

STATE BOARD OF EDUCATION MEETING

December 6 - 7, 2007
Idaho State University
Rendezvous Complex
Pocatello, Idaho



Thursday, December 6, 2007, 9:00 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, December 6, 9:00 a.m. (following Executive Session)
Friday, December 7, 8:00 a.m.

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar / Approval

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I – HR

1. Boise State University - New Positions & Changes to Positions
2. Idaho State University - New Positions & Changes to Positions
3. University of Idaho - New Positions & Reactivated Positions

BAHR – SECTION II - FINANCE

4. Lewis Clark State College - Request for Fee Waiver Increase – 2nd Reading -
V.T.2.b - Waiver of Nonresident Tuition, Intercollegiate Athletics.

PPGAC

5. Alcohol Permits Issued by University Presidents

IRSA

6. Distribution of \$500,000 for Advanced Opportunities

DEPARTMENT OF EDUCATION – Tom Luna

Regular Agenda

1. Superintendent's Update
2. I-Stars
3. Data Warehouse
4. Math Initiative
5. Update on Colleges of Education

AUDIT COMMITTEE – Rod Lewis (Chair), Richard Westerberg and Sue Thilo

1. College & University Audit Presentation – Moss Adams

BUSINESS AFFAIRS & HUMAN RESOURCES – Laird Stone (Chair), Richard Westerberg, and Blake Hall

Section I – Human Resources

1. University of Idaho – Personnel Matter

Section II – Finance

1. College of Western Idaho – FY2008 Funding
2. Medical Education Study Report
3. Boise State University – Aquatics Complex Project
4. Boise State University – Turf Replacement Project
5. Boise State University – Redirect Bond Proceeds
6. Boise State University – Purchase of NMR Spectrometer
7. Boise State University – Purchase of X-Ray Photo Spectrometer
8. University of Idaho – Kibbie Dome Life Safety Improvement Project
9. University of Idaho – Kibbie Dome Life **Non**-Safety Improvement Project
10. University of Idaho –Capital Project Authorization Increase

PLANNING, POLICY & GOVERNMENTAL AFFAIRS – Blake Hall (Chair), Laird Stone, and Paul Agidius

1. Presidents' Council Report
2. Idaho State University Progress Report
3. Idaho State School for the Deaf and Blind – Agency Report
4. Idaho State Historical Society – Board Appointments
5. Boise State University – Building Name

INSTRUCTION, RESEARCH & STUDENT AFFAIRS –Sue Thilo (Chair), Rod Lewis, and Tom Luna

Higher Education

1. Discussion on Board Policy III.I. Roles and Missions
2. Reconsideration of Idaho State University's Mission Statement
3. New Instructional Unit: BSU- Musculoskeletal Research Institute
4. Higher Education Research Council Appointments
5. Native-American Higher Education Committee Update
6. ID/WA Reciprocity Agreement
7. Federal Academic Competitiveness Grant Program-Idaho's Proposal for a Rigorous High School Program of Study & the National Science & Mathematics Access to Retain Talent (SMART) Grants
8. First Reading, Deletion of Board Policy III.D. Official Calendars

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.

1. Agenda Approval

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

2. Minutes Approval

BOARD ACTION

To approve the minutes from October 11-12, 2007, and November 19, 2007 as submitted.

3. Rolling Calendar

BOARD ACTION

To approve August 21–22, 2008 as the date and Idaho State University in Pocatello, ID as the location for the August 2008 regularly scheduled Board meeting, and to approve December 4–5, 2008 as the date and the College of Western Idaho in Nampa, ID as the location for the December 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
October 11, 2007
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho**

A regular meeting of the State Board of Education was held October 11, 2007 at Lewis-Clark State College in Lewiston, Idaho. Board President Milford Terrell presided. The following members were present:

Present:

Milford Terrell, President
Sue Thilo, Secretary
Laird Stone
Tom Luna, State Superintendent

Paul Agidius, Vice President
Rod Lewis
Richard Westerberg

Absent: Blake Hall

EXECUTIVE SESSION

M/S (Agidius/Thilo): To move into Executive Session, pursuant to Idaho Code Section 67-2345(1), on October 11, 2007 at 10:00 a.m. A roll call vote was taken; motion carried unanimously.

M/S (Luna/Agidius): To go out of Executive Session at 1:30 p.m. 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 1:30 p.m. on October 11, 2007.

BOARDWORK1. Agenda Review

By unanimous consent, the agenda was accepted as submitted.

2. Minutes Approval

M/S (Thilo/Agidius): To approve the minutes from August 9-10, 2007, August 23, 2007, September 10, 2007, September 12, 2007, and September 19, 2007, as submitted. Motion carried unanimously.

3. Rolling Calendar

M/S (Westerberg/Thilo): To approve October 9-10, 2008, as the date and Lewis-Clark State College in Lewiston, Idaho as the location for the October 2008 regularly scheduled Board meeting. Motion carried unanimously.

4. Special Meeting

M/S (Thilo/Agidius): To approve November 2, 2007, as the date and Boise, Idaho as the location for a Special Board meeting. Motion carried unanimously.

CONSENT AGENDA

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

1. BAHR – Section I – Second Reading of Amendment to Board Policy – Section I.E. – Executive Officers

By unanimous consent, the Board approved the second reading of the amendment to Board Policy I.E. – Executive Officers.

2. BAHR – Section II – FY 2007 Sources and Uses of Funds

This was an information item.

3. PPGAC – Alcohol Permits Issued by University Presidents

This was an information item.

4. IRSA – Quarterly Report of Program Changes Approved by Executive Director

This was an information item.

5. IRSA – Notice of Intent – UI – Idaho Falls Transfer of B.S., Computer Science to ISU

This was an information item.

6. IRSA – Approval of Pending Rules Governing Thoroughness – Accountability, Assignment of Responsibility for AYP Determination

By unanimous consent, the Board approved the Pending Rules Governing Thoroughness – Assignment of AYP responsibilities.

7. IRSA – Approval of Pending Rules Governing Thoroughness – Adoption by Reference of Alternate Assessment Extended Content Standards and Alternate Assessment Extended Achievement Standards

By unanimous consent, the Board approved the Pending Rules Governing Thoroughness – Docket No. 08-0203-0607.

At this time, Board President Terrell introduced Dennis Griffin, the President of the College of Western Idaho. State Superintendent Luna recognized Representative Liz Chavez of Lewiston. President Terrell thanked Karen Echeverria of the Office of the Board of Education for her service to the Board of Education; she is leaving to take a job elsewhere.

OPEN FORUM

Shane Reeder of Stevens Henagar addressed the Board. He spoke briefly about the legislation related to proprietary schools and thanked the Board for continuing to work on refining it.

At this time, Board President Terrell introduced Dr. Mike Rush as the Interim Executive Director of the Board of Education. Dr. Mike Rush noted that Education Week 2008 had been set for the week of January 14. Matt Freeman of the Legislative Services Office confirmed that the exact schedule for institution and agency reports to JFAC had not been set. This prompted discussion about changing the date of the January 2008 Board meeting.

M/S (Thilo/Agidius): To move the January meeting to coincide with Education Week 2008; and, that the Board is to meet on January 14, 2008, following its presentation.
Motion carried unanimously.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**1. Presidents' Council Report**

Dr. Art Vailas, Idaho State University, presented the Presidents' Council report to the Board. He welcomed Dennis Griffin of the College of Western Idaho. Dr. Vailas indicated that the items most recently discussed by the Presidents' Council included professional-technical education in

terms of affordable and accessible education. He noted that the Vice Presidents for Finance will meet to identify and discuss the complexities of reaching that goal.

Dr. Vailas reported that the Presidents' Council had discussed the GEAR UP program in regards to meeting the federal requirement. On that note, Board President Terrell asked to meet with the presidents at some point during the Board meeting related to their commitment level.

2. Lewis-Clark State College Progress Report

Dr. Dene Thomas presented the progress report for Lewis-Clark State College. She discussed the institution's strategic planning efforts and summarized its role and mission, and progress made to-date in meeting their goals and objectives. Dr. Thomas noted that LCSC's outreach efforts produced good results in a number of areas including workforce education, corrections education, and GED programs. She also reported that the institution's enrollment is up 34% since 2000. Dr. Thomas acknowledged several programs and people from LCSC for achievements over the last year. The Board thanked Dr. Thomas for her good work.

At this time, Board President Terrell introduced Ann Stephens, the Associate Administrator of the Division of Professional-Technical Education, and noted that she had assumed the day-to-day oversight of the Division during Dr. Rush's assignment as the Interim Executive Director.

3. Idaho State Historical Society Progress Report

Janet Gallimore presented the first quarter benchmark report to the Board. In addition, she noted that the Idaho Historical Society is in its centennial year. She highlighted the different functions and locations under the operation of the Historical Society. In terms of the future, she indicated that the Society Board approved a strategic plan to guide them into the next one hundred years. Some of the things to come will be a digital pilot project, an enhancement of the Old Penitentiary site, the management, storage and reinstallation of the Statehouse collections, and the expansion of the State Museum. She noted that the accreditation report is forthcoming. The Board thanked Ms. Gallimore for her report.

4. Commission for Libraries Proposed Legislation

Dr. Mike Rush summarized the proposed legislation. He indicated that it changes the requirement for submitting documents to the Commission from paper to electronic.

5. Approval of Roady's Humanitarian Bowl Corporate Tent Village and Alcohol Waiver Request for 2007

M/S (Stone/Agidius): To approve the request by Roady's Humanitarian Bowl to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities at Roady's Humanitarian Bowl game, subject to the following terms and conditions set forth on Tab 5 page three with the exception that item nine read five million rather than three million:

- 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 twenty-one 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 Roady's Humanitarian Bowl for a minimum of \$5,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the 2007 Roady's Humanitarian Bowl, including the sales and service of alcohol.
11. It is brought back to the Board after the conclusion of the 2007 game for reconsideration for the 2008 game.
12. Roady's Humanitarian Bowl will abide by all terms and conditions of the Board's existing alcohol policy.
13. Roady's Humanitarian Bowl will file with the Board an annual report of the Corporate Tent Village activities within sixty (60) days of the Bowl game.

Kevin McDonald of the Humanitarian Bowl was invited to comment. Board member Lewis asked about item nine and the three million dollar minimum. Board President Terrell clarified that was a typo and should read five million dollars. Board President Terrell suggested that a five-year clause be added so that the Humanitarian Bowl doesn't have to return to the Board with the same request until then. Board member Lewis indicated it was a useful process for folks to come forward on a yearly basis to keep the Board updated. Board President Terrell noted that although the sponsor of the Humanitarian Bowl may change, the event remains the Humanitarian Bowl.

Amended M/S (Terrell/Agidius): To amend the motion to say: To approve the request by The Humanitarian Bowl, Inc. to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2007-2009 Roady's Humanitarian Bowl game, subject to the follow terms: etc.

There was discussion about the ability of the Board to take action if there was a problem.

Second Amended M/S (Agidius/): To amend the motion to include the words "subject to the Board's right to counsel in future years upon review of the annual 60 day report."

At this time, the Board decided to postpone this item until later in the day.

M/S (Thilo/Stone): To postpone this item until later in the afternoon. Motion carried unanimously.

IRSTRUCTION, 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 – Business Programs**

Representatives of the institutions were introduced to present their report to the Board. They were: Scott Hamilton of Eastern Idaho Technical College, Ken Smith of Idaho State University, Diane Schooley-Pettis of Boise State University, Jack Morris of the University of Idaho, and Tony Fernandez of Lewis-Clark State College. Jack Morris reviewed the report for the benefit of the Board members and noted that it provided a detailed summary of the types of programs offered, the degrees and format of those programs, enrollments in the programs, and the location of the programs. The Board thanked the institutions for the time and effort spent in preparing the report.

Board member Lewis noted that the Board is interested in understanding the effectiveness of the programs and recommended that the institutions decide on the appropriate metrics they would like to see addressed as the areas of interest for future reports. Board member Westerberg encouraged the process to continue to be one of collaboration and cooperation between the institutions. Board member Thilo thanked the institutions and indicated that CAAP would follow up on the recommendations at their next meeting.

2. Overview of Idaho Student Aid Programs

Dana Kelly of the Office of the State Board reported to the Board on this item. She discussed the various types of scholarships, their qualifying criteria, and the requirements for granting the scholarships. She noted that there is an online application process now for the many of the scholarships and that the number of applications has increased. Ms. Kelly pointed out that the Board staff could notify scholarship participants much earlier this year than in previous years. As far as plans for the future, Board staff are working to connect with the Federal Aid database, and also hope to improve communication between the institutions and the financial aid staff.

By unanimous consent, the Board agreed to move to the Business Affairs and Human Resources agenda to take up items 1-3 of Section II.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section II**1. University of Idaho– TKI Purchase/Sales Agreement**

M/S (Stone/Agidius): To authorize the sale of former TKE house and ground lease of property to Idaho Alumni Association of Alpha Gamma Rho, Inc., and to authorize the University's Vice President for Finance and Administration to execute the purchase agreement and ground lease in substantial consistency with the drafts submitted as part of this request. Motion carried 6-0 (Luna was absent during the vote).

Board member Stone presented this item.

2. University of Idaho – Energy Services Performance Contract Project Approval

M/S (Stone/Agidius): To approve the request by the University of Idaho to complete the technical audits as described in the expanded scope feasibility study, and to execute all necessary construction contracts in support of an Energy Services Performance Contract to include the base and expanded scope projects. This approval is contingent upon approval of the Bond Funding strategy presented in a separate Board agenda item. Motion carried unanimously.

Board member Stone presented this item.

3. University of Idaho – Bond Refinancing

M/S (Stone/Thilo): To approve a Supplemental Resolution for the Series 2007A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho authorizing the issuance and sale of Adjustable Rate General Revenue Refunding Bonds, Series 2007A, in the principal amount of up to \$70,000,000 (the “Series 2007A Bonds”), 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 2007A Bonds. A roll call vote was taken; motion carried 6-0 (Luna was absent during the vote).

Scott Christie of the Board office noted a correction in the staff comments related to the facility fee. He explained that these projects will only need the \$40 fee already approved.

M/S (Stone/Agidius): To approve a Supplemental Resolution for the Series 2007B Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho authorizing the issuance and sale of Adjustable Rate General Revenue Bonds, Series 2007B, in the principal amount of up to \$40,000,000 (the “Series 2007B Bonds”), 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 2007B Bonds. A roll call vote was taken; motion carried 6-0 (Luna was absent during the vote).

At this time the Board agreed to continue the discussion of item 5 (the Roady’s Humanitarian Bowl) of the Planning, Policy, and Governmental Affairs agenda.

5. Approval of Roady’s Humanitarian Bowl Corporate Tent Village and Alcohol Waiver Request (continued)

Substitute M/S (Agidius/Stone): To approve the request by The Humanitarian Bowl, Inc., to establish secure areas under the conditions set forth in this request for the purpose of allowing pre-game activities for the 2007-2009 Roady’s Humanitarian Bowl game, subject to the following terms and conditions:

- 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 twenty-one 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 The Humanitarian Bowl, Inc./Roady's Humanitarian Bowl for a minimum of \$5,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for 2007-2009 Roady's Humanitarian Bowl games, including the sales and service of alcohol.
11. It is brought back to the Board after the conclusion of the 2009 game for reconsideration for future games.
12. The Humanitarian Bowl, Inc./Roady's Humanitarian Bowl will abide by all terms and conditions of the Board's existing alcohol policy.
13. The Humanitarian Bowl, Inc./Roady's Humanitarian Bowl will file with the Board an annual report of the Corporate Tent Village activities within sixty (60) days of the Bowl game. The Board reserves the right to rescind and withdraw this approval for future games upon review of the annual report.

Motion carried 6-0 (Luna was absent during the vote).

At this time the Board returned to the Instruction, Research, and Student Affairs agenda.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (continued)

3. Strategic Planning of the University of Idaho's Law School

Doug Baker and Don Burnett of the University of Idaho provided the Board with an update on the University of Idaho, College of Law. Dean Burnett provided historical highlights of the programs and efforts of the College of Law. He noted that the Boise office of the College of Law opened in 2001. Dean Burnett indicated that, as part of the University's strategic planning efforts, several approaches are being discussed related to meeting its mission to deliver legal education statewide in the College's second century. Dean Burnett discussed the implications of the various approaches and what would be required for the University to put them into place. He noted that the plan also addresses a potential opportunity for collaboration with the Idaho Supreme Court through the development of an Idaho Law Learning Center in Boise.

4. Higher Education Research Council – One-Time \$550K Grant Program Funding Recommendation

M/S (Agidius/Stone): To approve the University of Idaho and Idaho State University finalists of the One-Time \$550K Grant Program at \$550,000 each, for a total of \$1.1 million, as presented. Motion carried 6-0 (Luna was absent during the vote).

5. South Central Local Operations Committee – Summary Report

Decker Sanders of the Board office discussed this item and highlighted the efforts of Idaho State University, Boise State University, and the University of Idaho to fund a Higher Education Center in Twin Falls on the College of Southern Idaho campus. He noted that a memorandum of agreement is in place and was signed on January 31, 2007. The committee meets monthly to address topics such as programs, facilities, articulation, and scheduling.

6. Idaho State University's Mission Statement

Decker Sanders presented this item. He pointed out that the promotional mission statement that appears in ISU's strategic plan is different than the formal role and mission statement adopted by the Board. CAAP determined that the Board should be apprised of this fact.

There was lengthy discussion between the Board and President Vailas regarding the implications of this situation. Concerns were expressed regarding possible confusion and inconsistencies. It was noted that the Board adopted the ISU strategic plan during the June 13-14, 2007 meeting.

President Vailas agreed that the Board should approve institutional mission statements, but was of the opinion that the mission statement in the ISU strategic plan didn't violate the Board-approved role or mission statement for ISU. There was more discussion as to whether the strategic plan mission statement should be the same as the institution's mission statement.

M/S (Lewis/Stone): To approve the statement attached in Attachment 1 as ISU's only mission statement.

Restated M/S (Lewis/Stone): Approve the mission statement set forth in Attachment 1 Tab 6 as the official mission statement of ISU in substitution and replacement of any pre-existing mission statements.

