%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-708-0	
	Best Practices Pretest/Posttest				1-59137-696-3	
	Best Practices Student book				1-56936-829-5	
	Library Books (3 pairs)				various	
	The Writer's Thesaurus				1-56936-001-4	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing (Annual-2007)	**Best Practices in Reading Classroom Library – Level E**		**2006**	**5**	**1-59137-469-3**	
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Must be used with the Reading Intervention package listed above.					
	Teacher Guide				1-59137-470-7	
	Shooting Stars (fiction)				1-59137-472-3	
	Bounce! Whack! Slide! (nonfiction)				1-59137-471-5	
	Moving West (f)				1-59137-474-X	
	Beginning Again (nf)				1-59137-473-1	
	Whistler's Gift (f)				1-59137-476-6	
	Eye on Technology (nf)				1-59137-475-8	
	Hiking Blue Glacier (f)				1-59137-478-2	
	From Pole to Pole: (nf)				1-59137-477-4	
	Out of Air (f)				1-59137-480-4	
	Environmentalists in Action (nf)				1-59137-479-0	
	Lost in Colonial Days (f)				1-59137-482-0	
	Careers in Communications (nf)				1-59137-481-2	
	The Owl's Wisdom (f)				1-59137-484-7	
	Animals to the Rescue (nf)				1-59137-483-9	
	The Carrotberry Caper (f)				1-59137-486-3	
	Eating Around the World (nf)				1-59137-485-5	
	Saving Sandy (f)				1-59137-488-X	
	Building an Artificial Reef (nf)				1-59137-487-1	
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level F (20 students)**	**The Quarasan Group, Inc.**	**2006**	**6**	**1-59137-709-9**	**R 65%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-709-9	
	Best Practices Pretest/Posttest				1-59137-698-X	
	Best Practices Student book				1-56936-831-7	
	Connecting Vocabulary				1-56936-859-7	
	The Writer's Thesaurus				1-56936-992-5	
	Short Subjects in Reading				1-56936-389-7	
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level G (20 students)**	**The Quarasan Group, Inc.**	**2006**	**7**	**1-59137-710-2**	**R 80%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-710-2	
	Best Practices Pretest/Posttest				1-59137-700-5	
	Best Practices Student book				1-56936-833-3	
	Connecting Vocabulary				1-56936-861-9	
	The Writer's Thesaurus				1-56936-992-5	
	Short Subjects in Reading				1-56936-390-0	

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Options Publishing (Annual-2007)	**Best Practices in Reading Intervention Package – Level H (20 students)**	**The Quarasan Group, Inc.**	**2006**	**8**	**1-59137-711-0**	**R 68%**
	Note: Recommended as "Resource Only". Foa advanced language learners, all eight grades. Key Features:					
	Teacher Resource Guide				1-59137-711-0	
	Best Practices Pretest/Posttest				1-59137-702-1	
	Best Practices Student book				1-56936-835-X	
	Connecting Vocabulary				1-56936-863-5	
	The Writer's Thesaurus				1-56936-992-5	
	Short Subjects in Reading				1-56936-421-4	
Oxford University Press (Annual-2007)	**The Oxford Picture Dictionary for the Content Areas**	**Dorothy Kauffman and Gary Apple**	**2000**	**3 - 8**	**9780194343381**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	The Oxford Picture Dictionary for the Content Areas Teacher's Book				9780194343404	
	The Oxford Picture Dictionary for the Content Areas Hardcover				9780194343367	
	The Oxford Picture Dictionary for the Content Areas Workbook				9780194343374	
	The Oxford Picture Dictionary for the Content Areas Reproducibles Collection				9780194349994	
	Library Pack Content Area Readers (10)		2005		9780194309646	
	Library Pack Content Area Readers Teacher's Book w/audio cd		2005		9780194309745	
Oxford University Press (Annual-2007)	**Oxford Dictionary of American English w/cd rom**	**OUP**	**2005**	**7-12**	**9780194399494**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	Oxford Dictionary of American English Workbook				9780194399524	
Oxford University Press (Annual-2007)	**Oxford Essential Dictionary**	**OUP**	**2007**	**3-12**	**9780194317184**	**R**
	Note: Recommended ad "Resource Only". Key Features:					
	The Adventures of Tom Sawyer				9780194237420	
	Huckleberry Finn				9780194237475	
	The Call of the Wild				9780194237529	
	Little Women				9780194237574	
	Great Expectations				9780194237604	
	Oliver Twist				9780194237635	
Pearson Digital Learning, a division of NCS Pearson Inc. (Annual-2007)	**ELLIS Essentials**	**ELLIS**	**2007**	**K-6**	**N/A**	**R Grade K-2 = 91% Grade 3-5 = 87% Grade 6 = 87%**
	Note: Recommended ad "Resource Only". Key Features:					

LEP
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Digital Learning, a division of NCS Pearson Inc. (Annual-2007)	**ELLIS Academic**	**ELLIS**	**2007**	**7-12**	**N/A**	**R** **Grade 6-8 = 87%** **Grade 9-12 = 83%**
	Note: Recommended ad "Resource Only". Key Features:					
Renaissance Learning, Inc. (Annual-2007)	**English in a Flash Complete Service Subscription Package, v3.2**	**Renaissance Learning, Inc.**	**2000-2006**	**Pre-K – 12**	**978-1-59455-255-7**	**R** **Grade K-2 = 51%** **Grade 3-5 = 44%** **Grade 6-8 = 32%** **Grade 9-12 = 31%**
	Note: Recommended ad "Resource Only". Provides an excellent classroom resource for vocabulary builders. Key Features:					
	Includes English in a Flash web-based software, all 3 English in a Flash content libraries, free software hosting for up to one year, online Teacher's Guide, automatic software updates and upgrades, unlimited district wide access, unlimited technical support, 2 online training sessions, and remote installation.					
	English in a Flash Complete Annual Student Subscription Renewal	Renaissance Learning, Inc.	2000-2006	Pre-K – 12	978-1-59455-277-9	

Computer Applications
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation (Annual – 2007)	**Computers: Understanding Technology – Comprehensive-Textbook with Encore CD**	**Floyd Fuller, et al**	**2008**	**9-12**	**978-0-76382-935-3 (0-7638-2935-8)**	
	Key Features:					
	- Media-Enhanced Package				978-0-76382-938-4 (0-7638-2938-2)	
	- Curriculum Planner and Resources				978-0-76382-941-4 (0-7638-2941-2)	
	- ExamView Test Generator				978-0-76382-942-1 (0-7638-2942-0)	
EMC Corporation (Annual – 2007)	**Computers: Understanding Technology – Introductory 7-Textbook with Encore CD**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-936-0 (0-7638-2936-6)**	
	Key Features:					
	- Media-Enhanced Package				978-0-76382-939-1 (0-7638-2939-0)	
	- Curriculum Planner and Resources				978-0-76382-941-4 (0-7638-2941-2	
	- ExamView Test Generator				978-0-76382-942-1 (0-7638-2942-0)	
EMC Corporation (Annual – 2007)	**Computers: Understanding Technology – Brief - Textbook with Encore CD**	**Floyd Fuller, et al**	**2008**	**9-12**	**978-0-76382-937-7 (0-7638-2937-4)**	
	Key Features:					
	- Media-Enhanced Package				978-0-76382-940-7 (0-7638-2940-4)	
	- Curriculum Planner and Resources				978-0-76382-941-4 (0-7638-2941-2	
	- ExamView Test Generator				978-0-76382-942-1 (0-7638-2942-0)	
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Office 2007- Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-958-2 (0-7638-2958-7)**	
	Key Features:					
	- Media-Enhanced Package				978-0-76383-121-9 (0-7638-3121-2)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76382-970-4 (0-7638-2970-6)	