Board member Lewis noted his intent is to adopt the ISU mission statement as it appears in the strategic plan, and have it replace the former Board-approved mission statement. Decker Sanders explained that, if approved, this action would make the mission statement of ISU more general in its application and that it would no longer align with Board policy. Board member Agidius asked if a delay in action would impact the institution's strategic planning. President Vailas agreed it would not be detrimental. Board member Lewis agreed with waiting to review this item more thoroughly before taking further action.

M/S (Stone/Agidius): To postpone this matter until the December Board meeting. Motion carried 6-0 (Luna was absent during the vote).

7. Registration of Postsecondary Educational Institutions and Proprietary Schools

M/S (Terrell/Agidius): To approve the draft legislation relating to registration of postsecondary educational institutions, degree-granting proprietary schools, and proprietary schools, and to direct staff to make revisions as necessary and to continue with the Governor's legislative process. Motion carried unanimously.

Interim Executive Director Rush presented this item and noted that a task force had been convened to identify and study the key issues. He pointed out that Idaho Code prevents the writing of a rule to make the modifications necessary to adequately guide the registration of proprietary schools in Idaho. Dr. Rush discussed the details of the proposed legislation as provided to the Board in their agenda materials. He indicated that additional fine tuning of the legislation is still taking place as comments come in.

8. GEAR UP Update

Board President Terrell reported that he discussed the GEAR UP issue with the institution presidents and received assurances from them for additional financial support for the GEAR UP program.

9. Recognition of Schools as Distinguished Schools and for Additional Yearly Growth

M/S (Terrell/Stone): To recognize the qualifying schools in the Distinguished Schools and Additional Yearly Growth categories by presenting a framed award certificate to each school. Motion carried unanimously.

Board member Thilo presented this item to the Board. The following schools were recipients of the Distinguished Schools awards: Pioneer Elementary School/Meridian School District, Harold B. Lee Elementary School/West Side School District, Webster Elementary School/Lewiston School District, Mt. Hall Elementary School/Boundary County School District, Hillside Junior High School/Boise School District, Grace Junior-Senior High School/Grace School District, and Liberty Charter School/Liberty District-Canyon County. The following schools were recognized for Additional Yearly Growth: Ashton Elementary School/Ashton, Grangeville High School/Grangeville, Kimberly High School/Kimberly, McCall-Donnelly High School/Valley County, Ririe High School/Ririe, and Timberline High School/Orofino. Certificates were handed out to the representatives of the award winning schools by Board President Milford Terrell and State Superintendent Tom Luna.

10. Approval of Proposed Rule for Pupil Personnel Services Certificate, Educational Interpreter Endorsement through Amendment to IDAPA 08.02.02.027

M/S (Agidius/Terrell): To approve the proposed rule to amend IDAPA 08.02.02.027 to include Educational Interpreter Endorsement and Educational Interpreter Provisional Endorsement. Motion carried unanimously.

11. Approval of Pending Rule 08.02.03.004 Regarding Standards for the Deaf and Hard of Hearing (DHH)

M/S (Terrell/Agidius): To approve the pending Rule, IDPA 08.02.03.004 – Incorporation by Reference of the Standards for the Deaf and hard of Hearing. Motion carried 6-0 (Stone was absent during the vote).

12. Approval of Pending Rule 08.02.03.004 Regarding Standards for the Blind and Visually Impaired

M/S (Terrell/Agidius): To approve the Pending Rule, IDAPA 08.02.03.004 – Incorporation by Reference of the Standards for the Blind and Visually Impaired. Motion carried unanimously.

Board member Lewis clarified that items 11 and 12 both relate to rules on the standards and not to the delivery models. It was noted that the service model discussion will come before the Board in December, if possible.

At this time Board President Terrell read a letter related to the financial affairs of the Board of Education that will be sent to Governor Otter. The letter was entered into the public record.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section I

Board member Stone updated the Board on a letter he sent to the Idaho Athletics Association last year regarding policies related to GPA's. He noted the Idaho Athletic Association sent out surveys and as a result of the responses, they passed stricter academic eligibility requirements.

In addition, the Board's committee on Native American Education met yesterday. A schedule of meetings was put together along with items to be addressed. It is anticipated that a report from that committee will be brought to the Board at a later date.

1. Boise State University – New Positions, Changes to Positions and Deletions of Positions

M/S (Stone/Agidius): To approve the request by Boise State for twenty-three (23) new positions (21.68 FTE) term, salary, and FTE changes to one (1) position (1.0 FTE), and delete three (3) existing positions (3.0 FTE). Motion carried unanimously.

2. Idaho State University – New Positions and Changes to Positions

M/S (Stone/Agidius): To approve the request by Idaho State University for nine (9) new positions (6.91 FTE); to increase the term on one (1) position (1.0 FTE) to twelve-month; to increase the FTE on two (2) positions (2.0 FTE); and to decrease the FTE on one (1) position to .50 FTE. Motion carried unanimously.

3. University of Idaho – New Positions

M/S (Stone/Terrell): To approve the request by the University of Idaho to establish six (6) new positions supported by appropriated and local funds. Motion carried unanimously.

4. Lewis-Clark State College – New Positions and Deletions of Positions

M/S (Stone/Westerberg): To approve the request by Lewis-Clark State College for one (1) new position and two (2) deleted positions. Motion carried unanimously.

5. Boise State University – Amendment to Contract Addendum – Head Football Coach

M/S (Stone/Westerberg): To approve the request by Boise State University for an amendment to Addendum Number One to Employment Agreement for head football

coach, Chris Petersen. Motion carried unanimously.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section II (continued)

Items 1-3 were addressed at a time earlier in the agenda.

4. University of Idaho – Wells Fargo Bank Loan Extension

M/S (Stone/Agidius): To approve a Resolution of the Board of Regents of the University of Idaho for Modification of Promissory Note and the Amendment to Loan Agreement in substantially the same form as attached to the Board materials under this agenda item. Motion carried unanimously.

5. University of Idaho – Naming/Memorializing of Buildings -- McClure Center

M/S (Stone/Thilo): To approve the request by the University of Idaho to change the name of the Bureau of Public Affairs Research, to the James A. and Louise McClure Center for Public Policy Research. Motion carried unanimously.

6. University of Idaho – Retiree Health Benefits Trust

M/S (Stone/Agidius): To approve the request by the University of Idaho to enter into the University of Idaho Retiree Benefits Trust in substantially the same form as the draft attached hereto, and to continually authorize the University of Idaho to transfer University funds to the Trust in a manner consistent with the Trust Agreement. Motion carried unanimously.

7. University of Idaho – Employee Insurance Policies

Lloyd Mues of the University of Idaho briefly discussed this information item for the benefit of the Board. Board member Stone recommended that other institutions bring similar items to the Board as appropriate.

8. FY 2007 Carryover Funds

M/S (Stone/Terrell): To approve the requests by Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, ISU Dental Education Program, UI Agricultural Research and Extension Service, UI WWAMI Medical Education Program, and Division of Professional-Technical Education to carry over authorized, but unspent, funds from FY 2007 to FY 2008. Motion carried 6-0 (Agidius was absent during the vote).

9. Idaho Promise Scholarship – Category B Award

M/S (Stone/Thilo): To approve the amount of the Idaho Promise Scholarship, Category B, to be \$315 for the Spring semester, 2008, for a total of \$565 for the 2007-2008 academic year. Motion carried 6-0 (Agidius was absent during the vote).

10. 2009 Budget Request Revisions – Scholarships and Grants – Opportunity Scholarship

M/S (Stone/Thilo): To approve the line item for \$10,000,000 for the Idaho Opportunity Scholarship to be included in the FY 2009 Scholarships and Grants budget request.
Motion carried unanimously.

11. 2009 Budget Request Revisions – Office of the State Board of Education – GEAR-UP FTP

M/S (Stone/Thilo): To approve the line item of 1.0 FTP for a Regional Coordinator for the GEAR UP program contingent upon the continuation of the GEAR UP program. Motion carried 6-0 (Agidius was absent during the vote).

Board President Terrell clarified the intent of the motion so that it is understood to be a conditional motion based on continuance of the program.

12. Idaho English Language Assessment

The specifics of this information item were provided to the Board in their agenda materials.

DEPARTMENT OF EDUCATION

CONSENT AGENDA

1. Appointment to the Professional Standards Commission for Public Higher Education/Letters and Sciences Representative

M/S (Luna/Stone): To approve the nomination appointment consideration of Dr. Katherine Aiken to complete the last two years of a three-year term as Public Higher Education/Letters and Sciences representation on the Professional Standards Commission. Motion carried 6-0 (Agidius was absent during the vote).

2. Elementary Schools with Less than Ten Average Daily Attendance

This was an information item.

3. Annual Report – Hardship Status for Albion Elementary School

This was an information item.

REGULAR AGENDA

1. Superintendent's Update

State Superintendent Luna updated the Board on the activities, events, and efforts underway at the Department of Education. He noted that he attended the Milken Foundation's Teacher of the Year award ceremony held in Idaho Falls. Board members asked that Mr. Luna notify them next year, prior to the event, about the Milken Foundation Teacher of the Year ceremony so that they may attend as well.

Mr. Luna indicated that he had had additional discussions with the Colleges of Education

representatives. A survey was developed to measure core teacher standards and was distributed throughout Idaho. It is expected that the results of the survey will be ready by December and action plans will be created based on those results.

2. ISAT Science Graduation Test

M/S (Luna/Agidius): To approve the temporary rule, IDAPA 08.02.03.107, Rules Governing Thoroughness, Science ISAT as a Graduation Requirement. Motion carried unanimously.

State Superintendent Luna presented this item. There was brief discussion to clarify the purpose of this rule.

3. Presentation of the FY 2009 Public School Budget Request

M/S (Agidius/Westerberg): To approve the Superintendent's budget as presented. Motion carried unanimously.

State Superintendent Luna presented the FY 2009 Public School Budget and provided the details of the various line items in the budget. He noted that the FY 2009 request is for \$1,476,022.000, an increase of 7.9% over last year.

Board President Terrell asked for a vote to indicate Board support for the budget. Board member Lewis asked for clarification on several points. Mr. Luna indicated that the specifics of the plan will continue to be worked out and those details will be provided to the Board at a later time.

Interim Executive Director Rush referred to the longitudinal data collection and noted that he was able to approve a request this past week from BSU to create a data warehouse. He pointed out that it goes along with interfacing the secondary and postsecondary data systems.

4. Idaho Council for Technology in Learning "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions"

M/S (Luna/Terrell): To approve "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions: as the statewide technology plan. Motion carried unanimously.

State Superintendent Luna presented this item to the Board.

OTHER BUSINESS

Board President Terrell made closing remarks. He thanked LCSC for hosting the meeting.

Board President Terrell appointed a committee to look at policies dealing with the employment of presidents' spouses. Laird Stone will chair the committee and Paul Agidius will serve as a member.

Another committee was appointed to study what to do about the land and the buildings that the College of Western Idaho is starting to call home. Chairing that committee will be Rod Lewis

and Richard Westerberg will serve as a member. It was clarified that the Board members would

work directly with the CWI trustees. There was brief discussion about the inventory of professional-technical equipment and the need to oversee its dispersion.

There being no further business, Board President Terrell adjourned the meeting at 7:30 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
November 2, 2007
Office of the State Board
Len B. Jordan Building
Boise, Idaho**

A special teleconference meeting of the State Board of Education was held November 2, 2007. It originated from the Office of the State Board of Education in Boise, Idaho. Board President Milford Terrell presided. The following members were present in person or by phone:

Present:

Milford Terrell, President
Sue Thilo, Secretary
Laird Stone
Tom Luna, State Superintendent

Paul Agidius, Vice President
Rod Lewis
Richard Westerberg
Blake Hall

Board President Milford Terrell called the meeting to order at 1:00 p.m. on November 2, 2007 with a roll call of members and a review of the agenda.

By unanimous consent the Board agreed to take up items number 7, 8, 9, and 10 of the State Board agenda first.

STATE BOARD OF EDUCATION AGENDA

7. Lewis-Clark State College Property acquisition – 10th Avenue

M/S (Agidius/Westerberg): To approve the request by Lewis-Clark State College to purchase the above-described property for approximately \$141,500; and to authorize the Vice President for Administrative Services to execute all documents relating to this transaction. Motion carried unanimously.

8. Lewis-Clark State College Property Acquisition – 7th Street

M/S (Agidius/Westerberg): To approve the request by Lewis-Clark State College to purchase the above-described property for approximately \$248,000; and to authorize the

Vice President for Administrative Services to execute all documents relating to this transaction. Motion carried unanimously.

Mr. Luna asked for clarification regarding the sale price. LCSC indicated that they would return to the Board if the terms are changed.

9. FY 2008 College of Western Idaho Budget Transfer

M/S (Terrell/Stone): To authorize the Interim Executive Director of the Office of the State Board of Education (OSBE) to release \$300,000 to the College of Western Idaho in general funds currently appropriated in the general funds budget of OSBE. The FY 2008 operating budget and plan for the College will be reviewed by the Board in December, at which time the Board will determine the amount of additional funds to be released from the balance of the five million dollar appropriation. Motion carried unanimously.

Mr. Terrell indicated that the Legislature requires that the Board receive a business plan from the College of Western Idaho prior to releasing all of the funds to the College. The plan will be presented by CWI to the Board in December.

10. FY 2008 College of Western Idaho Budget Request

M/S (Lewis/Luna): To approve the FY 2009 budget request by College of Western Idaho as presented on page three. Motion carried unanimously.

At this time, the Board continued with the remainder of the Board agenda.

1. Approval of Pending Rules and Amendment to Temporary Rules – Docket No. 08-0113-0701 – Opportunity Scholarship Program

M/S (Terrell/Stone): To approve the Pending Rules and Amendment to Temporary Rules – Docket No. 08-0113-0701 – Opportunity Scholarship Program as submitted. Motion carried unanimously.

2. Approval of Pending Rules – Docket No. 08-0105-0702 – Promise Scholarship Program

M/S (Terrell/Stone): To approve the Pending Rules – Docket No. 08-0105-0702 – Promise Scholarship Program – which will repeal the current rule that is now in place. Motion carried unanimously.

3. Approval of Pending Rules – Docket No. 08-0203-0704 – Rules Governing Thoroughness

M/S (Terrell/Agidius): To approve the Pending Rules – Docket No. 08-0203-0704 – Rules Governing Thoroughness as submitted. Motion carried unanimously.

4. Approval of Pending Rules – Docket No. 08-0203-0701 – Rules Governing Thoroughness, Incorporation by Reference of the PLD's and Cut Scores

M/S (Terrell/Thilo): To approve Pending Rules – Docket No. 08-0203-0701 – Rules Governing Thoroughness, Incorporation by Reference of the PLD's and Cut Scores as submitted. Motion carried unanimously.

5. Approval of Pending Rules – Docket No. 08-0204-0701—Rules Governing Charter Schools – Sufficiency Reviews

M/S (Terrell/Luna): To approve the Pending Rules – Docket No. 08-0204-0701—Rules Governing Charter Schools – Sufficiency Reviews as submitted. Motion carried unanimously

6. Approval of Grant Application – School Improvement Fund of Elementary and Secondary Education Act

M/S (Terrell/Stone): To approve authority delegation by the State Board of Education (the State Education Agency) to the State Department of Education, to apply for School Improvement Fund grant (CFDA #84.377A) and to administer these funds in accordance with federal law regulations. Motion carried unanimously.

STATE DEPARTMENT OF EDUCATION AGENDA

1. Approval of Temporary and Proposed Rules – Docket No. 08-0202-0709 – Rules Governing Uniformity – Gifted and Talented

M/S (Luna/Stone): To approve the Temporary and Proposed Rules – Docket No. 08-0202-0709 – Rules Governing Uniformity – Gifted and Talented as submitted. Motion carried unanimously.

2. Approval of Temporary and Proposed Rules – Docket No. 08-0202-0710 – Rules Governing Uniformity – Literacy

M/S (Luna/Stone): To approve the Temporary and Proposed Rules – Docket No. 08-0202-0710 – Rules Governing Uniformity – Literacy as submitted. Motion carried unanimously.

3. Approval of Temporary and Proposed Rules – Docket No. 08-0202-0711 – Rules Governing Uniformity – School Nurse and provisional Endorsement School Nurse

M/S (Luna/Stone): To approve the Temporary and Proposed Rules – Docket No. 08-0202-0711 – Rules Governing Uniformity – School Nurse and provisional Endorsement School Nurse as submitted. Motion carried unanimously.

4. Approval of Temporary and Proposed Rules – Docket No. 08-0202-0712 – Rules Governing Uniformity – Library Media Specialist

M/S (Luna/Stone): To approve the Temporary and Proposed Rules – Docket No. 08-0202-0712 – Rules Governing Uniformity – Library Media Specialist as submitted. Motion carried unanimously.

5. Approval of Pending Rule – Docket No. 08-0202-0701 – Rules Governing Uniformity – Adding Definition to Requirements for Professional Growth

M/S (Luna/Stone): To approve the Pending Rule – Docket No. 08-0202-0701 – Rules Governing Uniformity – Adding Definition to Requirements for Professional Growth as submitted. Motion carried unanimously.

6. Approval of Pending Rules – Docket No. 08-0202-0702 – Rules Governing Uniformity – Out-of-State Certificate Holders Praxis II Waiver

M/S (Luna/Stone): To approve the Pending Rules – Docket No. 08-0202-0702 – Rules Governing Uniformity – Out-of-State Certificate Holders Praxis II Waiver as submitted. Motion carried unanimously.

7. Approval of Pending Rule – Docket No. 08-0202-0706 – Rules Governing Uniformity – Education Requirements to Begin the Alternative Authorization Qualified Paraprofessionals

M/S (Luna/Stone): To approve the Pending Rule – Docket No. 08-0202-0706 – Rules Governing Uniformity – Education Requirements to Begin the Alternative Authorization Qualified Paraprofessionals as submitted. Motion carried unanimously.

8. Approval of Pending Rule – Docket No. 08-0202-0708 – Rules Governing Uniformity – Three Year Interim Certificate

M/S (Luna/Stone): To approve the Pending Rule – Docket No. 08-0202-0708 – Rules Governing Uniformity – Three Year Interim Certificate as submitted. Motion carried unanimously.

9. Approval of Pending Rule and Amendment to Temporary Rule – Docket No. 08-0202-0703 – Rules Governing Uniformity – Extension Onto Designation Period of Pupil Personnel Service

M/S (Luna/Stone): To approve the Pending Rule and Amendment to Temporary Rule – Docket No. 08-0202-0703 – Rules Governing Uniformity – Extension Onto Designation Period of Pupil Personnel Services as submitted. Motion carried unanimously.

10. Approval of Pending Rules and Amendment to Temporary Rule – Docket No. 08-0202-0704 – Rules Governing Uniformity – Certification to Meet Special Needs of Virtual Schools and Distance Education and Public School/Postsecondary Partnerships

M/S (Luna/Stone): To approve the Pending Rules and Amendment to Temporary Rule – Docket No. 08-0202-0704 – Rules Governing Uniformity – Certification to Meet Special Needs of Virtual Schools and Distance Education and Public School/Postsecondary Partnerships as submitted. Motion carried unanimously.

11. Approval of Pending Rule and Amendment to Temporary Rule – Docket No. 08-0202-0705 – Rules Governing Uniformity – Sunset Idaho Technology Competency Assessment

M/S (Luna/Stone): To approve the Pending Rule and Amendment to Temporary Rule – Docket No. 08-0202-0705 – Rules Governing Uniformity – Sunset Idaho Technology Competency Assessment as submitted. Motion carried unanimously.

12. Approval of Pending Rule – Docket No. 08-0202-0707 – Rules Governing Uniformity – Accreditation

M/S (Luna/Stone): To approve the Pending Rule – Docket No. 08-0202-0707 – Rules Governing Uniformity – Accreditation. Motion carried unanimously.

13. Update on Math Standards Rules

This item was pulled from the agenda.

OTHER BUSINESS

1. GEAR UP Grant

Board President Terrell updated the Board on the status of the GEAR UP grant. He reported that matching funds for year two had been raised. The Board will still need to raise approximately 1.3 million dollars spread over the next five years to complete Idaho's commitment for year one, as well as raising the ongoing commitment required for match each year. Board President Terrell went on to report that the Division of Financial Management had approved the Board's plan, pending Governor Otter's final decision. He thanked the Board staff for the extraordinary amount of work put forth by them on this effort. Board member Thilo echoed Mr. Terrell's comments. Board member Agidius commended Mr. Terrell for the many hours of work he spent on this effort as well. Board member Hall thanked the agencies, businesses, and universities who contributed funds.

At this time, Board President Terrell brought up the subject of still-vacant Chief Financial Officer position in the Office of the State Board.

By unanimous consent, the Board agreed that Interim Executive Director, Mike Rush, should proceed with the search for a person to fill the Chief Financial Officer position in the Board office.

There being no further business, a motion to adjourn was entertained.

M/S (Luna/Agidius): To adjourn the Board meeting at 1:40 p.m. Motion carried unanimously.

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**CONSENT AGENDA
DECEMBER 6-7, 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 II LEWIS-CLARK STATE COLLEGE Request for Fee Waiver Increase – 2 nd Reading - V.T.2.b - Waiver of Nonresident Tuition, Intercollegiate Athletics	Motion to approve
5	PPGAC - Alcohol Permits Issued By University Presidents	Information item
6	IRSA –Distribution of Advanced Opportunities Training Funds	Motion to approve

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**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY**

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.B. and II.G.1.b.

BACKGROUND

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

DISCUSSION

Boise State University requests approval to:

- Create seven (7) new faculty positions (7.0 FTE) supported by appropriated funds
- Create two (2) new professional staff positions (2.0 FTE) supported by appropriated funds; create six (6) new professional staff positions (6.0 FTE) supported by local funds; create six (6) new professional staff positions (5.41 FTE) supported by grant funds
- Create one (1) new classified position (1.0 FTE) supported by local funds; create two (2) new classified positions (2.0 FTE) supported by grant funds
- Increase the term on four (4) professional staff positions supported by local funds
- Delete two (2) professional staff positions (2.0FTE) supported by local funds

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This request includes the conversion of five (5) adjunct faculty to special lecturer and seven (7) new positions under the Upward Bound program which received additional federal funding. Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State for twenty-four (24) new positions (23.41 FTE); term, salary, FTE change to four (4) positions (4.0 FTE), and delete two (2) positions.

Moved by _____ Seconded by _____ Carried Yes____ No____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

NEW POSITIONS

Position Title	Assistant Professor, English Education
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$46,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	English Department
Duties and Responsibilities	Provide instruction in English Education.
Justification of Position	New position required to continue support of the English Writing Project and maintain the English teacher preparation program.

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	8/11/08
Salary Range	\$75,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Chemistry
Duties and Responsibilities	Provide instruction in Biomolecular/Biochemistry.
Justification of Position	New position needed for new Biomolecular PhD and Chemistry Masters programs.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	\$31,500
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	History
Duties and Responsibilities	Provide instruction in History.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	\$31,500
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Psychology
Duties and Responsibilities	Provide instruction in Psychology
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	\$31,500
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Mathematics
Duties and Responsibilities	Provide instruction in Mathematics.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	\$31,500
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	English Department
Duties and Responsibilities	Provide instruction in English.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Special Lecturer
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	\$31,500
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Physics
Duties and Responsibilities	Provide instruction in Physics.
Justification of Position	Ongoing initiative to convert adjunct faculty into permanent special lecturer positions to cover increase in class offerings.

Position Title	Manager, Custodial Services
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$50,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Facilities, Operations and Maintenance
Duties and Responsibilities	Administer, control, direct, organize and oversee custodial services division.
Justification of Position	Additional staff needed to provide administration for custodial services in an effort to improve quality of services and efficiency of operation.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Associate Director, Center for Teaching and Learning
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$65,000
Funding Source	Appropriated
New or Reallocation	Reallocation
Area/Department of Assignment	Center for Teaching & Learning
Duties and Responsibilities	Contribute to assessment of Center's programs; design, develop and implement programs for teaching assistants; plan and support programs and workshops.
Justification of Position	Demand for Center services has grown. Additional staff is needed to meet campus need for support and to continue the expansion of programs to foster excellence in teaching and learning.

Position Title	Assistant Coach, Women's Softball
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$33,000
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Recruit student athletes; teach on-field techniques; schedule; monitor academic programs, manage budget and conduct fundraising activities.
Justification of Position	Women's Softball program added in accordance with effort to meet gender equity requirements of Title IX. Assistant Coach position needed to round out current staff needs.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Manager, Trademark Licensing
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$45,000
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	General Counsel
Duties and Responsibilities	Administer the University's licensing program by authorizing the use of the University's name and logo; develop and implement programs.
Justification of Position	Additional staff needed to enhance the University image for internal and external customers and protect and ensure proper usage of the University's service marks, trademarks and verbiage.

Position Title	Grants Accountant
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$38,000
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Administrative Accounting
Duties and Responsibilities	Manage individual grant/contract agreements; prepare reports to sponsoring agencies; monitor compliance and research and provide information to researchers.
Justification of Position	Additional position required to manage increased workload in post-award research administration due to overall growth in research.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Director, Sponsored Projects Accounting
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$85,000
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Administrative Accounting
Duties and Responsibilities	Administer, control, direct, organize and supervise Sponsored Project Accounting; oversee information technology initiatives; ensure compliance ; maintain critical relationships.
Justification of Position	Growth in Sponsored Projects (Grants/Contracts) require additional managerial staff to ensure compliance and assist the University in achieving its strategic objectives related to growing research.

Position Title	Director, Parking/Transportation Services
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$60,000
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Public Safety, Risk Management and Transportation
Duties and Responsibilities	Provide leadership, planning, and administration of a comprehensive parking and transportation department.
Justification of Position	Reorganization of Planning and Finance Unit requires a new managerial position in the unit.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Project Manager, Facilities
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$46,904
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Architectural and Engineering Services
Duties and Responsibilities	Provide project management, and architectural and engineering services for small and/or delegated projects; represent the University on larger projects that are managed by the Division of Public Works.
Justification of Position	Additional staff needed to support dramatic growth of projects such as remodeling, maintenance, and new buildings.

Position Title	Educational Specialist
Type of Position	Professional
FTE	.83 FTE
Term of Appointment	10 Months
Effective Date	1/1/2008
Salary Range	\$31,000
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Advise and provide opportunities to low income, first-generation students to be successful in a secondary school; provide technical assistance in college admissions, financial aid and scholarships.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional staff needed to support programs at Borah High School and South Junior High.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Educational Specialist
Type of Position	Professional
FTE	.83 FTE
Term of Appointment	10 Months
Effective Date	1/1/2008
Salary Range	\$31,000
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Advise and provide opportunities to low income, first-generation students to be successful in a secondary school; provide technical assistance in college admissions, financial aid and scholarships.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional staff needed to support programs at Capital High School and Fairmont Junior High.

Position Title	Educational Specialist
Type of Position	Professional
FTE	.83 FTE
Term of Appointment	10 Months
Effective Date	1/1/2008
Salary Range	31,000
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Advise and provide opportunities to low income, first-generation students to be successful in a secondary school; provide technical assistance in college admissions, financial aid and scholarships.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional staff needed to support programs for Meridian Middle and High School.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Assistant Director, Upward Bound
Type of Position	Professional
FTE	.96 FTE
Term of Appointment	11.5 Months
Effective Date	1/1/2008
Salary Range	\$45,000
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Assist Project Director in providing leadership, coordination and supervision of program.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional staff needed to administer programs for Boise and Meridian.

Position Title	Assistant Director, Upward Bound
Type of Position	Professional
FTE	.96 FTE
Term of Appointment	11.5 Months
Effective Date	1/1/2008
Salary Range	\$45,000
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Assist Project Director in providing leadership, coordination and supervision of program.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional staff needed to administer programs for Canyon and Owyhee Counties.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Site Manager, STAR Program
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$45,000
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Center for Workforce Training - STAR Motorcycle Safety Training Program
Duties and Responsibilities	Responsible for statewide training sites; ensure sites are ready for sessions, supervise local site managers, oversee motorcycle fleet maintenance;supervise third-party skills testers.
Justification of Position	Growth of program requires increased instructors, locations and associated administrative staff.

Position Title	Management Assistant
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$30,472
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Vice President Finance & Administration
Duties and Responsibilities	Provide additional support in a variety of administrative duties that will free administrators and better leverage their time.
Justification of Position	Additional professional staff and increased unit workload due to division growth and new university initiatives. A part-time temporary position was deleted to create this full-time permanent position.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Financial Technician
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$24,232
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Analyze, research, forecast, and reconcile complex financial documents; ensure compliance with laws, rules, and policies.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional financial support needed to ensure program integrity.

Position Title	Office Services Supervisor 1
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/2008
Salary Range	\$25,605
Funding Source	Grant
New or Reallocation	New
Area/Department of Assignment	Upward Bound
Duties and Responsibilities	Supervise office support unit; hire, train and evaluate support staff; plan, coordinate, and oversee day-to-day operations; perform a wide variety of administrative support functions.
Justification of Position	Additional federal funding awarded to Upward Bound program allows for expansion of program; additional administrative support needed due to growth of program.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

CHANGE IN POSITIONS

Position Title	Assistant Coach, Women's Tennis
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	Change from 9 Months to 12 Months
Effective Date	1/1/2008
Salary Range	Change from \$20,639 to \$27,515
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Recruit student athletes; teach on-field techniques; schedule; monitor academic programs, manage budget and conduct fundraising activities.
Justification of Position	Year-round position needed to adequately maintain program.

Position Title	Teacher
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	Change from 9 Months to 12 Months
Effective Date	1/1/2008
Salary Range	Change from \$12,053 to \$16,071
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Childrens Center
Duties and Responsibilities	Plan and execute activities designed to promote social, emotional, creative, physical and intellectual growth in children.
Justification of Position	Year-round position needed to provide adequate service.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Teacher
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	Change from 9 Months to 12 Months
Effective Date	1/1/2008
Salary Range	Change from \$12,053 to \$16,071
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Childrens Center
Duties and Responsibilities	Plan and execute activities designed to promote social, emotional, creative, physical and intellectual growth in children.
Justification of Position	Year-round position needed to provide adequate service.

Position Title	Coordinator, Injury Prevention and Care
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	Change from 10 Months to 12 Months
Effective Date	1/1/2008
Salary Range	Change from \$29,619 to \$35,550
Funding Source	Local
New or Reallocation	New
Area/Department of Assignment	Campus Recreation
Duties and Responsibilities	Responsible for day-to-day management of Rec Response and Massage programs; assist in the development of risk management policies and training protocols.
Justification of Position	Additional FTE required to provide services during the summer months for stronger program planning and preparation due to program growth.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

DELETED POSITIONS

Position Title	Head Coach, Women's Skiing
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	Less \$40,019
Funding Source	Local
New or Reallocation	n/a
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Recruit student athletes; teach on-field techniques; schedule; monitor academic programs, manage budget and conduct fundraising activities.
Justification of Position	Women's skiing program suspended; women's swimming program adopted in its place.

Position Title	Assistant Coach, Women's Skiing
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	1/1/08
Salary Range	Less \$19,843
Funding Source	Local
New or Reallocation	n/a
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Recruit student athletes; teach on-field techniques; schedule; monitor academic programs, manage budget and conduct fundraising activities.
Justification of Position	Women's skiing program suspended; women's swimming program adopted in its place.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

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.
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3. Specifically Reserved Board Authority
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 - (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

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

(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.)

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

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.

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CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.B. 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 one (1) new faculty position (1.0 FTE) supported by appropriated funds reallocation
- Create two (2) new professional staff position (2.0 FTE) supported by local funds
- Create one (1) new classified position (1.0 FTE) supported by appropriated funds reallocation; and create one (1) new classified position (1.0 FTE) supported by local funds
- Increase the FTE on one (1) professional staff position to .80 FTE, supported by local and grant funds; increase the FTE to 1.0 on three (3) classified positions, supported by appropriated funds reallocation

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

This request includes the addition of various classified and non-classified positions and the increase of positions to full-time. Staff recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University for five (5) new positions (5.0 FTE); to increase the FTE on one (1) professional staff position to .80 FTE; and to increase the FTE on three (3) classified positions to 1.0 FTE each.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

NEW POSITIONS

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 month
Effective Date	December 10, 2007
Salary Range	\$50,000.00
Funding Source	Appropriated Funds
New or Reallocation	Department reallocation
Area/Department of Assignment	Nursing
Duties and Responsibilities	Teach classes in the Baccalaureate Nursing Program (BSN).
Justification of Position	Additional faculty support necessitated by increase of 70 students added to BSN Program.

Position Title	Instructional Technologist
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	\$32,000.00
Funding Source	Local Funds
New or Reallocation	New – indirect costs recovery
Area/Department of Assignment	Biological Sciences
Duties and Responsibilities	Provide technology expertise and support to faculty in the development and teaching of biomedical science courses for the online environment.
Justification of Position	To provide additional technical support for the increasing number of students and programs in biomedical related professions.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Assistant Director of Marketing & Promotions
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	\$24,000.00
Funding Source	Local Funds
New or Reallocation	Department reallocation
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Develop comprehensive marketing and promotions program to increase attendance, revenue, and support for athletic programs; coordinate the marketing of athletics through the use of media markets; assist in coordinating the Bengal Sports Corporate Partner program, designed to increase revenue through a variety of avenues.
Justification of Position	To provide support for fundraising efforts within the department.
Position Title	IT Support Technician
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	\$27,102.00
Funding Source	Appropriated Funds
New or Reallocation	Department reallocation
Area/Department of Assignment	Computer Information Systems, College of Business
Duties and Responsibilities	Provide support for College of Business faculty computers and classroom technology as well as technical support for College of Business web site.
Justification of Position	The duties of this position have been previously performed by temporary, part-time employees. Adding this position will provide full-time, ongoing support for continuity between semester and during summer hours.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Office Specialist 2
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	\$20,000.00
Funding Source	Local Funds
New or Reallocation	New – ISU Foundation funding
Area/Department of Assignment	Development Office, ISU Foundation
Duties and Responsibilities	Provide general office support/clerical functions.
Justification of Position	To provide additional clerical support due to increased workload.

CHANGE IN POSITIONS

Position Title	Project Case Manager (PCN 1261)
Type of Position	Non-Classified
FTE	change from .50 FTE to .8 FTE
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	change from \$28,724.80 to \$45,959.68
Funding Source	Grant Funds (67%) and Local Funds (30%)
New or Reallocation	New – Local funds from patient fees
Area/Department of Assignment	Family Medicine
Duties and Responsibilities	Work closely with inpatient service and Transition of Care Program to assure access to appropriate services, with particular attention to those patients from vulnerable populations; maintain collaborative relationships with Tribal Health social services and Health West; and have case management responsibilities in the Transition Care clinic.
Justification of Position	To provide support for transitioning patients from Portneuf Medical Center (PMC) to Skilled Nursing Facilities (SNF).

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Administrative Assistant 2 (PCN 3719)
Type of Position	Classified
FTE	change from .52 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	change from \$17,330.04 to \$33,327.00
Funding Source	Appropriated Funds
New or Reallocation	Department reallocation
Area/Department of Assignment	College of Business
Duties and Responsibilities	Administration of the MBA program, including planning, coordinating meetings with faculty, and student management.
Justification of Position	Since the MBA director has left ISU and has not been replaced, this position will provide full-time clerical support for the MBA Program.