Computer Applications
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Office 2007 Brief Edition- Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-959-9 (0-7638-2959-5)**	
	Key Features: This textbook provides a highly effective, visual approach to learning the essential skills in Word, Excel, Access, PowerPoint, Windows, and Internet Explorer. Graduated instruction allows students to move from easy step-by-step learning to validating skills through case-based projects. It facilitates self-paced accelerated and traditional learning.					
	- Media-Enhanced Package				978-0-76383-122-6 (0-7638-3112-0)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76382-970-4 (0-7638-2970-6)	
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Word 2007- Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-960-5 (0-7638-2960-9)**	
	Key Features: This textbook provides a highly effective, visual approach to learning the essential skills in Word, Excel, Access, PowerPoint, Windows, and Internet Explorer. Graduated instruction allows students to move from easy step-by-step learning to validating skills through case-based projects. It facilitates self-paced accelerated and traditional learning.					
	- Media-Enhanced Package				978-0-76383-123-3 (0-7638-3123-9)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76382-970-4 (0-7638-2970-6)	
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Access 2007- Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-962-9 (0-7638-2962-5)**	
	Key Features: This textbook provides a highly effective, visual approach to learning the essential skills in Access. Graduated instruction allows students to move from easy step-by-step learning to validating skills through case-based projects. It facilitates self-paced accelerated and traditional learning..					
	- Media-Enhanced Package				978-0-76383-125-7 (0-7638-3125-5)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76382-970-4 (0-7638-2970-6)	

Computer Applications
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft PowerPoint 2007 with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-962-9 (0-7638-2962-5)**	
	Key Features: This textbook provides a highly effective, visual approach to learning the essential skills in PowerPoint. Graduated instruction allows students to move from easy step-by-step learning to validating skills through case-based projects. It facilitates self-paced accelerated and traditional learning.					
	- Media-Enhanced Package				978-0-76383-125-7 (0-7638-3125-5)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76382-970-4 (0-7638-2970-6)	
EMC Corporation (Annual – 2007)	**Benchmark Series: Microsoft Word 2007 Level 1 – Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76383-000-7 (0-7638-3000-3)**	
	Key Features: This textbook is specifically designed to progress students to a mastery skill level in Word. Graduated instruction moves students from early modeling instruction through project-based problems similar to situations they will encounter in the workplace, and requires students to use their thinking and problem-solving skills. The Benchmark Series aligns with and is rated as one of the best resources for preparing for the Microsoft Application Specialist certification exams.					
	- Media-Enhanced Package				978-0-76383-168-4 (0-7638-3168-9)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-998-8 (0-7638-2998-6)	
	- Curriculum Planner and Resources				978-0-76383-009-0 (0-7638-3009-7)	
EMC Corporation (Annual – 2007)	**Benchmark Series: Microsoft Word 2007 Level 2 – Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76383-001-4 (0-7638-3001-1)**	
	Key Features: This textbook provides a highly effective, visual approach to learning the essential skills in PowerPoint. Graduated instruction allows students to move from easy step-by-step learning to validating skills through case-based projects. It facilitates self-paced accelerated and traditional learning.					
	- Media-Enhanced Package				978-0-76383-169-1 (0-7638-3169-7)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-998-8 (0-7638-2998-6)	
	- Curriculum Planner and Resources				978-0-76383-010-6 (0-7638-3010-0)	

Computer Applications
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation (Annual – 2007)	**Benchmark Series: Microsoft Excel 2007 Level 1 - Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76383-005-2 (0-7638-3005-4)**	
	- Media-Enhanced Package				978-0-76383-171-4 (0-7638-3171-9)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-998-8 (0-7638-2998-6)	
	- Curriculum Planner and Resources				978-0-76383-012-0 (0-7638-3012-7)	
EMC Corporation (Annual – 2007)	**Benchmark Series: Microsoft Excel 2007 Level 2 - Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76383-006-9 (0-7638-3006-2)**	
	- Media-Enhanced Package				978-0-76383-172-1 (0-7638-3172-7)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-998-8 (0-7638-2998-6)	
	- Curriculum Planner and Resources				978-0-76383-012-0 (0-7638-3012-7)	
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Access 2007 Level 1 - Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76383-002-1 (0-7638-3002-X)**	
	- Media-Enhanced Package				978-0-76383-174-5 (0-7638-3174-3)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76383-011-3 (0-7638-3011-9)	
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Access 2007 Level 2 - Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76383-002-1 (0-7638-3002-X)**	
	- Media-Enhanced Package				978-0-76383-174-5 (0-7638-3174-3)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76383-011-3 (0-7638-3011-9)	

Computer Applications
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
EMC Corporation (Annual – 2007)	**Marquee Series: Microsoft Excel 2007 - Textbook with data files**	**Nita Rutkosky, et al**	**2008**	**9-12**	**978-0-76382-961-2 (0-7638-2961-7)**	
	Key Features: his textbook is specifically designed to progress students to a mastery skill level in Excel. Graduated instruction moves students from early modeling instruction through project-based problems similar to situations they will encounter in the workplace, and requires students to use their thinking and problem-solving skills. The Benchmark Series aligns with and is rated as one of the best resources for preparing for the Microsoft Application Specialist certification exams.					
	- Media-Enhanced Package				978-0-76383-124-0 (0-7638-3124-7)	
	- SNAP Training and Assessment				978-0-76382-957-5 (0-7638-2957-9)	
	- ExamView Test Generator				978-0-76382-971-1 (0-7638-2971-4)	
	- Curriculum Planner and Resources				978-0-76382-970-4 (0-7638-2970-6)	
Pearson Prentice Hall (Annual – 2007)	**DDC Learning Office 2007 Deluxe Soft Cover, Student Edition**	**Emergent Learning**	**2008**	**10-12**	**9780133639452**	
	DDC Learning Office 2007 Deluxe Hard Cover, Student Edition				9780133639476	
	DDC Learning Office 2007, Teacher's Edition				9780133639483	
Pearson Prentice Hall (Annual – 2007)	**Stepping Thru Office 2003 Advanced, Student Edition**	**Prentice Hall**	**2004**	**10-12**	**9780131467682**	
Pearson Prentice Hall (Annual – 2007)	**Learning Office 2003: Deluxe Edition, Student Edition**	**Fulton**	**2004**	**10-12**	**9780131464308**	
Pearson Prentice Hall (Annual – 2007)	**DDC Learning Office 2003 Advanced, Student Edition**	**Weixel**	**2004**	**10-12**	**9780131476318**	
Thomson Learning (Annual – 2007)	**Century 21 Computer Applications & Keyboarding, L1-150**	**Hoggatt/ Shank**	**2006**	**6-8**	**9780538439466**	
Thomson Learning (Annual – 2007)	**Century 21 Computer Keyboarding, L 1-75**	**Hoggatt/ Shank**	**2006**	**6-8**	**9780538439596**	
	Wraparound Teacher's Edition, L1-150				9780538440295	
	Wraparound Teacher's Edition, L-1-75				9780538440301	
	Instructor's Manual/ Solutions Key				9780538440325	
	Instructor's Resource CD				9780538440387	
	Instructor's Resource Kit				9780538440424	
	ExamView				9780538442442	

Computer Applications
Grades K - 12

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Thomson Learning (Annual – 2007)	**Learning With Computers, Blue Level**	**Napier/ Judd/ Hoggatt**	**2006**	**6-8**	**9780538439688**	
	Key Features:					
	Teacher's Edition				9780538439695	
	WebSite				9780538439770	
	EBook				9780538442848	
	Instructor's Resource CD				9780538439701	
Thomson Learning (Annual – 2007)	**Learning With Computers, Green Level**	**Napier/ Judd/ Hoggatt**	**2006**	**6-8**	**9780538439718**	
	Key Features:					
	Teacher's Edition				9780538439725	
	Instructor's Resource CD				9780538439732	
	Website				9780538439770	
	E-Book				9780538442824	
Thomson Learning (Annual – 2007)	**Learning With Computers, Orange Level**	**Napier/ Judd/ Hoggatt**	**2006**	**6-8**	**9780538439749**	
	Key Features:					
	Teacher's Edition				9780538439756	
	Instructor's Resource CD				9780538439763	
	Website				9780538439770	
	E-Book				9780538442831	
Thomson Learning (Annual – 2007)	**Microtype 4, Windows Site License**	**South-Western**	**2006**	**6-12**	**9780538440509**	
	Key Features:					
	Microtype 4, Website**				9780538442947	
Thomson Learning (Annual – 2007)	**Illustrated Computer Concepts Complete**	**Parsons**	**2007**	**9-12**	**9781418860387**	
	Key Features:					
	Instructor's Resources				9781423904793	