Position Title	Library Assistant 1 (PCN 1559)
Type of Position	Classified
FTE	change from .50 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	change from \$12,292.80 to \$24,585.60
Funding Source	Appropriated Funds
New or Reallocation	Department reallocation
Area/Department of Assignment	Library
Duties and Responsibilities	Respond to basic requests for records information; provide basic instruction to campus department records officers on storage and retrieval of files; perform basic database searches; review records and verify accuracy of information; correct errors; enter and retrieve data in the Records Management database.
Justification of Position	To provide additional support for records management. The duties of this position have been previously performed by a temporary, part-time employee.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Office Specialist 2 (PCN 3111)
Type of Position	Classified
FTE	change from .75 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	December 10, 2007
Salary Range	change from \$16,269.60 to \$22,172.80
Funding Source	Appropriated Funds
New or Reallocation	Department reallocation of temporary help budget
Area/Department of Assignment	Biological Sciences
Duties and Responsibilities	Provide general office support functions, including travel authorizations, scheduling workshops, reception, computing skills, etc.
Justification of Position	To provide additional clerical support due to increased workload.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

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.
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 - 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

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

(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.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO**

SUBJECT

A request by the University of Idaho for the approval of five (5) new positions and three (3) position reactivations

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

DISCUSSION

The University of Idaho requests approval to:

- Create five (5) new positions supported by appropriated, auxiliary, and local funds
- Reactivations of three (3) positions deleted from EIS and still in FY08 original budget

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

This request includes five (5) faculty positions, two (2) classified staff, and an exempt position. Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish five (5) new positions and reactivate three (3) positions, all supported by appropriated, auxiliary, and local funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	August 1, 2008
Salary Range	\$50,003.20 – \$55,016.00
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Letters, Arts, & Social Sciences/Psychology & Communication Studies
Duties	Responsible for research and instruction
Justification	Faculty needed to teach industrial & organizational psychology

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	August 1, 2008
Salary Range	\$45,905.60 – \$47,902.40
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Letters, Arts, & Social Sciences/Philosophy
Duties	Responsible for research and instruction
Justification	Faculty needed to teach course for the Professional Ethics Blue Ribbon Initiative

Position Title	Financial Technician
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	January 1, 2008
Salary Range	\$26,535.60
Funding Source	Auxiliary funds
New or Reallocation	Reactivation of PCN 6282 (exists in FY08 budget)
Area/Department of Assignment	Student Affairs
Duties	Responsible for financial assistance for ASUI area
Justification	Position was vacant for over 12 months due to failed searches

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Instructor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	August 1, 2008
Salary Range	\$28,184.00
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 0815 (exists in FY08 budget)
Area/Department of Assignment	College of Agricultural and Life Sciences/Bio & Ag Engineering
Duties	Responsible for instruction in the department Bio & Ag Engineering
Justification	Faculty needed for ASM courses
Position Title	Licensing Associate
Type of Position	Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	January 1, 2008
Salary Range	\$75,004.80
Funding Source	Local funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	University Research Office/Technology Transfer Office
Duties	Responsible for management and administration of intellectual property portfolio
Justification	Position needed to identify and market potential patents
Position Title	Senior Instructor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	March 1, 2008
Salary Range	\$50,003.20
Funding Source	Appropriated and local funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Agricultural and Life Sciences/Agriculture and Extension Education
Duties	Responsible for instruction and outreach service
Justification	Faculty needed to teach undergrad courses

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Position Title	Senior Instructor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	August 1, 2008
Salary Range	\$45,198.40
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College of Science/Chemistry
Duties	Responsible for instruction
Justification	Faculty needed for the chemistry program

Position Title	Team Cleaning Specialist
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	January 1, 2008
Salary Range	\$22,360.00
Funding Source	Auxiliary funds
New or Reallocation	Reactivation of PCN 6353 (exists in FY08 budget)
Area/Department of Assignment	Student Affairs
Duties	Responsible for cleaning in the Student Union Building
Justification	Position was vacant for over 12 months due to failed searches

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

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

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- (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

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

(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

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CONSENT - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

Second reading for Lewis-Clark State College request to increase the number of fee waivers for intercollegiate athletics from 70 to 110

REFERENCE

August 2006 Board approved first reading of proposed policy amendment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.T.2.b.

BACKGROUND

At the August 2006 Board meeting, Lewis-Clark State College (LCSC) requested 40 additional athletic out-of-state waivers to assist in keeping the athletic department competitive with other schools in its conference and the National Association of Intercollegiate Athletics.

DISCUSSION

There are no changes between the first and second readings.

Lewis-Clark State College's current offering of ten 10 intercollegiate sports have developed and grown; and it has become apparent that additional out-of-state waivers are an area of need. The additional 40 waivers would bring LCSC ratio of waivers for athletes to approximately 67%.

IMPACT

The addition of 40 out-of-state waivers will allow LCSC athletics to continue to be competitive with its current offerings of intercollegiate sports. In addition, it will give LCSC the flexibility to add women's track in the future, and help with Title IX compliance.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to approve the second reading of the amendment to Board policy V.T.2.b - Waiver of Nonresident Tuition, Intercollegiate Athletics.

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: T. Fee Waivers

April 2002

T. Fee Waivers

2. Waiver of Nonresident Tuition

Nonresident tuition may be waived for the following categories:

b. Intercollegiate Athletics

For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five 225 waivers per semester and, Lewis-Clark State College is authorized up to seventy 110 waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

SUBJECT

Alcohol Permits Approved by University Presidents

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 June 2007 Board meeting. Since that meeting, Board staff has received 35 permits from Boise State University, 16 permits from Idaho State University, 1 permit from Lewis-Clark State College, and 7 from University of Idaho.

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

IMPACT

N/A

ATTACHMENTS

BSU permits	page 3
ISU permits	page 5
LCSC permits	page 7
UI permits	page 9
Governing Policies and Procedures Section I.J.2.	page 11

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.

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

**APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY**

August 2007 – January 2008

EVENT	LOCATION	DATE (S)
Intercollegiate Athletics	Plaza of Keith & Catherine Stein Band Hall	08/30/2007
Beyonce'	Taco Bell Arena	09/10/2007
Distinguished Alumni Awards Ceremony	Hatch Ballroom	09/12/2007
Idaho Dental Hygienists Dinner	Morrison Center	09/14/2007
Corporate & VIP Hospitality	Plaza of Keith & Catherine Stein Band Hall	09/15/2007
2007 Statewide Nonprofit Conference	Jordan & Hatch Ballrooms	09/21/2007
Corporate & VIP Hospitality	Plaza of Keith & Catherine Stein Band Hall	09/27/2007
Montana Skies	Morrison Center Main Stage	09/28/2007
Boise Philharmonic	Morrison Center Main Hall	09/29/2007
Frank Church Conference & Dinner	Lookout Room	10/03/2007
Annual Board Mtg. Banquet	Barnwell Room	10/04/2007
Corporate & VIP Hospitality	Plaza of Keith & Catherine Stein Band Hall	10/07/2007
WYNONNA	Morrison Center Main Hall	10/11/2007
Bob & Tom Comedy Show	Morrison Center Main Hall	10/13/2007
Corporate & VIP Hospitality	Plaza of Keith & Catherine Stein Band Hall	10/14/2007
Neil Young	Morrison Center Main Hall	10/18/2007

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

EVENT	LOCATION	DATE (S)
Boise Philharmonic	Morrison Center Main Hall	10/20/2007
Environmental Sensing Symposium	SUB Jordan D	10/25/2007
Carmen	Morrison Center Main Hall	10/27/2007
SPAMALOT	Morrison Center Main Hall	10/30-11/01/2007
SPAMALOT	Morrison Center Main Hall	11/02-03/2007
Corporate & VIP Hospitality	Plaza of Keith & Catherine Stein Band Hall	11/03/2007
Northwest Directors Conference	Student Union	11/09/2007
Chris Botti	Morrison Center Main Hall	11/14/2007
Investment Strategy Hour	Allen Noble Hall of Fame	11/14/2007
Boise Philharmonic	Morrison Center Main Hall	11/17/2007
Corporate & VIP Hospitality	Plaza of Keith & Catherine Stein Band Hall	11/17/2007
Mannheim Steamroller	Taco Bell Arena	11/20/2007
Billy Joel	Taco Bell Arena	11/26/2007
Dane Cook, Comedian	Taco Bell Arena	11/30/2007
Tori Amos	Morrison Center Main Hall	11/30/2007
Nutcracker	Morrison Center Main Hall	12/14-15/2007
Riverdance	Morrison Center Main Hall	01/14-16/2008
Boise Philharmonic	Morrison Center Main Hall	01/26/2008
Peter Pan	Morrison Center Main Hall	01/31/2008

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY**

August 2007 – December 2007

EVENT	LOCATION	DATE (S)
Anniversary Celebration	Bennion Student Union	09/20/2007
Moffatt Thomas Law Firm Dinner	Promenade-Performing Arts Center	09/28/2007
Alumni Art Show	Transition Art Gallery	09/24/2007
ISU Foundation Board Dinner	Stephen's Performing Arts Center	10/04/2007
School of Nursing Class Reunion	Performing Arts Rotunda	10/06/2007
Symphony	Stephen's Performing Arts Center	10/17/2007
Anniversary Celebration	Bennion Student Union	10/18/2007
Legislative Dinner	Bennion Promenade	11/06/2007
ISU Library Retreat/Social	Alumni House	11/09/2007
Health Care Reception	Stephen's Performing Arts Center	11/13/2007
Harvest Moon Gala	Stephen's Performing Arts Center	11/16/2007
Festival of Trees	Stephen's Performing Arts Center	11/27/2007
Rendezvous Journal	Alumni House	11/30/2007
Festival of Trees	Stephen's Performing Arts Center	12/01/2007
Frank Farnsworth Employee Christmas Party	Stephen's Performing Arts Center	12/08/2007
College of Engineering Retirement Party	Alumni House	12/13/2007

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

**APPROVED ALCOHOL SERVICE AT
LEWIS-CLARK STATE COLLEGE**

October 2007

EVENT	LOCATION	DATE (S)
Winter Revels Holiday Party- LCSC Employee Gathering	Student Union Bldg.	12/07/2007

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

**APPROVED ALCOHOL SERVICE AT
University of Idaho**

October 2007 – November 2007

EVENT	LOCATION	DATE (S)
Elk Bugling: An Exploration of Elk	UI McCall Field Campus	10/06/2007
Board of Director's Meeting	Bogeys & Commons	10/10-11/2007
President's Reception	Commons Whitewater	10/16/2007
College of Law Homecoming Reception	College of Law Foyer	10/12/2007
Vandalfest	Kibbie North Lawn	10/12/2007
UI Foundation Reception	Pritchard Art Gallery	11/01/2007
Pillars of Excellence	SUB Ballroom	11/02/2007

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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.

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CONSENT – INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007

SUBJECT

Distribution of \$500,000 for Advanced Opportunities Training

APPLICABLE STATUTE, RULE, OR POLICY

- IDAPA 08.02.03.106 Rules Governing Thoroughness - Advanced Opportunities Effective July 1, 2008
- Senate Bill 1235 – Public Schools Appropriation, Section 6

BACKGROUND

There was \$500,000 appropriated in the FY2008 Public School budget for training teachers to effectively provide advanced learning opportunities. The allocation of the funds was to be determined jointly by the State Board of Education and the Superintendent of Public Instruction. Dr. Val Schorzman from the Department of Education developed a distribution plan for the funds and provided it to the State Board of Education staff.

ATTACHMENTS

Attachment 1 – Allocation Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff reviewed the plan and determined that it meets the qualifications. The Department of Education and the Office of the State Board of Education will work together to develop a plan for future distribution of Advanced Opportunities appropriation.

BOARD ACTION

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

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Memorandum

To: Superintendents, Finance Directors, Principals, Special Education
Directors, G/T Coordinators, AP Coordinators
From: Dr. Valerie Schorzman
Subject: Advanced Learning Opportunities Funding
Date: April 18, 2007

Funding Available July 1, 2007-June 30, 2008

Purpose:

The 59th Legislature in Senate Bill number 1235, Section 6, in accordance with IDAPA 08.02.03, has allocated \$500,000, which will be distributed to train teachers to provide advanced learning opportunities (College Board Advanced Placement, pre-Advanced Placement, International Baccalaureate, Tech Prep, and concurrent enrollment with colleges or universities) for students. As many of the Advanced Placement institutes, and other advanced opportunity conferences are held in the summer, it is imperative that the information on the availability of the funding be disseminated in the spring for districts to plan for summer advanced learning opportunity training for teachers.

Distribution to Districts and Charter Schools for Advanced Learning Opportunities:

Using the senior count total from the state for the 2006-2007 school year, the money will be divided at an equitable rate among all districts. All districts and all charter schools will receive a minimum of \$500. The intent of Advanced Opportunities is to focus on raising the rigor of courses offered in high school. The senior count is used in the formula, as the definition of a high school is a school with grade 12.

Elementary districts and charters will be provided a minimum of \$500. Research has shown that in order for high school students to be ready to take and succeed in higher level course work, students must be prepared. By training lower-grade teachers in pre-Advanced Placement, vertical alignment of curriculum and raising the level of rigor in lower grade courses, students will be better prepared for high school advanced opportunities.

Training Opportunities: (Funding Available for Training Beginning July 1, 2007)

The following web sites list training in advanced opportunities for teachers:

Advanced Placement Institutes, Pre-Advanced Placement Institutes, Vertical Teaming Institutes, On-line Training Institutes

<http://apcentral.collegeboard.com/apc/public/teachers/34486.html>

Concurrent Enrollment Conference

www.nnu.edu/concurrentcredit

Tech Prep Information

<http://www.ptc.state.id.us/techprep/tphome.htm>

International Baccalaureate Information

<http://www.ibo.org/>

Form on-Line

The blank budget form is available on-line on the G/T website

www.sde.idaho.gov/giftedtalented on the Funding Sources page.

To access the form, click on “**G/T Training Grant Advanced Opportunities.**” You have the option of completing the budget form on-line or downloading the form and faxing it to the SDE. (Fax 208-334-4664)

To complete the budget form on-line, download the file, complete the form. Then save it with a file format name, such as 08GTAPxxx (where xxx is your three digit district number). Once completed, save the original and e-mail the budget form as an attachment to VJSchorzman@sde.idaho.gov. If you are NOT filling out the form on-line, print the form, complete, and fax to 208-334-4664. *The information requested on the budget form concerning the Advanced Opportunity training teachers will attend is for State Department of Education information. Filling out and submitting the form is not required to receive funding.*

If you have questions concerning the G/T Training Grant, do not hesitate to call Dr. Val Schorzman at 208-332-6920 or e-mail VJSchorzman@sde.idaho.gov . You may also contact Administrative Assistant, Cheryl Kary at 208-332-6913 or e-mail CMKary@sde.idaho.gov .

**Gifted / Talented
2007-2008 Advanced Opportunity Training Distribution**

School District / Charter School	2006-2007 Grade 12 Fall Enrollment	Distribution
001 Boise Independent	1,916	\$50,700.00
002 Meridian Joint	1,931	51,093.00
003 Kuna Joint	221	5,848.00
011 Meadows Valley	24	635.00
013 Council	26	688.00
021 Marsh Valley Joint	120	3,175.00
025 Pocatello	853	22,572.00
033 Bear Lake County	119	3,149.00
041 St. Maries Joint	77	2,038.00
044 Plummer / Worley Joint	24	635.00
052 Snake River	130	3,440.00
055 Blackfoot	289	7,647.00
058 Aberdeen	55	1,455.00
059 Firth	66	1,746.00
060 Shelley Joint	150	3,969.00
061 Blaine County	197	5,213.00
071 Garden Valley	15	500.00 *
072 Basin	29	767.00
073 Horseshoe Bend	31	820.00
083 West Bonner County	129	3,414.00
084 Lake Pend Oreille	355	9,394.00
091 Idaho Falls	817	21,619.00
092 Swan Valley Elementary	1	500.00 *
093 Bonneville Joint	625	16,538.00
101 Boundary County	121	3,202.00
111 Butte County	38	1,006.00
121 Camas County	18	500.00 *
131 Nampa	800	21,169.00
132 Caldwell	292	7,727.00
133 Wilder	28	741.00
134 Middleton	165	4,366.00
135 Notus	23	609.00
136 Melba Joint	63	1,667.00
137 Parma	64	1,694.00
139 Vallivue	317	8,388.00
148 Grace Joint	40	1,058.00
149 North Gem	17	500.00 *
150 Soda Springs Joint	74	1,958.00
151 Cassia County Joint	320	8,468.00
161 Clark County Joint	21	556.00
171 Orofino Joint	100	2,646.00
181 Challis Joint	43	1,138.00
182 Mackay Joint	23	609.00
191 Prairie Elementary	0	500.00 *
192 Glenns Ferry Joint	50	1,323.00
193 Mountain Home	213	5,636.00
201 Preston Joint	219	5,795.00
202 West Side Joint	46	1,217.00
215 Fremont County Joint	147	3,890.00
221 Emmett Independent	230	6,086.00
231 Gooding Joint	90	2,382.00
232 Wendell	69	1,826.00
233 Hagerman Joint	39	1,032.00
234 Bliss Joint	10	500.00 *
242 Cottonwood Joint	39	1,032.00
243 Salmon River Joint	10	500.00 *
244 Mountain View	72	1,905.00
251 Jefferson County Joint	292	7,727.00
252 Ririe Joint	50	1,323.00
253 West Jefferson	63	1,667.00
261 Jerome Joint	186	4,922.00
262 Valley	41	1,085.00
271 Coeur d' Alene	885	23,418.00
272 Lakeland	362	9,579.00
273 Post Falls	307	8,124.00
274 Kootenai Joint	17	500.00 *
281 Moscow	194	5,133.00
282 Genesee Joint	24	635.00
283 Kendrick Joint	18	500.00 *
285 Potlatch	50	1,323.00
287 Troy	30	794.00
288 Whitepine Joint	21	556.00

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TAB 6 Page 5

**Gifted / Talented
2007-2008 Advanced Opportunity Training Distribution**

School District / Charter School	2006-2007 Grade 12 Fall Enrollment	Distribution
291 Salmon	86	2,276.00
292 South Lemhi	7	500.00 *
302 Nezperce Joint	19	503.00
304 Kamiah Joint	38	1,006.00
305 Highland Joint	16	500.00 *
312 Shoshone Joint	32	847.00
314 Dietrich	11	500.00 *
316 Richfield	17	500.00 *
321 Madison	379	10,029.00
322 Sugar-Salem Joint	88	2,329.00
331 Minidoka County Joint	267	7,065.00
340 Lewiston Independent	402	10,637.00
341 Lapwai	32	847.00
342 Culusac Joint	20	529.00
351 Oneida County	84	2,223.00
363 Marsing Joint	41	1,085.00
364 Pleasant Valley Elementary	6	500.00 *
365 Bruneau-Grand View Joint	30	794.00
370 Homedale Joint	97	2,567.00
371 Payette Joint	145	3,837.00
372 New Plymouth	59	1,561.00
373 Fruitland	119	3,149.00
381 American Falls Joint	130	3,440.00
382 Rockland	11	500.00 *
383 Arbon Elementary	0	500.00 *
391 Kellogg Joint	95	2,514.00
392 Mullan	13	500.00 *
393 Wallace	48	1,270.00
394 Avery	0	500.00 *
401 Teton County	117	3,096.00
411 Twin Falls	448	11,855.00
412 Buhl Joint	90	2,382.00
413 Filer	97	2,567.00
414 Kimberly	93	2,461.00
415 Hansen	27	714.00
416 Three Creek Joint Elementary	0	500.00 *
417 Castleford Joint	23	609.00
418 Murtaugh Joint	17	500.00 *
421 McCall-Donnelly Joint	92	2,434.00
422 Cascade	31	820.00
431 Weiser	130	3,440.00
432 Cambridge Joint	17	500.00 *
433 Midvale	12	500.00 *
001C ANSER of Idaho, Inc.	0	500.00 *
001C Hidden Springs Charter School	0	500.00 *
002C Meridian Charter High School, Inc.	35	926.00
002C North Star Charter School	0	500.00 *
002C Meridian Medical Arts Charter School	45	1,191.00
025C Pocatello Community Charter School	0	500.00 *
052C Idaho Leadership Academy	26	688.00
055C Blackfoot Charter Community Learning Center	0	500.00 *
084C Sandpoint Charter School	0	500.00 *
093C White Pine Charter School	0	500.00 *
131C Idaho Arts Charter School	0	500.00 *
139C Thomas Jefferson Charter School	0	500.00 *
271C Coeur d' Alene Charter Academy	41	1,085.00
281C Moscow Charter School	0	500.00 *
288C Idaho Distance Education Academy	27	714.00
291C Upper Carmen Charter School	0	500.00 *
331C ARTEC Charter School	13	500.00 *
451 Victory Charter School	0	500.00 *
452 Idaho Virtual Academy	0	500.00 *
453 Richard McKenna Charter School	86	2,276.00
454 Rolling Hills Charter School	0	500.00 *
455 Compass Charter School	0	500.00 *
456 Falcon Ridge Charter School	0	500.00 *
457 Inspire Virtual Charter School	0	500.00 *
458 Liberty Charter School	29	767.00
459 Garden City Community School	0	500.00 *
460 Academy at the Roosevelt Center	0	500.00 *
461 Taylor's Crossing Charter School	0	500.00 *

Gifted / Talented
2007-2008 Advanced Opportunity Training Distribution

School District / Charter School	2006-2007 Grade 12 Fall Enrollment	Distribution
TOTAL	18,329	\$500,000.00

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**CONSENT – INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education*

*IDAPA 08.02.03
Rules Governing Thoroughness*

106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008). All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. (3-30-07)

LEGISLATURE OF THE STATE OF IDAHO
Fifty-ninth Legislature
First Regular Session - 2007

Senate Bill No. 1235 by FINANCE APPROPRIATIONS - PUBLIC SCHOOLS - DIVISION OF TEACHERS - Appropriates \$792,414,700 to the Public Schools, Division of Teachers, for fiscal year 2008; provides moneys for unemployment insurance; distributes moneys for master teacher award payments; **distributes moneys for training for working with gifted and talented students**; provides distribution for purchase of classroom supplies; and amends existing law to increase instructional staff base salary.

SECTION 6. Of the moneys appropriated in Section 3 of this act, \$1,000,000 shall be distributed as follows:

(1) \$500,000 shall be distributed to train general education teachers, gifted/talented (G/T) facilitators, administrators and/or parents to better meet the needs of gifted/talented students. One-half (1/2) of these funds shall be allocated pro rata based on each district's prior year total student enrollment compared to the prior year total statewide enrollment. One-half (1/2) of these funds shall be allocated based on the number of gifted/talented students identified and served as indicated on the prior year's December 1 child count. The number of gifted/talented students identified for purposes of this section shall not exceed seven percent (7%) of the district's total student enrollment. No district shall receive less than \$500. Funds shall be distributed upon submission and approval of an application submitted to the State Department of Education demonstrating how in-service training will establish or improve identification and service of gifted/talented students in the five (5) mandated talent areas. The Superintendent of Public Instruction may reallocate any gifted/talented funds that are left unrequested by school districts to all other school districts that have requested gifted/talented funds, according to the distribution formula outlined in this section.

(2) Pursuant to the fiscal impact statement for State Board of Education rule, IDAPA 08.02.03, Docket Number 08-0203-0605, \$500,000 shall be distributed to train teachers to provide advanced learning opportunities for students. The allocation and utilization of such funds shall be determined jointly by the State Board of Education and the Superintendent of Public Instruction, under the administration of the State Department of Education, provided that the funds not be used for state personnel costs.

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**AUDIT COMMITTEE
DECEMBER 6-7, 2007**

TAB	DESCRIPTION	ACTION
1	COLLEGE & UNIVERSITY AUDIT PRESENTATION Moss Adams, LLP	Motion to approve

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**AUDIT COMMITTEE
DECEMBER 6-7, 2007**

SUBJECT

Presentation of annual financial audit of the Colleges and Universities by the Board's external auditor

REFERENCE

Annually	Regular December meetings of the State Board of Education
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APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.H.5.e-f

BACKGROUND

The Board contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College. FY 2007 is the third year that Moss Adams has conducted audits of the financial statements for the college and universities.

The audits are conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements.

DISCUSSION

Along with this agenda item, Board members will receive for each institution the Independent Auditor's Report and Financial Statements for the Year Ended June 30, which also contain the Management's Discussion and Analysis.

IMPACT

The State Board of Education will be informed, via published documents and the Moss Adams presentation, of the financial report regarding the five noted institutions for state Fiscal Year 2007. Institutions that have been audited will also be made aware of their particular financial condition, and recommended changes to procedures regarding financial matters.

**AUDIT COMMITTEE
DECEMBER 6-7, 2007**

STAFF COMMENTS AND RECOMMENDATIONS

In November, Moss Adams conducted a preliminary review of the financial statements with members of the Audit Committee and Board staff.

The audited financial statements present the financial activity at each audited institution and include the following reports:

- Management's Discussion and Analysis
- Statement of Net Assets
- Statement of Revenues, Expenses and Changes in Net Assets
- Statement of Cash Flows
- Notes to the Financial Statements

While the Management's Discussion and Analysis and Notes to the Financial Statements help explain the financial activity and some trends, the audited financial statements do not attempt to measure the financial health of each institution. A subcommittee of the Financial VP group has been working to provide financial ratios for the Board. Various ratios have been proposed and training was provided at Boise State University in early November. The subcommittee will develop a short list of financial ratios that will be approved by the Finance Committee for subsequent Board review.

BOARD ACTION

A motion to accept from the Audit Committee the Fiscal Year 2007 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**AUDIT COMMITTEE
DECEMBER 6-7, 2007**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
H. Audits

August, 2005

5. Independent Auditors

e. Financial Statement Review

At the completion of the independent audit, the Committee shall review with institution management and the independent auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the independent auditor's report. The Committee shall also review any significant changes required in the independent auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

f. Single Audit Review

At the completion of the Single Audit Report (as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996), the Committee shall review with institution management and the independent auditors each institution's Single Audit Report. The Committee shall discuss whether the institution is in compliance with laws and regulations as outlined in the current Single Audit Act described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO Personnel Matter	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

A request by the University of Idaho for approval to proceed with an employee separation agreement and general release

APPLICABLE STATUTE, RULE, OR POLICY

Items submitted for review and approval according to Board Policy Sections II.
F.1.b.4 and V.I.7.
Section 67-2345 (1) (b), Idaho Code

DISCUSSION

Pursuant to Idaho Code Section 67-2345(1)(b) this item will be discussed in Executive Session.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the proposed agreement and has no comment or recommendation.

BOARD ACTION

A motion to allow the University of Idaho to proceed with an employee separation agreement and general release as discussed in executive session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: F. Policies Regarding Nonclassified Employees

April 2002

F. Policies Regarding Nonclassified Employees

1. Employment Terms

b. Employment Contracts

- (4) No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution or school, and, where applicable, of the Board.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

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.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

**GENERAL LAWS
TITLE 67. STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 23. MISCELLANEOUS PROVISIONS**

§ 67-2345. Executive sessions -- When authorized

(1) Nothing contained in this act shall be construed to prevent, upon a two-thirds (2/3) vote recorded in the minutes of the meeting by individual vote, a governing body of a public agency from holding an executive session during any meeting, after the presiding officer has identified the authorization under this act for the holding of such executive session. An executive session may be held:

(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;

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

TAB	DESCRIPTION	ACTION
1	COLLEGE OF WESTERN IDAHO Presentation by College of Western Idaho FY 2008 Funding	Motion to approve
2	MEDICAL EDUCATION STUDY REPORT Presentation by MGT of America, Inc.	Information item
3	BOISE STATE UNIVERSITY Aquatics Complex Project	Motion to approve
4	BOISE STATE UNIVERSITY Turf Replacement Project	Motion to approve
5	BOISE STATE UNIVERSITY Redirect Bond Proceeds	Motion to approve
6	BOISE STATE UNIVERSITY Purchase of Nuclear Magnetic Resonance Spectrometer	Motion to approve
7	BOISE STATE UNIVERSITY Purchase of X-Ray Photoelectron Spectrometer	Motion to approve
8	UNIVERSITY of IDAHO Kibbie Dome Life Safety Improvements Project	Motion to approve
9	UNIVERSITY of IDAHO Kibbie Dome Non-Life Safety Improvements Project	Motion to approve
10	UNIVERSITY of IDAHO Capital Project Authorization Increase	Motion to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

**INSTITUTION/AGENCY AGENDA
COLLEGE OF WESTERN IDAHO**

SUBJECT

FY 2008 College of Western Idaho Budget Approval and Funds Transfer

REFERENCE

August, 2007	Finance Committee Chair report
November, 2007	Board released 2 nd Installment of Appropriation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 283

BACKGROUND

House Bill 283 from the 2007 legislative session appropriated \$5,000,000 to the Office of the State Board of Education in ongoing general funds for a newly formed community college district.

At the August 2007 Board meeting, the Finance Committee Chair reported that \$300,000 was released to the College of Western Idaho (CWI) in compliance with Board policy. This action was approved by the Executive Committee. It was noted at the meeting that for any amount more than the \$500,000, delegated authority would need to come to the full Board first.

At its November 2007 meeting, the Board approved the release of an additional \$300,000 to CWI.

DISCUSSION

House Bill 283, Section 6 provides:

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.

Therefore, the Board is required to evaluate the business plan and operating budget for CWI and determine the amount to remit to the College from the remaining \$4.4 million.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

IMPACT

The FY 2008 budget includes \$5,000,000 in ongoing general funds and \$20,000 interest income.

Non-credit classes are scheduled to commence January 2008, including short-term workforce training and adult basic education. Credit classes are scheduled to commence in fall of 2008.

ATTACHMENTS

Attachment 1: College of Western Idaho Business Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

While the FY 2008 budget for CWI has been prepared using the best estimates possible, some agreements with Boise State University have not been finalized. Representatives from CWI will be available to present their business plan and answer questions.

Staff recommends approval.

BOARD ACTION

A motion to approve the FY 2008 operating budget and plan for the College of Western Idaho and to direct the Interim Executive Director for the Office of the State Board of Education to release to the College of Western Idaho \$4.4 million in general funds currently appropriated in the general fund budget of the Office of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Business Plan

November 2007

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Business Plan

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EXECUTIVE SUMMARY

This business plan is intended to provide information regarding the establishment of the College of Western Idaho. On May 22, 2007, the voters of Ada and Canyon Counties voted to establish a community college district. A Board of Trustees was chosen and the executive management team has been hired and put in place.

The Board of Trustees and the management group will be going through a workshop exercise on November 13th to establish a vision and mission statement for the college. The Board and the management team are committed to establishing a comprehensive community college which will include academic/transfer courses and programs, professional-technical courses and programs, adult basic education, work-force training, and personal enrichment courses. The plan is to transfer the Larry G. Selland College of Applied Technology from Boise State University to the College of Western Idaho and it will provide the basis for everything except the credit/transfer programs. Boise State is also prepared to transfer to the college certain AA/AS programs which will be added to other degree and diploma programs developed by CWI.

The board of trustees voted to partner with Boise State University for accreditation and for the use of certain employees until the college is able to establish its own policies and procedures. An interagency agreement is being prepared so that the college can also contract for information technology and other services in the short-term from Boise State. The college will look at other partners for certain services as well. The college is committed to purchasing its own enterprise resource program (ERP) this fiscal year. The ERP will include systems for student tracking/financial aid, human resources/payroll, and finance. CWI plans to implement the systems, as soon as possible, to gain independence from all partners.

The College of Western Idaho will be developing a strategic plan, a facilities master plan, enrollment projections, and will be working with the community in meeting their educational/training needs.

The College of Western Idaho's programmatic plan is to contract with the Selland College of Boise State University to offer non-credit (workforce training and adult basic education) classes in January, 2008. Credit classes (both professional-technical and academic/transfer) will start in August, 2008 with registration beginning in April. The plan is to serve about 1200 professional-technical and 2000 academic/transfer credit students along with about 18,000 non credit students.

This plan is based on the best information currently available. Given the short time the college has been in existence and the deadline required for submittal of this document, it is important to stress that the timing of the offerings will depend upon the finalization of the interagency agreement with Boise State University and the various subsequent MOU's that will have to be negotiated. The other variable is the ability for BSU, as CWI's partner, to support the College of Western Idaho from an Information Technology standpoint on fairly short notice.

Because of the complicated nature of trying to establish an independent entity and at the same time partner to transition people, classes and programs from another institution, there may have to be modifications made to the plan. Regardless of whether the College of Western Idaho hires its own people or whether it has to contract for people and services, the funding is still very much needed and we formally request that the remaining \$4.4 million be allocated to the College of Western Idaho.

SECTION I: Ownership**Address and contact information:**

College of Western Idaho
5500 East University Way
Nampa, Idaho 83687

Phone: 208-562-3500

Web address: <http://www.cwidaho.cc>

CWI Trustees:

Name	Phone number	Email
Jerry Hess, Chairman	250-3804	JerryHess@cwidaho.cc
Mark Dunham, Vice Chairman	871-8884	MarkDunham@cwidaho.cc
Mary C. Niland, Secretary	989-8621	MCNiland@cwidaho.cc
Hatch Barrett	921-6955	HatchBarrett@cwidaho.cc
Guy Hurlbutt	921-6793	GuyHurlbutt@cwidaho.cc

CWI Executive Officers and Staff:

Interim President:		
Dennis E. Griffin, Ed.D.	562-3500	DennisGriffin@cwidaho.cc
Executive Vice President for Instruction and Student Services:		
Victor B. Watson, Ed.D.	562-3254	VictorWatson@cwidaho.cc
Vice President for Finance and Administration		
Cheryl A. Wright	562-3299	CherylWright@cwidaho.cc
Chief Technology Officer		
Brian Currin	426-4089	BrianCurrin@cwidaho.cc
Special Assistant to the Vice President of Finance		
Cathy Hampton	562-3300	CathyHampton@cwidaho.cc
Management Assistant		
Debbie Jensen	562-3232	DebbieJensen@cwidaho.cc

Process utilized to start the College of Western Idaho:

The development of House Bill 283: APPROPRIATION OF MONEYS FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2008, SECTION 6

Boise State University has been a strong advocate for the establishment of a community college in the Boise region. The Boise geographic area was the most populated area in the United States that did not provide its citizens the opportunity to access a comprehensive community college prior to the establishment of the College of Western Idaho. Boise State University, numerous community and state leaders, worked diligently along with Governor Butch Otter to develop a proposal to expand Idaho's community colleges.

The original suggestions for legislative reform involved reducing the super majority to form a community college district from 66 2/3% voter approval to 60%. A legislative committee studying community colleges during the summer of 2006, endorsed the recommendation for a reduced level for voter approval of a community college district. The legislative committee also spent significant time addressing the issue of State versus local control for community college governance.

Governor Otter encouraged local communities to establish new community college districts when he requested the state legislature allocate \$5 million to the general fund for fiscal year 2008 to provide startup money for any community willing to establish a new community college District.

Micron Technology Inc. conducted a survey, which indicated 71% of those surveyed would support a community college in the Boise area. Additional advocates included the J. A. and Katherine Albertson Foundation which pledged to make a significant contribution if the community college district was established.

The state legislature in the House Bill 283, Section 6, as part of the State Board of Education appropriation bill passed the following legislation.

“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 million in ongoing General Fund money. 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 monies 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 part of the annual budget process.”

This legislation was instrumental in the approval of the community college district for Ada and Canyon Counties. The approval of the community college district established the third community college in the State of Idaho.

State Board of Education appointment of the College of Western Idaho Trustees:

One of the most important indicators that the citizens of Ada and Canyon Counties were strong advocates for the newly established community college district was the response by 102 people who applied to be a member of the initial Board of Trustees. The State Board of Education faced a daunting task as they narrowed the application pool from 102 to the final appointment of five individuals to serve on this inaugural board.

The College of Western Idaho Trustees were appointed by the State Board of Education on July 16, 2007. The Board of Trustees will serve through 2008. In the November, general election of 2008, each member will stand for election if they choose to do so. The terms will be staggered at this point in time with the length of terms to be determined by a lot draw.

The five Board of Trustees members are the official governing board for the College of Western Idaho. Their role in the establishment of this community college will remain significant many years into the future.

Description of a comprehensive community college:

The American Association of Community College's provides this perspective on America's community colleges.

"Community colleges are centers of educational opportunity. They are an American invention to put publicly funded higher education at close to home facilities, beginning nearly 100 years ago with Juliette Junior College. Since then they have been inclusive institutions that welcome all who desire to learn, regardless of wealth, heritage, or previous academic experience. The process of making higher education available to the maximum number of people continues to evolve at 1,173 public and independent community colleges."

The evolution of the community colleges from the original Juliette Junior College has been an ever-expanding role to meet the educational needs of the communities the colleges serve. Today a comprehensive community college not only provides students the opportunity to complete the first two years of a baccalaureate degree, or to seek an associate degree or certificate in a chosen technical profession, but also provides students the opportunity to develop the educational skills they will need to succeed in higher education through developmental educational opportunities and adult basic education. Meeting the educational needs of the community is complex. Centers for business and industry, and community education opportunities are key in meeting this complex challenge. Community colleges are enhancing the high school educational experience by offering dual credit programs in the area high schools giving high school students a head start in completing their college education.

The College of Western Idaho is planning to meet each aspect of a comprehensive community college. The Board of Trustees is committed to this goal and will continually seek input from the community they serve to ensure that the College of Western Idaho is responsive in providing quality educational experiences for the citizens of this region.