Professional Technical
Helath Occupations

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN Number	R=Resource Correlation
Pearson Prentice Hall	**Introduction to Health Occupations, Student Edition**	**Fulton**	**2004**	**10-12**	**9780131836921**	
Thomson Learning (2007)	**Diversified Health Occupations**	**Simmers**	**2004**	**9-12**	**9781401814564**	
	Student Workbook				9781401814571	
	Test Bank				9781401814595	
	Instructor's Manual				9781401814588	
	Instructor's Resource Kit				9781401814601	
	Instructor's Resource Kit Online				9781401814656	
Thomson Learning (2007)	**Introduction to Medical Terminology**	**Ehrlich**	**2004**	**9-12**	**9781401811372**	
	Student Workbook				9781401811402	
	Instructor's Manual				9781401811389	
	Computerized Test Bank				9781401811396	
Thomson Learning (2007)	**Sports Medicine and Athletic Training**	**France**	**2004**	**9-12**	**9781401811990**	
	Student Workbook				9781401812003	
	Instructor's Manual				9781401812010	
	Online Companion				9781401812027	
	Computerized Test Bank				9781401812034	
Thomson Learning (2007)	**Fundamentals of Math for Health Careers**	**Hayden**	**1996**	**9-12**	**9780827366886**	
	Instructor's Manual				9780827366893	
Thomson Learning (2007)	**Essentials of Medical Terminology**	**Davies**	**2008**	**9-12**	**9781401890193**	
	Electronic Classroom Manager			9-12	9781401890209	

THIS PAGE LEFT INTENTIONALLY BLANK

128. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).
The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Polices. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-118A. CURRICULAR MATERIALS -- ADOPTION PROCEDURES. All curricular materials adoption committees appointed by the state board of education shall contain at least two (2) persons who are not public educators or school trustees. All meetings of curricular materials adoption committees shall be open to the public. Any member of the public may attend such meetings and file written or make oral objections to any curricular materials under consideration. A complete and cataloged library of all curricular materials adopted and used in Idaho public schools is to be maintained at the state department of education at all times and open to the public.

"Curricular materials" is defined as textbook and instructional media including software, audio/visual media and internet resources.

SUBJECT

Temporary and Proposed Amendment to IDAPA 08.02.03.004. Rules Governing Thoroughness

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code; Section 33-107, Idaho Code

REFERENCE

11/1/06	M/S (Howard/Thilo): To approve the request of the State Department of Education to approve the Idaho Content Standards and the Idaho Alternative Achievement Standards as documented to be incorporated by reference into rule. Roll call vote taken; motion carried unanimously.

BACKGROUND

In November of 2006 the Idaho Content Standards were incorporated by reference into rule to set achievement standards. Idaho Code requires that any time a document incorporated by reference is changed or updated, the incorporating rule must also be updated.

DISCUSSION

The Idaho Content Standards for science are currently posted on the Board of Education website (as referenced in IDAPA 08.02.03.004), and the Idaho Standards Achievements Test (ISAT) is currently aligned to these standards. The currently posted standards have been updated from the standards that were originally incorporated November 1, 2006. This rule change would update the rule to reflect the content standards currently being utilized.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.03.004 Page 3
Attachment 2 – Science Standards Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends approval of the Temporary and Proposed Amendment to IDAPA 08.02.03.004. Rules Governing Thoroughness as submitted.

BOARD ACTION

Motion to approve the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, Idaho Content Standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on ~~November 1, 2006~~ August 10, 2007. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. ~~(3-30-07)~~(8-9-07)T

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/lep/index.asp. (3-30-07)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/lep/index.asp. (3-30-07)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/lep/index.asp. (3-30-07)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. (3-30-07)

06. The Idaho Alternative Assessment Extended Content Standards. The Idaho Alternative Assessment Extended Content Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found at the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. (11-1-06)T

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at http://www.boardofed.idaho.gov/index.asp. (11-1-06)T