Role and Mission of the College:

The Board of Trustees will be finalizing the vision and mission statements for the College of Western Idaho at a special meeting on November 13, 2007. Dr. Kathy Hagler will facilitate the process.

Success Factors:

Many factors play into the success of any community college, both tangible and intangible.

Tangible factors would include the following:

1. Sufficient funding to secure top quality faculty and staff.
2. Sufficient funding to provide modern teaching-learning facilities and equipment, to include distance learning technologies.
3. Dedicated and experienced administrative and student service staff.
4. Dedicated and experienced faculty who understand the community college concept and implement practices in keeping with that concept.
5. Supportive Trustees.

Intangible factors would include at least the following:

1. A supportive, engaged local community.
2. Staff who have been trained in and exemplify a “student first” attitude.
3. College goals that reflect the needs of the community.
4. College goals that reflect best practices in community college education.

SECTION II: Products and Services**Course Offerings:**

Noncredit workforce training and adult basic education courses, especially GED, will be offered beginning in January 2008. Professional technical education (PTE) courses, as currently offered by Seward College of Applied Technology, plus general education/college transfer courses, including developmental courses will be offered beginning fall 2008.

The College of Western Idaho will expand course offerings and add additional professional technical programs in subsequent years, as the need becomes apparent.

The mode of delivery for classes will be lecture, lab, internships, hybrid electronic, internet individualized instruction, and electronic distance.

Tuition and Fees:

The initial tuition and fees for students will be one hundred eighteen dollars (\$118) per credit hour.

Student and Community Services:

Financial Aid will initially be available to CWI students through BSU, the accreditation partner, as necessitated by federal regulations. Advisors will be available at the BSU main Campus, BSU West campus and the Canyon County Center. The projected costs budgeted for student services

in fiscal year 2008 is \$370,359. Development and production of student handbooks, catalogs and class schedules will start soon after the Public Information Officer is hired. The fiscal year 2008 budget includes a total of \$180,000 for design and production of the necessary student material.

Advising:

Academic and career counseling will be available at the BSU main, West and Canyon County campuses.

Development of Forms:

Admission forms are currently being developed. Some of the current BSU forms and processes are temporarily being used for advising and enrollment until the creation of CWI is finalized. CWI is required by the accrediting association to temporarily use the partner institute's registration and grade forms. These two forms will be developed as CWI moves along in the time lines set by the accrediting association.

Student housing, student activities and child care are not applicable at this time.

SECTION III: Possible Barriers for Meeting Student Enrollment Projections

Current PTE facilities are limited and create enrollment barriers. In order to meet the growing need for qualified employees in the Treasure Valley, CWI will need to build or lease facilities to house new and expanded PTE program offerings. PTE programs are often equipment intensive and require more room per student than general education classes. MOUs for use of BSU facilities will be developed in the near future. The current year budget for the use of BSU facilities is \$138,541. The budget also includes \$16,000 to lease office space for CWI administration. CWI staff will have to move to an off campus site in order to free up the current suite of offices for the fiscal year 2009 Department Chairs and Associate Vice President of Instruction.

The current general education facilities are adequate, but the potential future enrollment projections indicate new space will be needed in two to three years. CWI will need to partner with local school districts for open classroom space and will have to have added flexibility to the class schedules in order to meet demand.

Quality of instruction will be assured through MOUs between CWI and BSU as the accrediting partner, who will jointly review staff qualifications, evaluations and curriculum.

The current use of the BSU's information technology and student services systems provides CWI with the ability to move forward in fiscal year 2008. CWI is in the process of evaluating and purchasing relevant technology systems in order to be fully functional and independent. The budget of \$1.7 million for the fiscal year 2008 purchase of the Enterprise Resource Program (ERP) is included under Academic Support. Once the funding is in place CWI will purchase the ERP in December 2007 or January 2008.

As shown in the fiscal year 2008 budget, the five million state appropriation for the community college provided for in House Bill 282, section 6 provides adequate funding for the immediate start up needs in fiscal year 2008. The five million dollar state appropriation for fiscal year 2008 will not create a barrier for the students. One of the biggest funding challenges for the near future will be the need to build new facilities that will enable CWI to move off of the BSU main campus and be able to expand to meet the near future demand. CWI needs to develop MOUs with BSU for facilities. The fiscal year 2008 budget has allowed for lease of the executive suite of offices and the conference room on the third floor of the BSU West academic building at \$6 per square foot. The fiscal year 2009 budget includes a projected expense of approximately \$2 million for occupancy costs for the space utilized by the Larry G Selland College on the main campus, the Canyon County Center and the BSU West Academic Building. Not having the MOUs in place is a potential barrier to the students.

SECTION IV: Potential Enrollment Growth and Competition:

One method of determining enrollment potential for the College of Western Idaho is to evaluate the percentage of the population in the CSI and NIC taxing districts compared to the student enrollment in credit offerings.

The 2006 Idaho Department of Labor statistics indicate that the total populations for the community college taxing districts were:

Ada County Population	359,035
Canyon County Population	173,302
Total Population for CWI Taxing District	532,337
 Twin Falls County Population	 71,575
Jerome County Population	20,130
Total Population for CSI Taxing District	91,705
 Kootenai County Population	 131,507
Total Population for NIC Taxing District	131,507

According to the State Board of Education, Student Headcount Report for Spring Semester 1997-2007 the 2006 student enrollments were:

CSI Student Credit Enrollment 2006	7,497
NIC Student Credit Enrollment 2006	4,119

The percentage of the taxing district population that enrolled in the community college credit offerings for the spring semester of 2006 were:

CSI student enrollment of 7,497 divided by the taxing district population of 91,705 equals **8.1%** of the population enrolling in the credit programs.

NIC student enrollment of 4,119 divided by the taxing district population of 131,507 equals **3.4%** of the population enrolling in the credit programs.

College of Western Idaho enrollment projections could easily fall within the range of 3.4% to 8.1% of the taxing district population enrolling in credit offerings once the total curriculum is developed and offered.

NIC	3.4% of the taxing district population
CSI	8.1% of the taxing district population
Average	5.75% of the CSI and NIC taxing districts population

Projected College of Western Idaho enrollment in credit offerings:

- 532,337 CWI taxing district population times the average percentage 5.75% equals **30,609** students
- 532,337 CWI taxing district population times CSI percentage 8.1% equals **43,119*** students
- 532,337 CWI taxing district population times NIC percentage 3.4% equals **18,009** students

The range of 18,009 students to 30,609 students does not include students who are accessing Adult Basic Education and non-credit community education and workforce training programs.

The State of Idaho is fortunate to have four state colleges/universities, two existing comprehensive community colleges, one technical college, and five private colleges/universities.

The potential competition heading associated with this section is somewhat misleading. The goal of the College of Western Idaho is to assist students in providing them the educational opportunities at a community college that will allow them to meet their ultimate educational goals. In actuality, the other educational institutions in the state of Idaho are viewed more as partners versus competitors in helping students meet their educational goals.

The issue of revenues based on enrollments is real. Knowing that other educational institutions in the state, and in some cases, outside of the state are vying for students to access their institution does develop competition.

As stated previously in this business plan, the metropolitan area of Boise, was the largest metropolitan area in the United States not to have a comprehensive community college physically located in the community. The College of Western Idaho, is preparing to meet what potentially could be an extremely large demand by students for community college services.

* This number reflects an amount based on a rural community college setting. In urban settings such as the Treasure Valley where potential students have numerous educational options in addition to the community college, a mature college would expect to enroll around four percent of the populous after ten or more years of operation.

The following table shows the various educational opportunities in the state of Idaho and includes Treasure Valley Community College.

TABLE 1: A COMPARISON OF DEGREES, PTE OFFERINGS, APPLICATION FEES, TUITION AND FEES, AND SEMESTER ENROLLMENTS OF IDAHO COLLEGES AND TREASURE VALLEY COMMUNITY COLLEGE, 2008

College Name	Location	Degrees Offered	PTE Programs	Application Fee	9 Month Tuition and Fees	Total Semester Enrollment
College Of Idaho	Caldwell	Bachelors	No	\$50	\$17,000	824
Boise Bible College	Boise	Bachelors	No	\$25	\$7,600	200
Boise State University	Boise	Bachelors, Master and Doctorate	Yes	\$40	\$4,410	18,876
BYU-Idaho	Rexburg	Associate and Bachelors	Yes	\$35	LDS \$3,060 Non-LDS \$6,120	12,000
College of Southern Idaho	Twin Falls	Associate	Yes	None	\$2,000	7,491
Eastern Idaho Technical College	Idaho Falls	Associate	Yes	\$10	\$1,728	1,410
Idaho State University	Pocatello	Associate, Bachelors, Masters, Doctorate	Yes	\$40	\$4,000	14,361
Lewis Clark State College	Lewiston	Associate, Bachelors	Yes	\$35	\$4,092	3,500
New Saint Andrews College	Moscow	Associate, Bachelors	No	\$35	\$7,800	200
North Idaho College	Coeur d'Alene	Associate	Yes	\$25	\$2,110	4,631
Northwest Nazarene	Nampa	Bachelors	No	\$25	\$19,700	1,735
University of Idaho	Moscow	Bachelors, Masters, Doctorate	No	\$40	\$4,414	11,739
Treasure Valley Community College	Ontario, Oregon	Associate	Yes	None	\$3,420 for 3 quarters	12,000

Source: Idaho State Board of Education, Higher Education in Idaho booklet, 2008. Treasure Valley Community College Web Site, tvcc.cc.or.us

The higher educational institutions within 100 miles of the College of Western Idaho are:

- Boise State University
- Treasure Valley Community College
- College of Idaho
- Boise Bible College
- Northwest Nazarene University

These colleges enroll 33,635 students. This is a significant number, but in analyzing the enrollment figures 12,000 are enrolled in Treasure Valley Community College that is out of state leaving a balance of 21,635 students enrolled in Idaho colleges. Approximately 40% of the 21,635 students enrolled in Idaho Colleges in the Boise region are juniors, seniors or in graduate programs leaving only 12,981 who are currently enrolled as freshman or sophomores.

The College of Western Idaho will be assuming all of the community college functions currently offered by Boise State University including Professional Technical Education. The transfer of the PTE programs to the College of Western Idaho will be important in developing a strong student enrollment.

The only other college within a 100 miles radius of CWI that will offer an Associate Degree and Professional Technical Education is Treasure Valley Community College in Ontario, Oregon. The lower tuition rate and reduced commute distance will be positive factors for the College of Western Idaho.

The costs associated with attending The College of Idaho, Northwest Nazarene, Boise State University and the proprietary schools for the student seeking the first two years of their bachelors degree are significantly higher than the projected tuition and fees at the College of Western Idaho.

The role and mission of the College of Western Idaho as a comprehensive community college and the four-year liberal arts or research university roles and missions will provide the citizens of the region numerous options for achieving their educational goals.

As stated earlier, the concept of cooperation versus competition with the region's higher education institutions will be a positive approach to assisting students in meeting their educational goals.

SECTION V: Promotion of the College of Western Idaho

The Board of Trustees has appointed a subcommittee in charge of community relations. The Community Relations subcommittee has been actively seeking input from community leaders as well as keeping the communities informed of the community college's progress and plans.

The college is in the process of recruiting a Public Information Officer (PIO) and a Marketing Specialist. As soon as the Public Information Officer is on board, a comprehensive marketing plan will be developed and implemented.

The design, development, and production of the college catalog will be directed by the PIO in conjunction with BSU, the accreditation partner and the CWI marketing specialist. The CWI catalog will be produced in both traditional hard copies and electronically. Development of the class schedule will be handled in a similar manner but will include targeted placement of hard copies.

The Chief Technology Officer (CTO) has completed the initial development of the CWI web page. The CTO will hire a Systems Analyst/Developer in January, 2008 and will have an information technology team and Web team in place July 1, 2008.

Many of the necessary program brochures currently exist in the Larry G Selland College. These brochures and other publications will be updated to CWI. Other brochures will be developed by the Marketing Specialist with cognizant staff.

SECTION VI: Relationships and Formal Agreements

The College of Western Idaho has signed enrollment agreements with Boise State University to "loan" employees which the college desires to employ. These employees are under the operational control of the College of Western Idaho and report to management within CWI. This arrangement allows the employees to retain their benefits until the College of Western Idaho is able to set up its own system. Employees hired, who are not current Boise State employees, will be subject to Boise State's hiring policies and procedures and "loaned" to the College of Western Idaho, again, until the College of Western Idaho has developed its own human resources system.

In addition, the college has signed a Memorandum of Understanding (MOU) with Boise State University to partner with them relative to accreditation. Under this arrangement, the college's students will be able to receive federal financial aid. Within three to five years, the college will receive its own accreditation and the MOU with Boise State will end.

The College of Western Idaho will contract with Boise State for information technology (IT) services in the areas of finance, human resources/payroll, and student tracking until the college has its own IT system. The plan is for the college to purchase its own system as soon as possible and to become independent.

The Selland College of Applied Technology will be transitioned to the College of Western Idaho by the end of fiscal year 2008 and will become the Professional Technical unit with the College

of Western Idaho. During fiscal year 2009, certain AA/AS programs at Boise State will also be transitioned (e.g., criminal justice, respiratory therapy, general studies, nursing, etc.)

During fiscal year 2008, the College of Western Idaho will be paying for office space for the staff. In fiscal year 2009, the college will be paying Boise State for facility occupancy costs for offices, classrooms, and labs at the Canyon County Center, the BSU West Campus, and the BSU Main Campus all of which will house the College of Western Idaho programs.

SECTION VII: Personnel

CWI will have nineteen full time employees and one half time employee by April, 2008. The three executives in place are the President, Executive Vice President of Instruction and Student Services, plus the Vice President of Finance and Administration. The Chief Technology Officer and the Special Assistant to the Vice President of Finance are currently half-time professional staff and there is a full time management assistant. The two current half time staff will move to full time as of January 1. CWI will be adding a full time PIO and a half time Marketing Director, a Controller, and a Payroll Manager, as soon as possible. Between January and April 2008, CWI plans to hire a Dean of Student Services and three other Student Services personnel to be in place in early spring to register students for the fall semester. Other personnel needed in January will be a Systems Analyst/Developer, and one Administrative Manager. Three positions for security have been budgeted. Whether or not CWI needs security staff will be determined in future contracts with Boise State University.

CWI anticipates having 80.5 FTP by fall semester 2008. This does not include the number of employees currently in the Larry G Selland College of Applied Technology. Because the funding for the Selland College covers the current employees, the FTE and costs were not included in this plan or in the FY 2008 and FY 2009 proposed budgets presented to the CWI Board of Trustees on Oct 20, 2007 or to the State Board of Education on November 2, 2007. Future years budgets to the CWI Board of Trustees will include the funding and expenditures currently housed under the Larry G Selland College within Boise State University.

There are 20 full time faculty members, including one Dean, budgeted in fiscal year 2009 for personnel cost of \$1.4 million. The fiscal year 2009 projection for part time faculty includes 50 adjuncts at a personnel cost of \$605,495. Five support staff will be needed for the Dean and faculty budgeted at \$220,000.

There will be fiscal year 2008 costs associated with recruiting and hiring the additional 65 employees along with developing all of the related personnel policies and procedures. Even though the bulk of additional employees will be hired in fiscal year 2009, funding must be available in fiscal year 2008 to have the employees in place in time to be fully functional for the start of classes in the fall of 2008.

The development of employee classifications, pay structure, job descriptions, employment policies, and determination of benefits will begin as soon as CWI hires a Controller and a Payroll Manager. The Controller will also take on the responsibilities for human resource issues at least

for the first few years. In fiscal year 2008, CWI employees continue to be covered under Boise State University's employee policies and benefit plans.

SECTION VIII: Management and Organization

Appendix 1 details the organizational chart for fiscal year 2008 and Appendix 2 has the organizational chart for fall 2008.

The CWI Board of Trustees has retained Eberle, Berlin, Kading, Turnbow & McKlveen Chartered as legal council, until the request for proposal for longer term representation has been completed. The 2008 budget projects \$120,000 for legal services due to the necessity of reviewing policies and other legal issues related to the start-up of a community college.

Request for proposals for a search for an auditor for the college will be completed by December 30, 2007.

The Hartwell Corporation of Caldwell, Idaho serves as the college Idaho County Risk Management Program (ICRMP) agent. CWI is currently paying \$1,000 annually for liability coverage on the trustees and current staff.

CWI chose US Bank Corporation to provide the college's main checking account. An investment account will be established at the State of Idaho's Treasurer's Office in the Local Government Investment Pool (LGIP), as soon as possible. The LGIP will be used for short term investments based on cash flow projections.

The Board of Trustees and the Executive staff plan to use consultants for several of the processes that need to be completed in the short period of time available to be ready for offering credit classes fall 2008. Some examples are: a consultant has been hired to facilitate the development of a Vision Statement, Mission Statement, and a strategic plan; CWI is negotiating with a second consultant to assist with the development of the necessary policies and procedures for the College of Western Idaho; two alternatives are being considered to assist with training for the Board of Trustees. The 2008 budget includes an expenditure of \$100,000 for consultants, plus the budget for the Trustees includes funds for training and travel.

Both the Board of Trustees and the executive staff are utilizing key advisors and mentors. Leaders at the College of Southern Idaho, North Idaho College, and Boise State University have been extremely helpful on all levels. The support CWI has been shown from these institutions has been invaluable.

SECTION IX: Financial Projections

The difficulty in projecting financial needs for the current year and next year is primarily because memorandums of understanding and contracts with the Boise State University are not defined yet. Another important factor yet to be determined is an agreement for facilities. As of the formation of the budget, there have been no agreements on the short term or long term use of the land and current academic building at the BSU West campus, the Canyon County Center or facilities used by Larry G. Selland College on the BSU main campus.

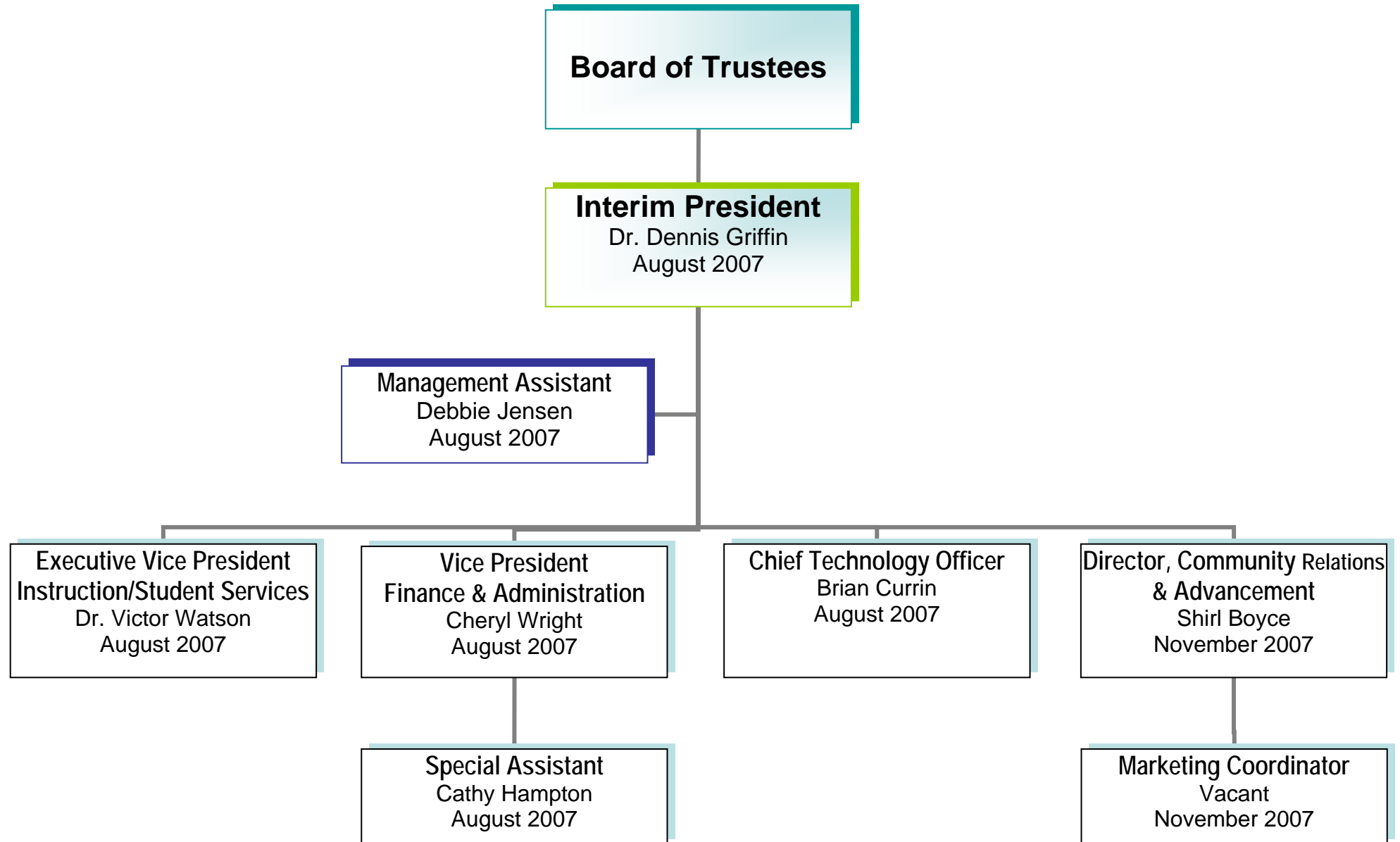
CWI depended heavily on the research and benchmarking completed by Boise State University over the last two years in relation to the projected costs for fiscal year 2008 and fiscal year 2009. Stacy Pearson, CFO for BSU; Mike Mason, CFO for CSI; and Rolly Jurgens, CFO for NIC were all consulted on various segments of the budget preparation.

CWI will be filing the required L2 form with the Ada and Canyon County commissioners on or before September 1, 2008. The county commissioners use this form to establish the local tax levy. The Board of Trustees will finalize the processes involved to determine the amount that CWI will need to request from the counties. CWI will be operating as a comprehensive community college one semester before local tax revenue is received in January 2009.

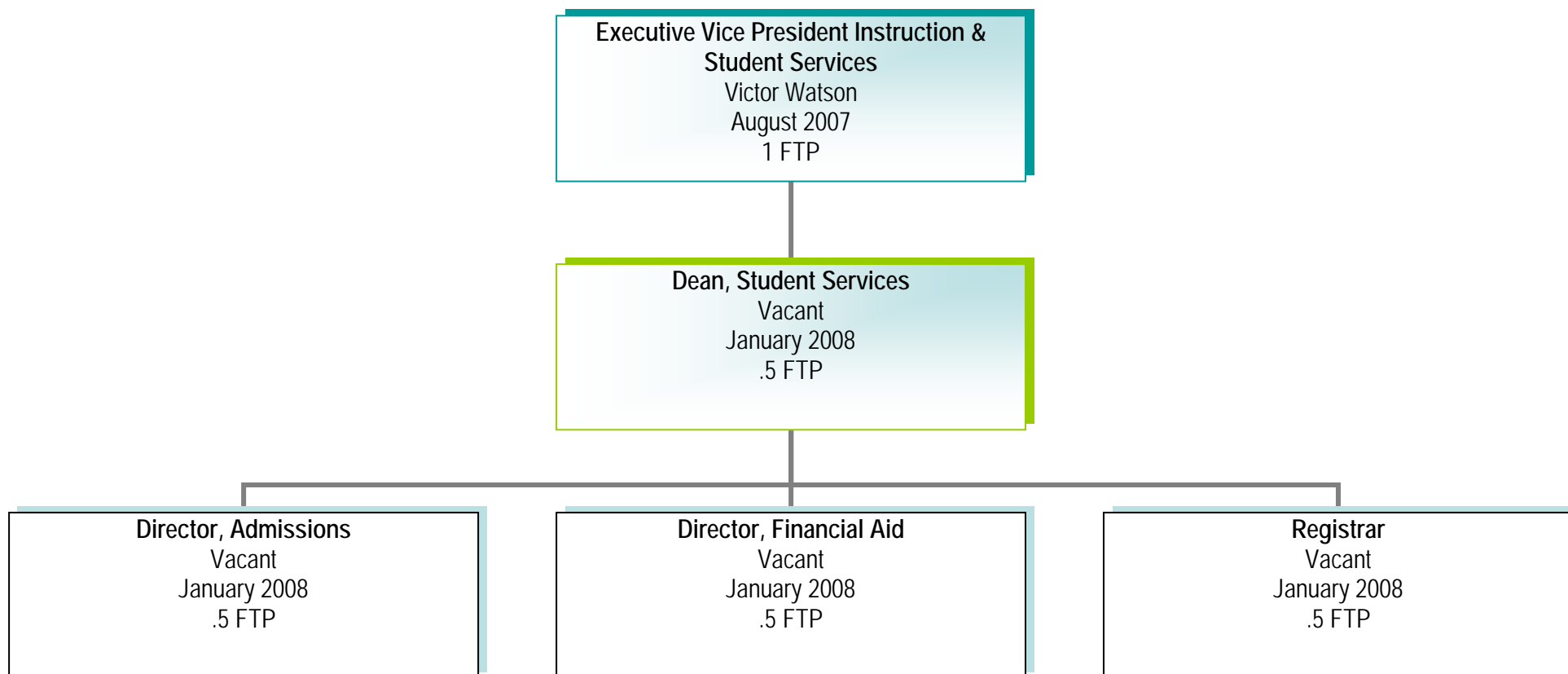
SECTION X: Appendices List

Appendix 1	Fiscal Year 2008 Organizational Chart
Appendix 2	Fall 2008 Organizational Chart
Appendix 3	Fiscal Year 2008 Budget Narrative and Budget
Appendix 4	Fiscal Year 2009 Budget Narrative and Budget
Appendix 5	Proposed Fee Schedule Under Current Legislation
Appendix 6	Proposed Fee Schedule if New Legislation Passes

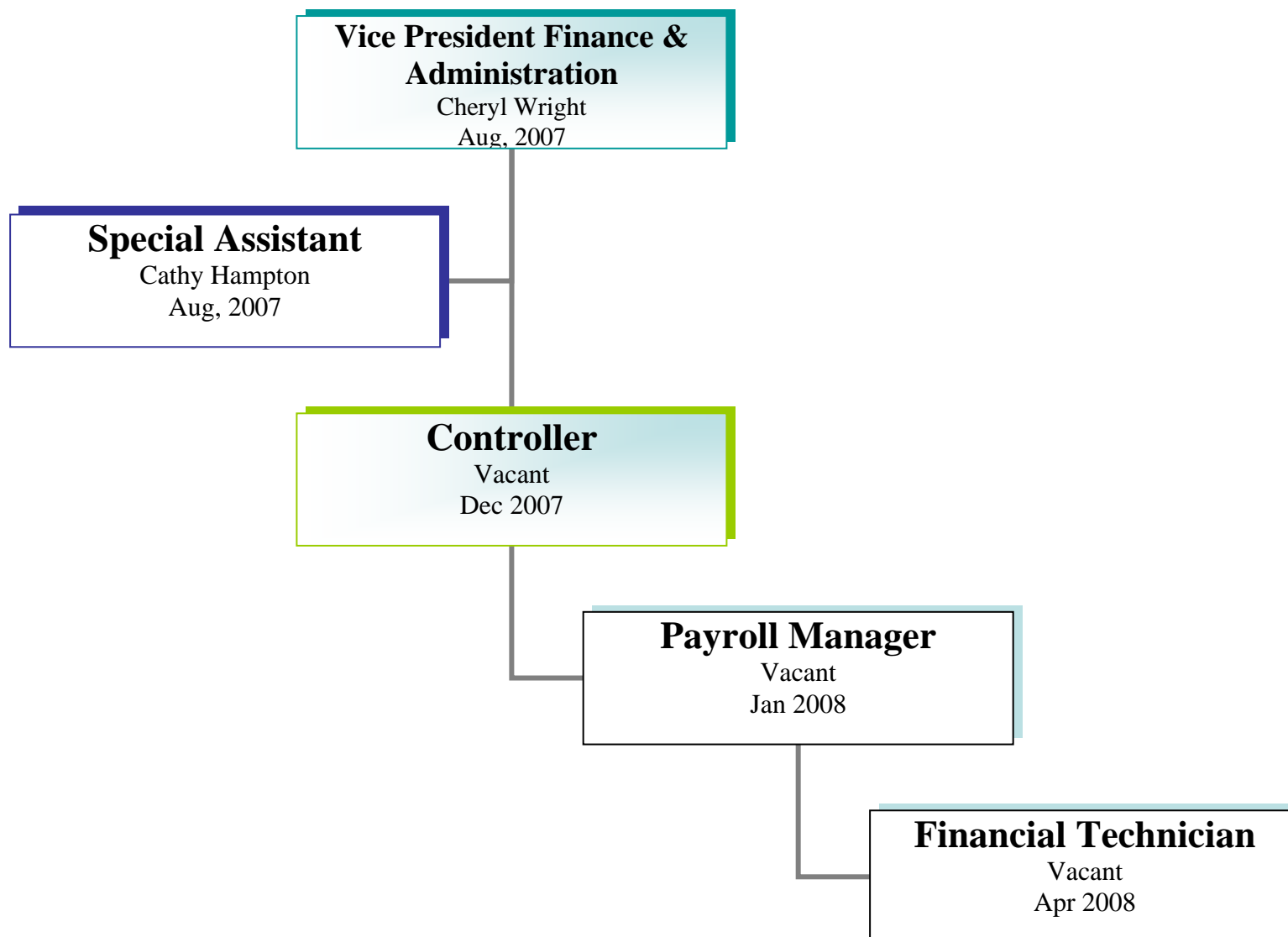
APPENDIX 1

College of Western Idaho Organizational Chart
FY08

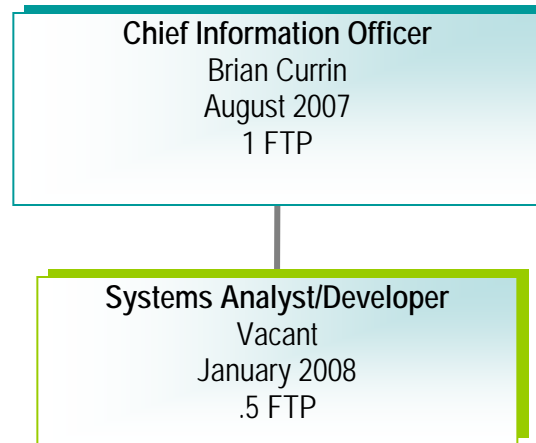
**Executive Vice President, Instruction & Student Services
Organizational Chart
FY08**



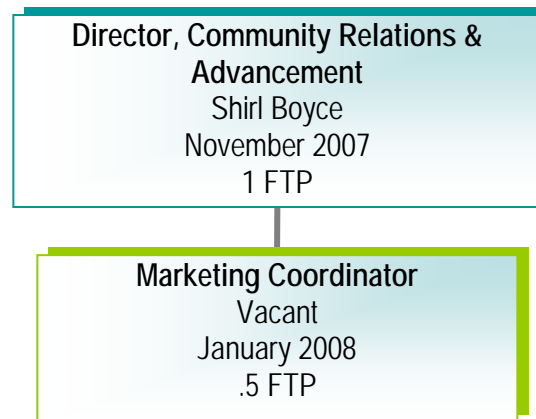
Finance & Administration Organizational Chart FY08



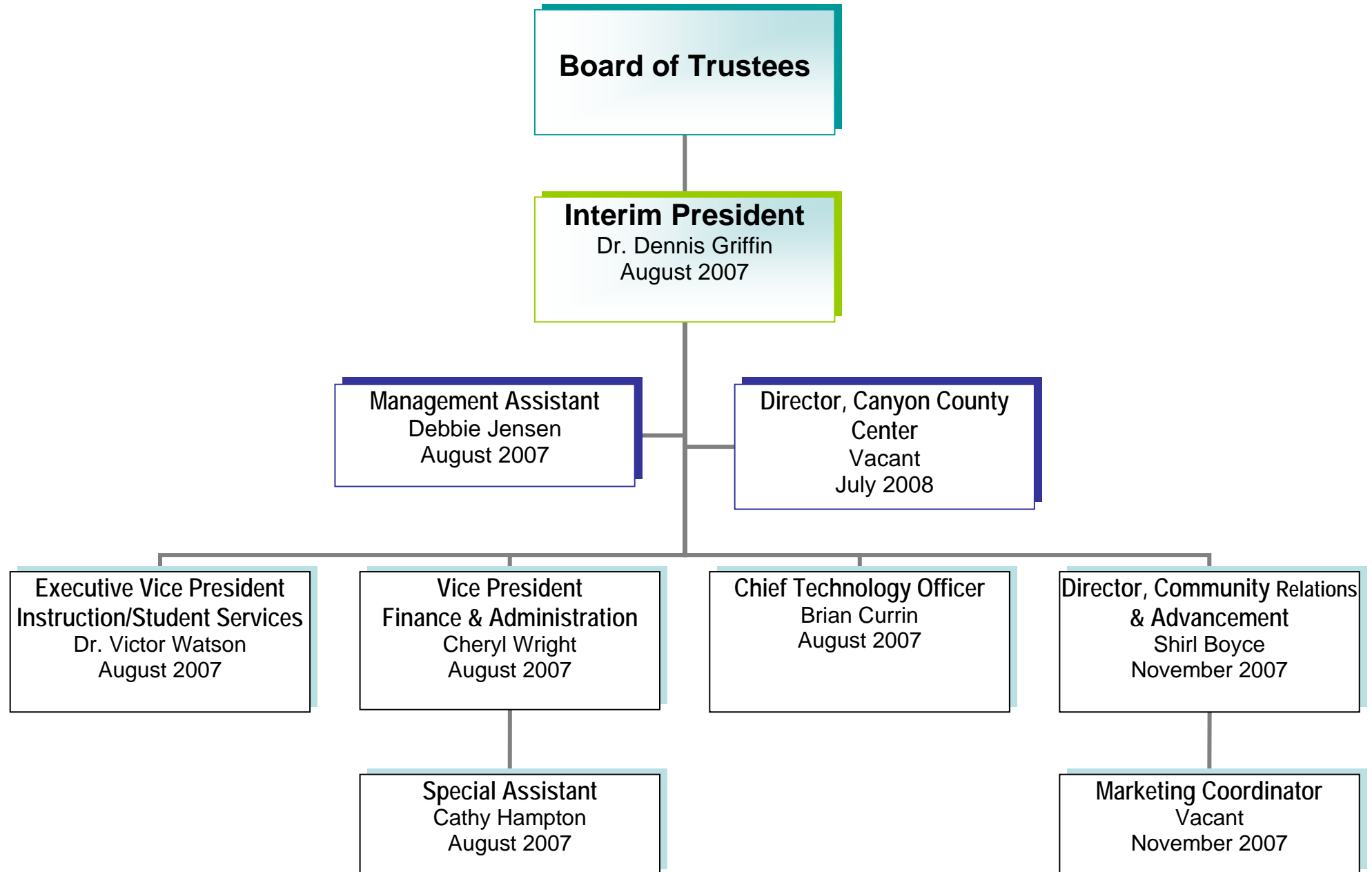
Information Technologies Organizational Chart FY08