THIS PAGE INTENTIONALLY LEFT BLANK

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 1: Nature of Science

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.1: Understand Systems, Order, and Organization	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.1.1.1 Label the parts of a system. (573.01.a)	4.S.1.1.1 Explain that a system consists of an organized group of related objects that form a whole. (588.01.a)	5.S.1.1.1 Compare and contrast different systems. (603.01.a)	6.S.1.1.1 Analyze different systems. (618.01.a)	7.S.1.1.1 Define small systems as a part of a whole system. (633.01.a)	8-9.PS.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)	8-9.ES.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)	9-10.B.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)
								7.S.1.1.2 Determine how small systems contribute to the function of the whole. (633.01.a)	8-9.PS.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)	8-9.ES.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)	9-10.B.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)
								7.S.1.1.3 Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)			
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	K.S.1.2.1 Make observations and collect data. (528.01.a)	1.S.1.2.1 Make observations, collect data, and use data. (543.01.a)	2.S.1.2.1 Make observations, record and interpret data. (558.01.a)	3.S.1.2.1 Make observations, collect data and evaluate it. (573.02.a)	4.S.1.2.1 Make and record observations then analyze and communicate the collected data. (588.02.a)	5.S.1.2.1 Use observations and data as evidence on which to base scientific explanations and predictions. (603.02a)	6.S.1.2.1 Explain how observations and data are used as evidence on which to base scientific explanations and predictions. (618.02.a)	7.S.1.2.1 Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)	8-9.PS.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)	8-9.ES.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)	9-10.B.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)
				3.S.1.2.2 Replicate and/or use models. (573.02.b)	4.S.1.2.2 Define observations and inferences. (588.02.b)	5.S.1.2.2 Explain the difference between observation and inference. (603.02.b)	6.S.1.2.2 Use observations to make inferences. (618.02.b)	7.S.1.2.2 Use observations to make defendable inferences. (633.02.b)			
					4.S.1.2.3 Make, describe and/or use models. (588.02.c)	5.S.1.2.3 Use models to explain or demonstrate a concept. (603.02.c)	6.S.1.2.3 Use models to explain or demonstrate a concept. (618.02.c)	7.S.1.2.3 Use models to explain or demonstrate a concept. (633.02.c)	8-9.PS.1.2.2 Develop models to explain concepts or systems. (648.02b)	8-9.ES.1.2.2 Develop models to explain concepts or systems. (648.02b)	9-10.B.1.2.2 Develop models to explain concepts or systems. (648.02b)
									8-9.PS.1.2.3 Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)	8-9.ES.1.2.3 Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)	9-10.B.1.2.3 Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 1: Nature of Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.3: Understand Constancy, Change, and Measurement	K.S.1.3.1 Measure in non-standard units. (528.02.b)	1.S.1.3.1 Measure in both standard and non-standard units. (543.02.b)	2.S.1.3.1 Measure in standard and non-standard units. (558.01.b)	3.S.1.3.1 Measure changes that occur. (573.03.b)	4.S.1.3.1 Describe how changes occur and can be measured. (588.03.b)	5.S.1.3.1 Analyze changes that occur in and among systems. (603.03.b)	6.S.1.3.1 Analyze changes that occur in and among systems. (618.03.b)	7.S.1.3.1 Identify concepts of science that have been stable over time. (633.03.a)	8-9.PS.1.3.1 Measure changes that can occur in and among systems. (648.03b)	8-9.ES.1.3.1 Measure changes that can occur in and among systems. (648.03b)	9-10.B.1.3.1 Measure changes that can occur in and among systems. (648.03b)
								7.S.1.3.2 Recognize changes that occur within systems. (633.03.b)	8-9.PS.1.3.2 Analyze changes that can occur in and among systems. (648.03b)	8-9.ES.1.3.2 Analyze changes that can occur in and among systems. (648.03b)	9-10.B.1.3.2 Analyze changes that can occur in and among systems. (648.03b)
				3.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units. (573.03.c)	4.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units. (588.03.c)	5.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)	6.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (618.03.c)	7.S.1.3.3 Make metric measurements using appropriate tools. (633.03.c)	8-9.PS.1.3.3 Measure and calculate using the metric system. (648.03c)	8-9.ES.1.3.3 Measure and calculate using the metric system. (648.03c)	9-10.B.1.3.3 Measure and calculate using the metric system. (648.03c)
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	K.S.1.4.1 Apply the concepts of yesterday, today, and tomorrow. (528.03.a)	1.S.1.4.1 Explain the concepts of past, present, and future. (543.03.a)	2.S.1.4.1 Apply the concepts of past, present, and future. (558.03.a)	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	Reference to objective 7.S.3.2.1	No objectives in Physical Science.	No objectives in Earth Science.	Reference to 7.S.3.2.1
Goal 1.5: Understand Concepts of Form and Function	No objectives at this grade level.	No objectives at this grade level.	2.S.1.5.1 Identify shape and use of objects. (558.04.a)	3.S.1.5.1 Describe the relationship between shape and use. (573.05.a)	4.S.1.5.1 Explain the relationship between shape and use. (588.05.a)	5.S.1.5.1 Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)	6.S.1.5.1 Analyze how the shape or form of an object or system is frequently related to its use and/or function. (618.05.a)	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	K.S.1.6.1 Make observations. (529.01.a)	1.S.1.6.1 Make and record observations. (544.01.a)	2.S.1.6.2 Make observations. (559.01.b)								
			2.S.1.6.1 Identify questions to be investigated. (559.01.a)	3.S.1.6.1 Identify questions that can be answered by conducting scientific tests. (574.01.a)	4.S.1.6.1 Write questions that can be answered by conducting scientific tests. (589.01.a)	5.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)	6.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (619.02.a)	7.S.1.6.1 Identify controls and variables used in scientific investigations. (634.01.b)	8-9.PS.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)	8-9.ES.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)	9-10.B.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)
				3.S.1.6.2 Conduct scientific tests (574.01.b)	4.S.1.6.2 Conduct scientific tests. (589.01.b)	5.S.1.6.2 Conduct scientific investigations using a control and a variable. (604.01.b)	6.S.1.6.2 Conduct scientific investigations using a control and variables. Repeat same experiment using alternate variables. (619.02.b)	7.S.1.6.2 Use appropriate tools and techniques to gather and display data. (634.01c)	8-9.PS.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	8-9.ES.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	9-10.B.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 1: Nature of Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills *(continued from previous page)*			2.S.1.6.3 Analyze information and evidence. (559.01.d)					7.S.1.6.3 Evaluate data in order to form conclusions. (634.01.d)			
				3.S.1.6.3 Use appropriate tools and techniques to gather and display data. (574.01.c)	4.S.1.6.3 Use appropriate tools and techniques to gather and display data. (589.01.c)	5.S.1.6.3 Select and use appropriate tools and techniques to gather and display data. (604.01.c)	6.S.1.6.3 Select and use appropriate tools and techniques to gather and display data. (619.02.c)		8-9.PS.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)	8-9.ES.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)	9-10.B.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)
			2.S.1.6.4 Communicate observations. (559.01.f)	3.S.1.6.4 Use data to construct a reasonable explanation. (574.01.d)	4.S.1.6.4 Use data to construct a reasonable explanation. (589.01.d)	5.S.1.6.4 Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)	6.S.1.6.4 Use evidence to analyze data in order to develop descriptions, explanations, predictions, and models. (619.2.d)	7.S.1.6.4 Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)	8-9.PS.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)	8-9.ES.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)	9-10.B.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)
				3.S.1.6.5 Make simple predictions based on data. (574.01.e)	4.S.1.6.5 Make predictions based on data. (589.01.e)	5.S.1.6.5 State a hypothesis based on observations. (604.01.e)	6.S.1.6.5 Test a hypothesis based on observations. (619.02.e)				
				3.S.1.6.6 Identify logical alternative explanations. (574.01.f)	4.S.1.6.6 Analyze alternative explanations. (589.01.f)	5.S.1.6.6 Compare alternative explanations and predictions. (604.01.f)		7.S.1.6.5 Evaluate alternative explanations or predictions. (634.01.f)	8-9.PS.1.6.5 Analyze alternative explanations and models. (649.01e)	8-9.ES.1.6.5 Analyze alternative explanations and models. (649.01e)	9-10.B.1.6.5 Analyze alternative explanations and models. (649.01e)
				3.S.1.6.7 Communicate the results of tests to others. (574.01.g)	4.S.1.6.7 Communicate the results of tests to others in multiple formats. (589.01.g)	5.S.1.6.7 Communicate scientific procedures and explanations. (604.01.g)	6.S.1.6.6 Communicate scientific procedures and explanations. (619.02.g)	7.S.1.6.6 Communicate and defend scientific procedures and explanations. (634.01.g)	8-9.PS.1.6.6 Communicate and defend a scientific argument. (649.01f)	8-9.ES.1.6.6 Communicate and defend a scientific argument. (649.01f)	9-10.B.1.6.6 Communicate and defend a scientific argument. (649.01f)
									8-9.PS.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)	8-9.ES.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)	9-10.B.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	K.S.1.7.1 Use cooperation and interaction skills. (538.01.a)	1.S.1.7.1 Demonstrate cooperation and interaction skills. (553.01.a)	2.S.1.7.1 Practice cooperation and interaction skills. (568.01.a)	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
Goal 1.8: Understand Technical Communication	K.S.1.8.1 Follow instructions. (538.02.a)	1.S.1.8.1 Follow multi-step instructions. (553.02.a)	2.S.1.8.1 Follow multi-step instructions. (568.02.a)	3.S.1.8.1 Read and give multi-step instructions. (583.02.a)	4.S.1.8.1 Analyze and follow multi-step instructions. (598.02.a)	5.S.1.8.1 Read and follow technical instructions. (613.02.a)	6.S.1.8.1 Read, give, and execute technical instructions. (628.01a)	7.S.1.8.1 Read and evaluate technical instructions. (643.02.a)	8-9.PS.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)	8-9.ES.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)	9-10.B.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 2: Physical Science

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions	K.S.2.1.1 Use senses to describe matter. (530.01.a)	1.S.2.1.1 Describe properties of objects. (545.01.a)	2.S.2.1.1 List properties of an object. (560.01.a)	3.S.2.1.2 Identify the physical properties of solids, liquids, and gases. (575.01.b)		5.S.2.1.1 Describe the differences among elements, compounds, and mixtures. (605.01.a)	6.S.2.1.1 Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
					4.S.2.1.2 Describe the physical properties of solids, liquids, and gases. (590.01.b)	5.S.2.1.2 Compare the physical differences among solids, liquids, and gases. (605.01.c)	6.S.2.1.2 Define the properties of matter. (620.01.b)				
				3.S.2.1.1 Use instruments to measure properties. (575.01.a)	4.S.2.1.1 Use instruments to measure properties (590.01.a)						
				3.S.2.1.3 Explain that heating and cooling can cause changes of state in common materials. (575.01.c)	4.S.2.1.3 Explain the changes caused by heating and cooling materials. (590.01.c)		6.S.2.1.4 Describe the effect of temperature on density. (620.01.c)				
							6.S.2.1.3 Compare densities of equal volumes of a solid, a liquid, or a gas. (619.01.c)				
						5.S.2.1.3 Explain the nature of physical change and how it relates to physical properties. (605.01.d)	6.S.2.1.5 Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water, and to water vapor). (620.01.d)				
Goal 2.2: Understand Concepts of Motion and Forces	No objectives at this grade level.	1.S.2.2.1 Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) (545.02.a)	2.S.2.2.1 Explain how force affects the position and motion of objects. (560.01.a)	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.S.2.2.1 Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)	No objectives at this grade level.	8-9.PS.2.2.1 Explain motion using Newton's Laws of Motion. (650.04b)	No objectives in Earth Science.	No objectives in Biology.
Goal 2.3: Understand the Total Energy in the Universe is Constant	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.2.3.1 Identify potential and kinetic energy. (590.03.a)	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.3.1 Explain that energy can be transformed but cannot be created nor destroyed. (650.05a)	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.3.2 Classify energy as potential and/or kinetic and as energy contained in a field. (650.05b)		

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 2: Physical Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 2.4: Understand the Structure of Atoms	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.4.1 Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.4.2 Explain the processes of fission and fusion. (650.01b)		
									8-9.PS.2.4.3 Describe the characteristics of isotopes. (650.01c)		
									8-9.PS.2.4.4 State the basic electrical properties of matter. (650.01d)		
									8-9.PS.2.4.5 Describe the relationships between magnetism and electricity.		
Goal 2.5: Understand Chemical Reactions	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.5.1 Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)	No objectives in Earth Science.	No objectives in Biology.

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 3: Biology

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 3.1: Understand the Theory of Biological Evolution	K.S.3.1.1 Observe and describe the characteristics of plants and animals. (532.01.a)	1.S.3.1.1 Describe the life cycle of a plant (seed, growth, reproduction, death). (547.01.a)	No objectives at this grade level.	3.S.3.1.1 Describe the adaptations of plants and animals to their environment. (577.01.a)	4.S.3.1.1 Analyze and communicate the adaptations of plants and animals to their environment. (592.01.a)	No objectives at this grade level.	No objectives at this grade level.	7.S.3.1.1 Describe how natural selection explains species change over time. (637.01.a)	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.1.1 Use the theory of evolution to explain how species change over time. (652.01a)
		1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death). (547.01.a)			4.S.3.1.2 Describe the difference between vertebrate and invertebrate animals. (592.01.c)						9-10.B.3.1.2 Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce. (652.01a)
					4.S.3.1.3 Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. (592.01.c)						
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	K.S.3.2.1 Describe the difference between living and non-living things. (533.01.a)	1.S.3.2.1 State that living things need food to survive. (548.01.a)	2.S.3.2.1 Identify four basic needs of all living things (food, shelter, water, space). (563.01.a)	3.S.3.2.1 Describe the energy needed for living systems to survive. (578.01.a)	No objectives at this grade level.	5.S.3.2.1 Communicate how plants convert energy from the sun through photosynthesis. (608.01.a)	No objectives at this grade level.	7.S.3.2.1 Describe how energy stored in food is primarily derived from the sun through photosynthesis. (638.01.a)	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.2.1 Explain how matter tends toward more disorganized states (entropy). (653.01a)
			2.S.3.2.2 Discuss how animals are suited to live in different habitats. (547.01.b)	3.S.3.2.2 Compare and contrast the energy requirements of plants and animals. (593.01.a)				7.S.3.2.2 Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)			9-10.B.3.2.2 Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)
				3.S.3.2.3 Label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)				7.S.3.2.3 Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)			9-10.B.3.2.3 Show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)

[Page hyperlinked from text “Science” under by Subject on all standards page and from “Complete … Download” on Science standards & assessments page]

				3.S.3.2.4 Diagram the food web and explain how organisms both cooperate and compete in ecosystems. (593.01.b)				7.S.3.2.4 Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)			9-10.B.3.2.4 Describe cellular respiration and the synthesis of macromolecules. (653.01d)

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 3: Biology (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems *(continued from previous page)*											9-10.B.3.2.5 Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.3.3.1 Compare and contrast the structural differences between plant and animal cells. (606.01.b)	6.S.3.3.1 Identify the different structural levels of which an organism is comprised (cells, tissues, organs, organ systems, and organisms). (621.01.a)	7.S.3.3.1 Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.3.1 Identify the particular structures that underlie the cellular functions. (651.01a)
							6.S.3.3.2 Analyze the structural differences between plant and animal cells. (621.01.b)	7.S.3.3.2 Identify the parts of specialized plant and animal cells. (636.01.b)			9-10.B.3.3.2 Explain cell functions involving chemical reactions. (651.01b)
								7.S.3.3.3 Identify the functions of cell structures. (636.01.b)			9-10.B.3.3.3 Explain how cells use DNA to store and use information for cell functions. (651.01c)
								7.S.3.3.4 Describe cell functions that involve chemical reactions. (630.01.c)			9-10.B.3.3.4 Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)
						5.S.3.3.2 Explain the concept that traits are passed from parents to offspring. (606.01.c)	6.S.3.3.3 Describe how traits are passed from parents to offspring. (621.01.c)	7.S.3.3.5 Describe how dominant and recessive traits are inherited. (636.01.e)			

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 4: Earth and Space Systems

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	K.S.4.1.1 Name the four seasons. (534.01.a)	1.S.4.1.1 Identify the four seasons and their characteristics for a local region. (549.01.a)		3.S.4.1.1 Explain the reasons for length of a day, the seasons, and the year on Earth. (594.01.a)				No objectives at this grade level.	No objectives in Physical Science.		No objectives in Biology.
	K.S.4.1.2 Place the four seasons in order. (534.01.a)						6.S.4.1.2 Explain the water cycle and its relationship to weather and climate. (624.01.b)				
			2.S.4.1.1 Describe the characteristics of different weather conditions. (564.01.b)				6.S.4.1.3 Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes. (624.01.c)				
										8-9.ES.4.1.2 Identify methods used to estimate geologic time. (654.01b)	
						5.S.4.1.1 Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)	6.S.4.1.1 Explain the interactions among the solid earth, oceans, atmosphere, and organisms. (624.01.a)			8-9.ES.4.1.3 Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed the earth system over time. (654.01c)	
					4.S.4.1.1 Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). (594.01.b)					8-9.ES.4.1.1 Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)	
					4.S.4.1.2 Explain the effect of gravity on orbits and objects. (594.01.c)						
					4.S.4.1.3 Explain the effect of moon's gravity on Earth's tides. (594.01.c)						
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.4.2.1 Explain the rock cycle and identify the three classifications of rocks. (609.02.a)	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.4.2.1 Explain the internal and external energy sources of the earth (654.02a)	No objectives in Biology.

[Page hyperlinked from text "Science" under by Subject on all standards page and from "Complete … Download" on Science standards & assessments page]

IDAHO CONTENT STANDARDS
SCIENCE

Standard 5: Personal and Social Perspectives; Technology

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	K.S.5.1.1 Describe characteristics of a man-made environment (home, school…). (536.01.a)	1.S.5.1.1 Identify the characteristics of local natural environments. (playground, backyard). (551.01.a)	2.S.5.1.1 Compare and contrast man-made and natural environments. (566.01.a)	3.S.5.1.1 Identify local environmental issues. (581.01.a)	No objectives at this grade level.	5.S.5.1.1 Identify issues for environmental studies. (611.01.a)	6.S.5.1.1 Identify issues for environmental studies. (626.01.a)	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a)	9-10.B.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)
Goal 5.2: Understand the Relationship between Science and Technology	No objectives at this grade level.	No objectives at this grade level.	2.S.5.2.1 Identify tools people have invented for everyday life and for scientific investigations. (565.01.b)	3.S.5.2.1 Describe how technology helps develop tools. (580.01.a)	4.S.5.2.1 Identify tools used for space exploration and for scientific investigations. (595.01.b)	5.S.5.2.1 Describe how science and technology are part of a student's life. (610.01.a)	6.S.5.2.1 Describe how science and technology are part of our society. (625.01.a)	7.S.5.2.1 Explain how science and technology are interrelated. (640.01.a)	8-9.PS.5.2.1 Explain how science advances technology. (655.01a)	8-9.ES.5.2.1 Explain how science advances technology. (655.01a)	9-10.B.5.2.1 Explain how science advances technology. (655.01a)
				3.S.5.2.2 Describe the development of tools over time. (580.01.b)		5.S.5.2.2 List examples of science and technology. (610.01.b)	6.S.5.2.2 Describe how science and technology are interrelated. (625.01.b)	7.S.5.2.2 Explain how science advances technology. (640.01.b)	8-9.PS.5.2.2 Explain how technology advances science. (655.01a)	8-9.ES.5.2.2 Explain how technology advances science. (655.01a)	9-10.B.5.2.2 Explain how technology advances science. (655.01a)
									8-9.PS.5.2.3 Explain how science and technology are pursued for different purposes. (656.01b)	8-9.ES.5.2.3 Explain how science and technology are pursued for different purposes. (655.01b)	9-10.B.5.2.3 Explain how science and technology are pursued for different purposes. (656.01b)
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.5.3.1 Explain the concept of recycling. (581.03.a)	No objectives at this grade level.	5.S.5.3.1 Identify the differences between renewable and nonrenewable resources. (611.03.a)	6.S.5.3.1 Explain the difference between renewable and nonrenewable resources. (626.03.a)		No objectives in Physical Science.	8-9.ES.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a)	9-10.B.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a)
								7.S.5.3.1 Identify alternative sources of energy. (641.03.a)			

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption,

incorporating therein its reasons for overruling the considerations urged against its adoption.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(1) Perform all duties prescribed for it by the school laws of the state;

(2) Acquire, hold and dispose of title, rights and interests in real and personal property;

(3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;

(4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;

(5) Through its executive departments and offices:

(a) Enforce the school laws of the state,

(b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;

(6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:

(a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,

(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,

(c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived there from are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

SUBJECT

Proposed Change to IDAPA 08.02.02.015. Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201, Idaho Code; Section 33-1204, Idaho Code; Section 33-105, Idaho Code; Section 33-107, Idaho Code

BACKGROUND

This rule change responds to a statewide challenge in meeting federal guidelines for Highly Qualified status and teacher shortages. This allows for greater flexibility and a shorter timeline for Idaho-trained educators to return to the teaching field, as well as those trained in accredited, foreign institutions. Also provides an opportunity to extend Alternative Authorization status on an emergency basis to maintain Highly Qualified status while completing certification standards.

DISCUSSION

Educators holding current certificates from recognized, accredited foreign institutions of education may be issued a three (3) year interim certificate. Professional Standards Commission may grant an extension onto the current three (year) period designated to attain a certificate through the state-approved alternate route. This shall be granted only under extenuating circumstances in order to protect Highly Qualified status.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.02.015 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends to approval of the Proposed Change to IDAPA 08.02.02.015. Governing Uniformity as submitted.

BOARD ACTION

Motion to approve the temporary and proposed rule change to IDAPA 08.02.02.015, Rules Governing Uniformity, Three Year Interim Certificate.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

015. IDAHO INTERIM CERTIFICATE.

01. Issuance of Interim Certificate. The State Department of Education is authorized to issue a ~~non-renewable~~, three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. An interim certificate is nonrenewable except under extenuating circumstances. ~~(3-16-04)~~(8-10-07)T

02. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the *Accredited Institutions of Postsecondary Education* and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three (3) year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (8-10-07)T

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1201. CERTIFICATE REQUIRED. Every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education, valid for the service being rendered; except that the state board of education may authorize endorsement for use in Idaho, for not more than five (5) years, certificates valid in other states when the qualifications therefor are not lower than those required for an Idaho certificate.

No certificate shall be required of a student attending any teacher-training institution, who shall serve as a practice teacher in a classroom under the supervision of a certificated teacher, and who is jointly assigned by such teacher-training institution and the governing board of a district or a public institution to perform practice teaching in a non-salaried status. Those students attending a teacher-training institution of another state and who serve as a non-salaried practice teacher in an Idaho school district shall be registered by that school district.

A student, while serving in a practicum, internship or student teaching position under the supervision of a person certificated pursuant to this section, shall be accorded the same liability insurance coverage by the school district being served as that accorded such certificated person in the same district, and shall comply with all rules and regulations of the school district or public institution while serving in such a capacity.

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1204. VALIDITY, DURATION, RENEWAL AND LAPSE OF CERTIFICATES. The state board of education shall by rule provide for the validity, duration, renewal and lapse of certificates.

If the holder of a certificate who has undergone a criminal history check pursuant to district policy as provided in subsection (15) of section 33-512, Idaho Code, is found to have been convicted of any felony crime enumerated in section 33-1208, Idaho Code, the certificate shall be revoked or suspended as provided in this chapter.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption, incorporating therein its reasons for overruling the considerations urged against its adoption.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(1) Perform all duties prescribed for it by the school laws of the state;

(2) Acquire, hold and dispose of title, rights and interests in real and personal property;

(3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;

(4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;

(5) Through its executive departments and offices:

(a) Enforce the school laws of the state,

(b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;

(6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:

(a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,

(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,

(c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived there from are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Proposed Change to IDAPA 08.02.02.140. Accreditation

REFERENCE

June 13-14, 2007	State Superintendent Tom Luna indicated he would bring recommendations for accreditation revision to the Board at the August meeting with the intent of reducing paperwork and eliminating duplication.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code; Section 33-105, Idaho Code; Section 33-107, Idaho Code

BACKGROUND

Idaho Code, Section 33-119, requires the State Board of Education to establish standards for the accreditation of any secondary school and set standards for all elementary schools as it may deem necessary. Pursuant to the adoption of Administrative Rules of the State Board of Education (IDAPA 08.02.02.140) on April 1, 2005, the State Department of Education has developed and field tested a mandatory state accreditation system for public elementary and secondary schools as well as public school districts. Private and parochial schools can voluntarily choose to participate.

DISCUSSION

- Accreditation is usually deemed most important for our secondary schools as it ensures credit transferability for students from one high school to another, but only if that school is accredited by one of the six regional accrediting associations recognized by the United States Department of Education. The Northwest Association of Accredited Schools (NAAS) is the regional accrediting association serving Idaho and nearly 100% of our Idaho high schools already accredit with the NAAS.

- Elementary schools are required to be accredited in only one other Northwestern state. Elementary school accreditation is generally left to local district discretion, i.e. elementary schools voluntarily seek accreditation based on their district's expectations.

- While district accreditation has merit in holding districts accountable for providing appropriate resources and guidance to its schools, most Idaho districts are extremely small, consisting of a K-12 school or two to three school buildings. Requiring districts as well as schools to be accredited becomes redundant in many circumstances in Idaho.

- The State of Idaho's response to the No Child Left Behind Act has resulted in the development and implementation of additional and more stringent

accountability measures that supersede the necessity of requiring district and K-12 school accreditation.

- Both administrators in the field and State Department of Education staff agree that one of the most beneficial outcomes of the state accreditation field test has been the development and utilization of a consolidated, integrated planning process. The web-based Continuous Improvement Planning (CIP) Tool is used by both districts and schools for multiple state and federally required planning efforts. Retaining the use of the CIP Tool makes good sense in terms of consolidating planning processes and reducing the paperwork for Idaho districts. Additional programs are being integrated into the CIP Tool for the coming school year.

- The Northwest Association of Accredited Schools has developed new accreditation standards focused more on impacting the teaching and learning process and student achievement (outputs) than previous editions of NAAS standards that were primarily aimed at improving the conditions for learning (inputs).

- NAAS member states have the option to customize the NAAS standards and process to meet individual state expectations. So, as long as Idaho does not eliminate a NAAS requirement, additional standards and requirements can be added.

With these points in mind, the State Department of Education requests that the State Board consider adopting a revised version of the accreditation rule rather than finalizing and implementing all aspects of the field-tested state accreditation system. The version proposed by the State Department:

1. focuses on the priority need of Idaho's secondary schools to be regionally accredited;
2. minimizes duplication of accrediting efforts between the State of Idaho and the NAAS;
3. reduces state costs by making full use of the services of the NAAS;
4. dispenses with the redundancy of district accreditation for Idaho's many small, rural districts;
5. reduces the burden of state-required paperwork at the district and school levels; and
6. provides local districts with increased opportunities for local autonomy and flexibility in meeting the needs of their student populations by allowing accreditation to be optional at the elementary levels.

IMPACT

District accreditation would be dropped. Required state accreditation for secondary schools would be managed through the Northwest Association of Accredited Schools. Accreditation would no longer be mandatory for elementary schools, K-8. If an elementary or middle school chose to seek state-approved

accreditation, the school would join the Northwest Association of Accredited Schools just as our public secondary schools, charter schools, and private schools do now. Current annual NAAS membership fees are $200 per elementary school; $300 per middle school; $400 per high school; and $400 per K-12 school plus $0.17 per student.

ATTACHMENTS

Attachment 1 – Proposed Rule Change Page 5
Attachment 2 – Comparison Table Page 7
Attachment 3 – NAAS Core Standards for Accreditation Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends that the State Board of Education amend IDAPA 08.02.02.140 to a) rescind district accreditation, and b) eliminate mandatory elementary school accreditation, K-8.

The State Department of Education recommends that the State Board of Education adopt the Northwest Association of Accredited Schools standards and processes for all Idaho public secondary schools, serving grades 9-12, and for those elementary and private schools that choose to be accredited through state-approved standards.

BOARD ACTION

A motion to approve the request by the State Department of Education to amend IDAPA 08.02.02.140 as submitted.

Moved by _____ Seconded _____ Carried Yes_____ No_____

THIS PAGE INTENTIONALLY LEFT BLANK

ACCREDITATION RULE CHANGE
IDAPA 08.02.02 – RULES GOVERNING UNIFORMITY

140. ACCREDITATION.
All public secondary schools, serving any grade(s) 9-12, ~~and districts in Idaho~~ will be ~~state~~ accredited. ~~State a~~Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33- 119, Idaho Code) (8-9-07)T ~~(4-6-05)~~

~~**01. District Strategic Plan**. School districts will develop and implement a minimum three to five-year strategic plan focused on the improvement of student performance. The district strategic plan (DSP) will be monitored by a representative review team established by each district's administration and board of trustees, which will recommend revision of goals as necessary and provide regular reports on implementation of the plan to the district's trustees. (4-6-05)~~

~~**02**~~**01.** **Continuous School Improvement Plan**. Schools will develop continuous school improvement plans ~~(CSIP)~~ focused on the improvement of student performance. (8-9-07)T ~~(4-6-05)~~

~~**03. Plan Alignment and Focus**. District strategic plans (DSP) and continuous school improvement plans (CSIP) will align and focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. (4-6-05)~~

~~**04**~~**02**~~.~~ **Standards**. ~~Districts and s~~Schools will meet ~~state-approved~~ Northwest Association of Accredited Schools accreditation standards ~~as adopted by the State Board of Education.~~ (8-9-07)T ~~(4-6-05)~~

~~**05**~~**03**~~.~~ **Reporting**. ~~Accreditation reports on DSP/CSIP and the attainment of standards will be submitted, as requested, to the State Accreditation Committees, whose members are approved by the State Board of Education and representative of each region of the state. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. Accreditation status may be appealed to the State Board of Education.~~ An annual accreditation report will be submitted to the State Board of Education. (8-9-07)T ~~(4-6-05)~~

~~**06. Elements of Thoroughness**. The requirements for thoroughness referenced in Section 33-1612, Idaho Code will be met. (4-6-05)~~

THIS PAGE LEFT INTENTIONALLY BLANK

COMPARISON TABLE
Current and Proposed Accreditation Requirements and Services

	CURRENT	PROPOSED
STANDARDS	Schools, K-12, and districts respond to a set of standards that have been developed by an Idaho committee of educators, parents, and stakeholders at the expense of the Idaho State Department of Education. These standards will need to be periodically reviewed and updated to reflect the most current research and professional judgment. Many of the new Northwest Association of Accredited Schools (NAAS) standards have been incorporated into Idaho's standards already. (In order to reduce duplication of efforts, Idaho schools currently electing accreditation through the NAAS are already being allowed to substitute the NAAS standards in their entirety for the state standards.)	Secondary schools respond to the standards developed by member schools of the Northwest Association of Accredited Schools (NAAS) from Idaho, Oregon, Washington, Montana, Alaska, Nevada, and Utah. Expense for development and updating of standards is born by the NAAS. Elementary and private schools could voluntarily choose accreditation through the NAAS by becoming a member school.
STANDARDS RUBRICS	Scoring rubrics for each quality indicator in the state accreditation standards have been developed and were used for the first time this year to assist schools in understanding the intent of each indicator. These rubrics will need to be periodically updated by SDE staff and a committee of Idaho educators.	NAAS provides a general scoring rubric, i.e. not specific to each quality indicator, that defines the four general performance levels. Quality-indicator-specific scoring rubrics could be developed by the Idaho NAAS Accreditation Committee using the current Idaho state accreditation scoring rubrics as a model, if desired.
CONTINUOUS IMPROVEMENT PLANNING	Continuous improvement planning is required of districts and schools using the state-developed web-based Continuous Improvement Planning (CIP) Tool that integrates most state and federal planning requirements into a single comprehensive plan.	School and district use of the Continuous Improvement Planning (CIP) Tool would be retained as the CIP Tool services multiple purposes. The integration of the NAAS school improvement planning process within the CIP Tool would continue to maintain minimal duplication of planning efforts.

COMPARISON TABLE
Current and Proposed Accreditation Requirements and Services

PLAN REVIEW	Review of continuous improvement plans will need to be conducted by SDE staff and the Idaho State Accreditation Committee.	Continuous improvement plans are already reviewed by Idaho NAAS Accreditation Committee members to provide ongoing peer assistance in school improvement. SDE staff would continue to review continuous improvement plans for consolidated federal grant application purposes, No Child Left Behind School Improvement, special education, etc.
ONSITE VISITS	An onsite visitation schedule to periodically validate school and district self-assessments on the standards and to more closely examine continuous improvement planning efforts would need to be established, review materials and protocol would need to be developed, and visitation committee chairs would need to be trained.	The Idaho NAAS Accreditation Committee has identified regional accreditation coordinators and visiting team chairs have been trained in an evidence-based onsite visitation model. Schools are visited on a six-year rotation and a report is filed with the Idaho NAAS Accreditation Committee. These reports would be submitted to the Idaho SDE as requested.
FUNDING SOURCE	State Department of Education general funds	NAAS funds allocated to the Idaho NAAS Accreditation Committee for its member schools

PILOT DRAFT

Northwest Association of Accredited Schools

Core Standards for Accreditation

Core Standards

EVIDENCE BASED ACCREDITATION

PILOT DRAFT

Northwest Association of Accredited Schools
CORE STANDARDS FOR THE ACCREDITATION OF ALL CATEGORIES OF SCHOOLS

TEACHING AND LEARNING STANDARDS

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING
2. CURRICULUM
3. INSTRUCTION
4. ASSESSMENT

SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION
6. SCHOOL SERVICES
   - Student Support Services
   - Guidance Services
   - Health Services
   - Library Information Services
   - Special Education Services
   - Family and Community Services
7. FACILITES AND FINANCES

SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

PILOT DRAFT

Standards for Accreditation - Introduction

The eight Core Standards for Accreditation serve as the benchmarks by which the Northwest Association of Accredited Schools makes accreditation decisions for all categories of schools that are accredited.

Written and approved by the school membership, the Core Standards for Accreditation establish those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support for teaching and learning.

In order to maintain accredited status, schools must demonstrate that they meet the Core Standards for Accreditation and continually work to improve student performance. They do this by participating in a three-phase accreditation cycle that involves:

(1) A nearly 12-month self-study in which the school assesses the degree to which its work is characterized by the practices articulated in the Core Standards for Accreditation.

(2) An on-site visitation by an external team of peer reviewers that determines the extent to which the school meets the Core Standards for Accreditation and writes an evaluation report describing strengths and recommendations for improvement in terms of the Core Standards for Accreditation.

(3) An action or school improvement program in which the school demonstrates through regular reporting to the State Accreditation Committee that it is addressing identified needs in a timely fashion.

Students, parents, community members, the school board, and colleges can depend on the Core Standards for Accreditation and the accreditation process to ensure that schools in the Northwest Association meet high but reasonable expectations and are constantly striving to improve student achievement as well as the systems, processes, practices, and conditions that support student learning in their schools.

PILOT DRAFT

TEACHING AND LEARNING STANDARD

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. **MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING**

1.1 The school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.

1.2 The school's mission statement represents the school community's fundamental values and beliefs about student learning.

1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission.

1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.

1.5 The school uses indicators to assess the school's progress in achieving school-wide civic and social expectations.

1.6 The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.

1.7 The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards.

PILOT DRAFT

TEACHING AND LEARNING STANDARD

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2. CURRICULUM

2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.

2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.

2.3 The written curriculum:

a. prescribes content;
b. integrates relevant school-wide learning expectations;
c. includes course-specific learning goals;
d. suggests instructional strategies;
e. suggests assessment techniques including the use of school-wide expectations for student learning.

2.4 The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.

2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.

2.6 The school provides opportunities for all students to extend learning beyond the normal course offerings and the school campus.

2.7 There is effective curricular coordination and articulation between and among all academic areas within the school as well as with other schools in the district (where applicable).

2.8 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the implementation of the curriculum.

2.9 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

2.10 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

2.11 Professional development activities support the development and implementation of the curriculum.

PILOT DRAFT

2.12 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.

PILOT DRAFT

TEACHING AND LEARNING STANDARD

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

3.1 Instructional strategies are consistent with the school's mission statement and expectations for student learning.

3.2 Instructional strategies:

a. personalize instruction;
b. make connections across disciplines;
c. engage students as active learners;
d. engage students as self-directed learners;
e. involve students in higher order thinking to promote depth of understanding;
f. provide opportunities for students to apply knowledge or skills;
g. promote student self-assessment and self-reflection;
h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.

3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.

3.6 Technology is integrated into and supportive of teaching and learning.

3.7 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

3.8 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

PILOT DRAFT

TEACHING AND LEARNING STANDARD

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4. ASSESSMENT

4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.

4.2 The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations.

4.3 For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.

4.4 Teachers base classroom assessment of student learning on school-wide and course-specific indicators.

4.5 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.

4.6 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.

4.7 The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.

4.8 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.

4.9 The school’s professional staff communicates the school's progress achieving all school-wide expectations to the school community.

4.10 Results and analysis of assessment are used to drive curriculum and instruction.

PILOT DRAFT

SUPPORT STANDARD

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

5. LEADERSHIP AND ORGANIZATION

5.1 The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning.

5.2 The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

5.3 The student to administrator ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof.

5.4 Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school.

5.5 Staff turnover does not impact school effectiveness.

5.6 The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning.

5.7 Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and expectations for student learning.

5.8 The schedule is driven by the school's mission, beliefs, and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment.

5.9 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.

5.10 There is a formal system through which each student has an adult member who knows the student well and assists the student in achieving the school-wide expectations for student learning.

5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for all students.

5.12 All school staff is involved in promoting the well-being and learning of students.

5.13 Student success is regularly acknowledged, celebrated, and displayed.

5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.

PILOT DRAFT

5.15 The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons.

PILOT DRAFT

SUPPORT STANDARD

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

6. SCHOOL SERVICES

Student Support Services

6.1 The school's student support services are consistent with the school's mission, beliefs, and expectations for student learning.

6.2 The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.

6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.

6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.

6.5 All professional personnel are in compliance with the certification requirements of the state in which the school is located.

6.6 There is one administrative support staff member for each 350 students or major prorated fraction thereof.

6.7 The total number of students instructed by any one teacher in any one grading period does not exceed 160 for a traditional school schedule, 140 for trimester school schedules, and 180 for block school schedules.

6.8 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

6.9 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal and state law.

Guidance Services

6.10 The school provides a full range of comprehensive guidance services, including:

a. individual and group meetings with counseling personnel;
b. personal, career, and college counseling;
c. student course selection assistance;

d. collaborative outreach to community and area mental health agencies and social service providers;
e. appropriate support in the delivery of special education services for students.

6.11 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to those respective individuals.

6.12 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with soundproof offices for each professional school counselor, installed telephones, computer connections, etc.)

Health Services

6.13 The school has a current health service plan providing resources to meet the needs of all the students.

6.14 The school has a crisis response plan that is tested and updated annually.

Library Information Services

6.15 The library media program is directed by a certified library media specialist.
a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a certified library media specialist.
b. Schools with an **enrollment between 250 and 500 students** have a full-time certified library media specialist.
c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
d. Non-certified personnel are under the direction of a certified library media specialist.

6.16 A wide range of materials, technologies, and other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.

6.17 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

6.18 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.

6.19 Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

6.20 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

PILOT DRAFT

Family and Community Services

6.21 The school engages parents and families as partners in each student's education and encourages their participation in school programs.

6.22 The school fosters productive business/community/higher education partnerships that support student learning.

PILOT DRAFT

SUPPORT STANDARD

The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7. F**ACILITIES AND FINANCE**

7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.

7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.

7.4 A planned and adequately funded program of building and site management ensures that the appropriate maintenance, repair, and cleanliness of the school plant.

7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.

7.7 The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.

7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.

7.9 The school's accounts are independently audited annually.

7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration.

7.11 Terms of tuition and/or fees payment are clearly spelled out in the application, where applicable.

7.12 Any advertising and promotional literature is completely truthful and ethical.

7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.

7.14 None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.

PILOT DRAFT

SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8. CULTURE OF CONTINUAL IMPROVEMENT

8.1 The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis.

8.2 Results of school improvement are identified, documented, used, and communicated to all stakeholders.

8.3 The school improvement effort is externally validated on a periodic basis.

8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.

8.5 The school improvement process provides an orderly process for:
   a. Selecting the most appropriate areas upon which to focus improvement efforts.
   b. Developing strategies that are designed to improve student performance.
   c. Implementing those strategies.
   d. Monitoring the process.
   e. Evaluating the process to ensure that success has been attained.

8.6 The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-evaluation.

8.7 The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.

8.8 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.

8.9 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.

8.10 The school improvement process involves a site-based council or advisory committee.

T:\home\execs\nasc\My Documents\STANDARD\2006\CORE Standards for Accreditation EBA Draft 4 March 2006.doc

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.

The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

(2) Statements of the state board of education and board of regents of the university of Idaho which relate to the curriculum of public educational institutions, to students attending or applicants to such institutions, or to the use and maintenance of land, equipment and buildings controlled by the respective institutions, are not rules and are not statements of general applicability for the purposes of chapter 52, title 67, Idaho Code.

(3) Notwithstanding any other provision of chapter 52, title 67, Idaho Code, the state board of education and board of regents of the university of Idaho shall be deemed to be in full compliance with the notice requirements of section 67-5221, Idaho Code, if:

(a) Notice is given by including the intended action in the official written agenda for a regularly scheduled meeting of the board, and the agenda is available for public inspection at the central office of the board not less than five (5) days prior to the meeting; and

(b) Notice of the intended action, accompanied by the full text of the rule under consideration prepared so as to indicate words added or deleted from the presently effective text, if any, is transmitted to the director of the legislative services office at the same time that notice is given under paragraph (a) of this subsection. The director of the legislative services office shall refer the material under consideration to the germane joint subcommittee created in section 67-454, Idaho Code, to afford the subcommittee opportunity to submit data, views or arguments in writing to the board prior to the time for receiving comment as provided in paragraph (d) of this subsection; and

(c) The intended action is discussed but not acted upon during the regularly scheduled meeting for which the agenda was prepared, but instead is held for final action at the next regularly scheduled or later meeting of the board; and

(d) At least fifteen (15) days prior to the scheduled date for final action, the board shall mail to all persons who have made timely request in writing to the board and shall publish in an issue of the Idaho administrative bulletin a brief description of the intended action, or a concise summary of any statement of economic impact required pursuant to section 67-5223(2), Idaho Code, and shall note the time when, the place where, and the manner in which interested persons may present their views thereon; and

(e) Upon adoption of a rule, the board, if requested in writing to do so by an interested person either prior to adoption or within twenty-eight (28) days thereafter, shall issue a concise statement of the principal reasons for and against its adoption, incorporating therein its reasons for overruling the considerations urged against its adoption.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(1) Perform all duties prescribed for it by the school laws of the state;

(2) Acquire, hold and dispose of title, rights and interests in real and personal property;

(3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;

(4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;

(5) Through its executive departments and offices:

(a) Enforce the school laws of the state,

(b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;

(6) In addition to the powers conferred by chapter 24, title 33, Idaho

Code:

(a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,

(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,

(c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived there from are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

THIS PAGE INTENTIONALLY LEFT BLANK