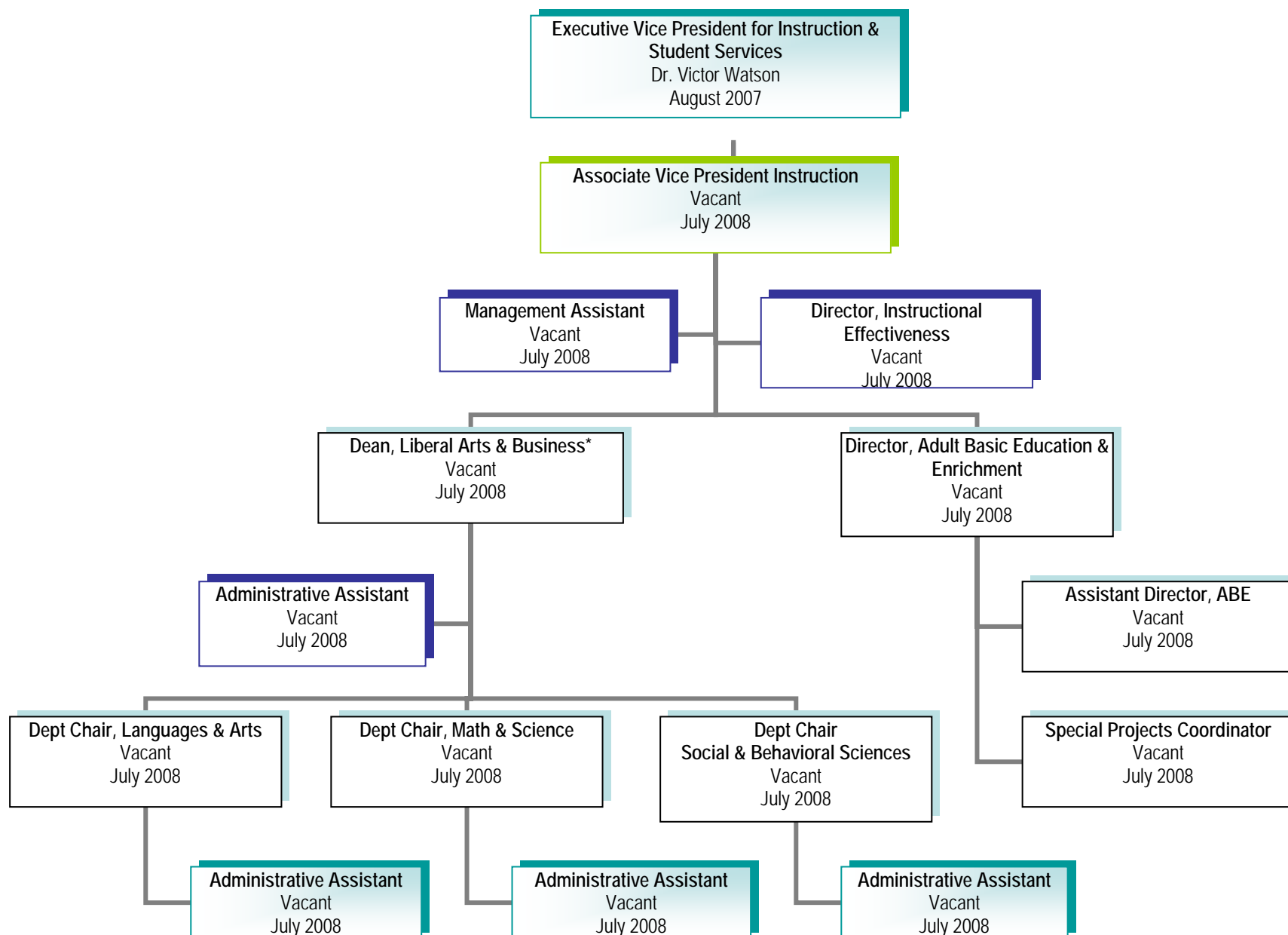
Community Relations & Advancement Organizational Chart FY08



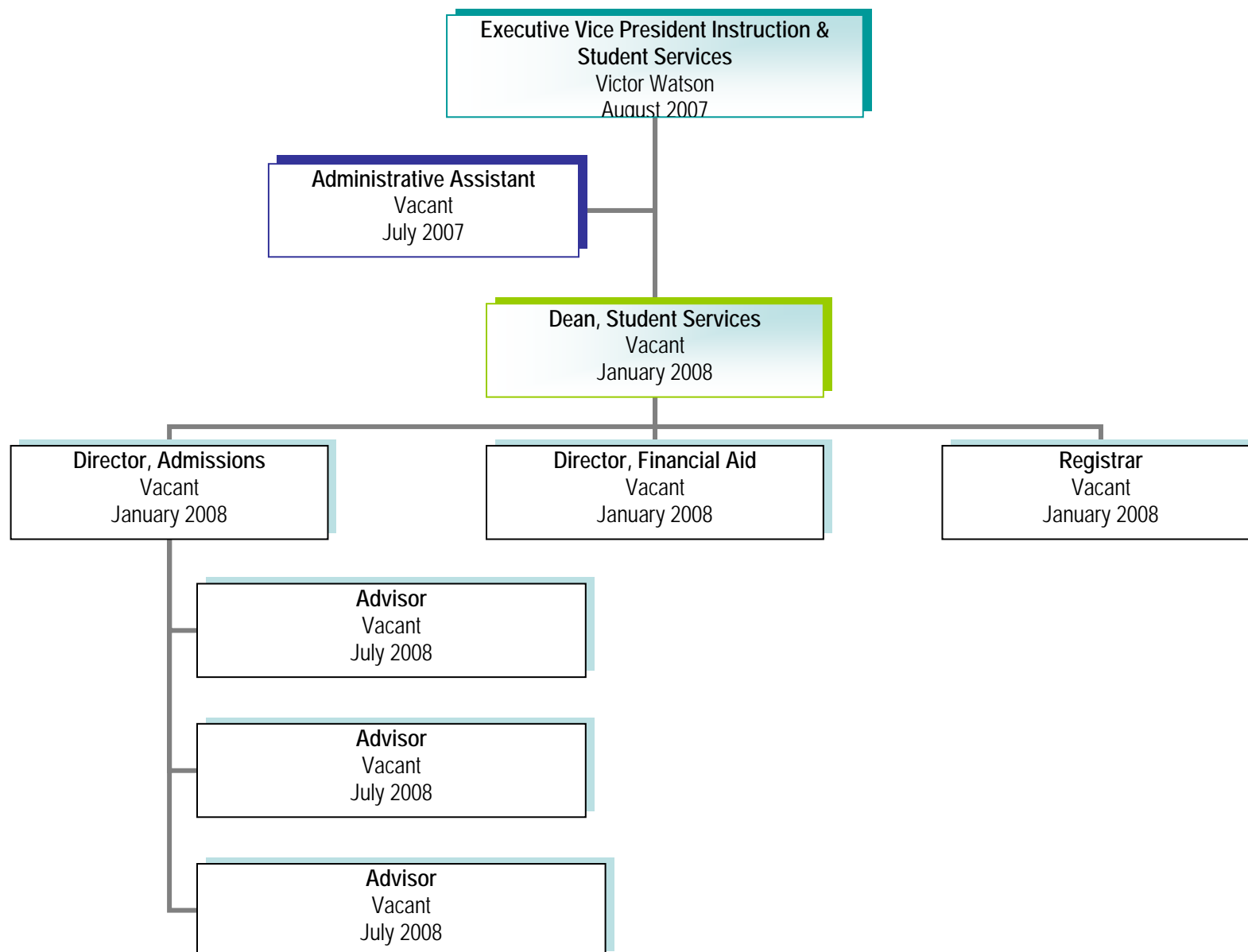
APPENDIX 2

**College of Western Idaho Organizational Chart
FY09**

Executive Vice President, Instruction & Student Services Organizational Chart FY09

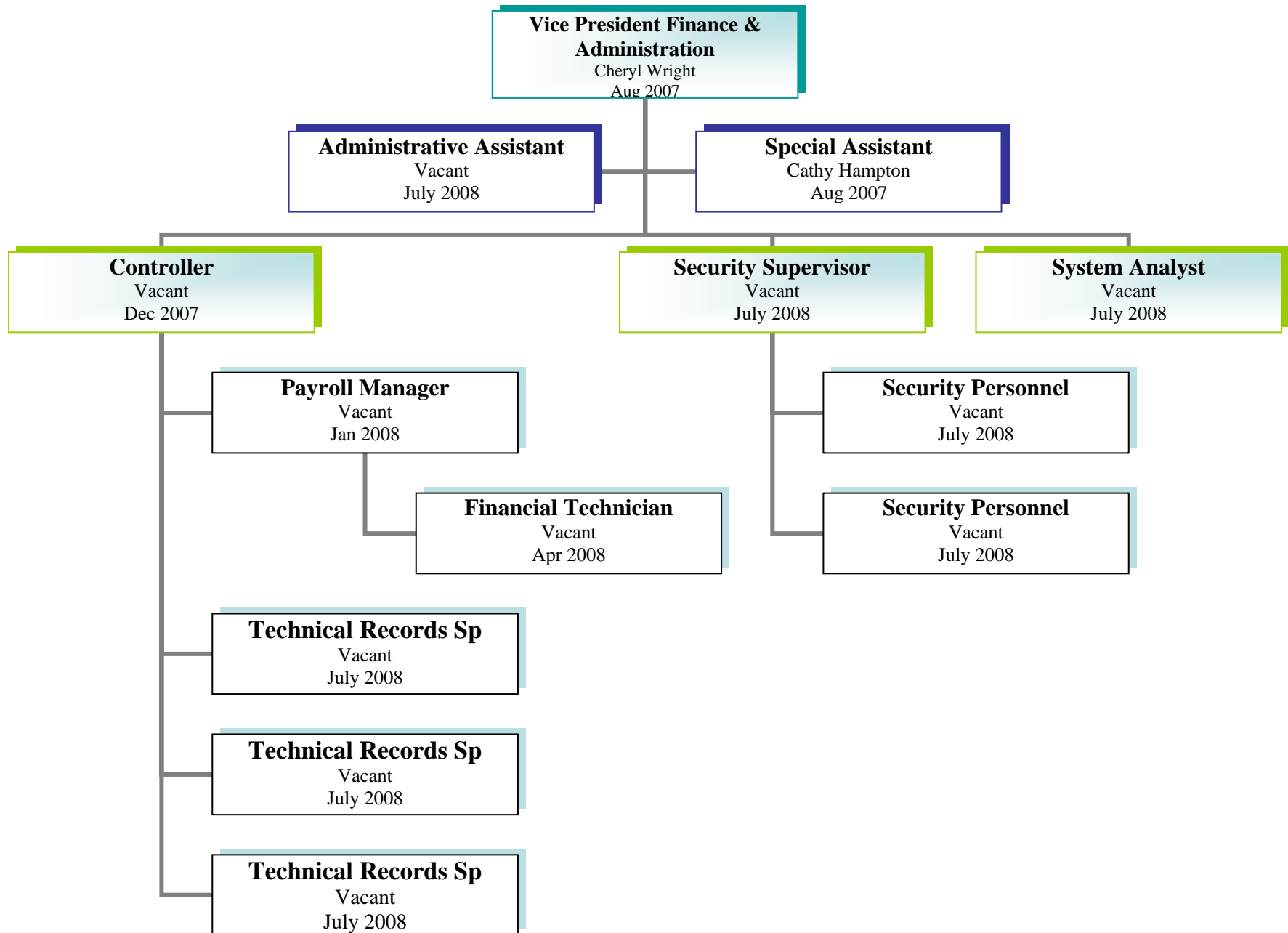


Executive Vice President, Instruction & Student Services Organizational Chart FY09

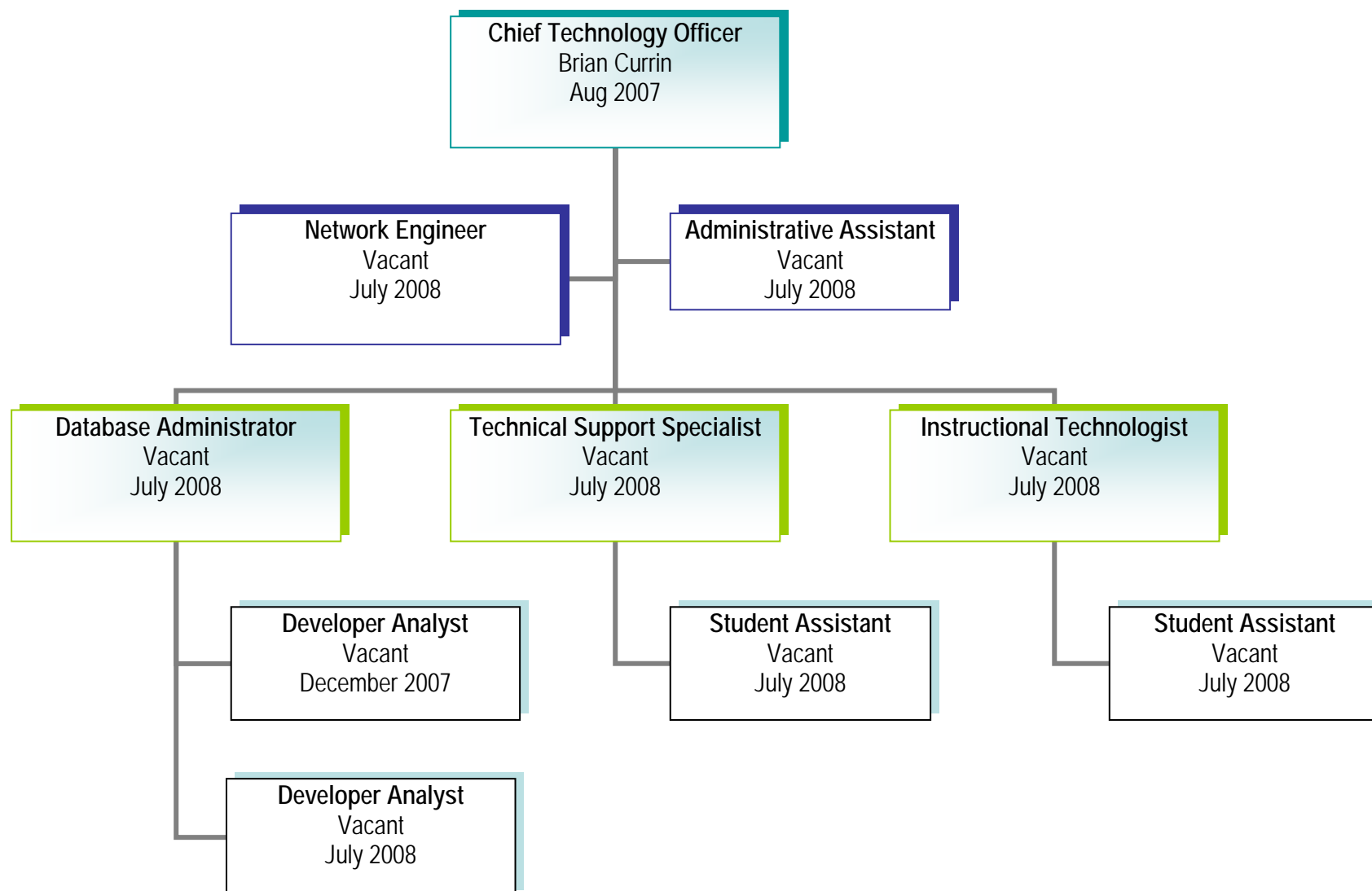


Finance & Administration Organizational Chart FY09

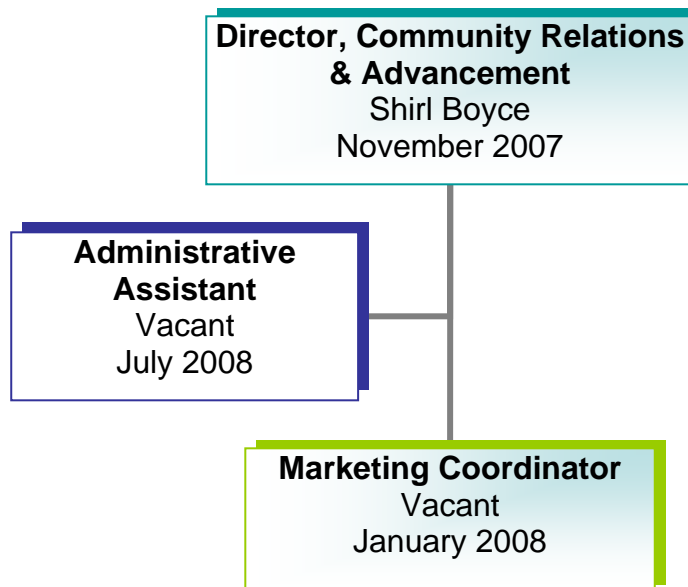
ATTACHMENT 1



Information Technologies Organizational Chart FY09



Community Relations & Advancement Organizational Chart FY09



APPENDIX 3

COLLEGE OF WESTERN IDAHO
General Fund Budget Narrative
July 1, 2007 – June 30 2008

The format of the budget information is presented in a similar format as North Idaho College and College of Southern Idaho. The College of Western Idaho (CWI) Trustees will decide on the format and the presentation of the information in summary versus detail information and vote whether or not to approve the content of the budgets. The first year of the budgeting process for CWI differs from the established community colleges, due to the fact that both the current fiscal year's budget (July 1, 2007 through June 30, 2008) and the second fiscal year's budget (July 1, 2008 through June 30, 2009) are past due for the State Board of Education's (SBOE) normal budgeting schedule. SBOE extended the deadlines for both years' budgets to the end of October, 2007. Each year, there will be a comparison to the previous year's budget by function and by category. Because fiscal year 2008 is the initial budget year for the new community college in Ada and Canyon counties, both fiscal year budgets are presented on the same spreadsheets. There is a separate narrative for fiscal year 2009.

REVENUES**1. State Appropriations - Academic**

The base academic appropriation for the College of Western Idaho is \$5,000,000.

2. Interest Revenue

The State Board of Education approved an initial allocation of \$300,000 as start-up funds. The \$300,000 was deposited in CWI's checking account on September 26th. The balance of \$4,700,000 will be disbursed after the State Board of Education approves the Fiscal Year 2008 budget. SBOE has indicated that they are willing to call a special meeting for the purpose of approving the FY 2008 and FY 2009 budgets. After CWI receives the balance of the appropriation and after the Trustees decide the type(s) of investments, the amount invested will be determined by quarterly cash flow analyses.

EXPENDITURES

The budgets for expenditures are organized by the following functions: Instruction, Academic Support, Student Services, Physical Plant Operations, and Institutional Support. In future years, Research and Public Service will be added when needed.

1. Technology

- a. The Chief Technology Officer currently works half time (.5 FTE) for the College of Western Idaho. We plan to bring him up to full time in January, 2008.

- b. The FY 2008 budget includes a projection of the cost for an Enterprise Resource Planning system, plus the related training and set up fees. We plan to have the finance system online for the beginning of the next fiscal year, (July 1, 2008); the Human Resource/Payroll system ready for Jan 1, 2008 and the student tracking/financial aid system ready for July 1, 2009.

2. Student Services

- a. Student Services needs to be functioning by April, 2008 in order to register students for Fall 2008 classes. The budget reflects this time line.
- b. The budget for Student Services operating expense reflects estimates of costs for student services associated with the partnership of our host institution, plus some occupancy cost projections.

3. Physical Plant

- a. In preparation of offering credit classes fall 2008, plus preparing to get the ERP systems on line, we will need to rent some office space off campus. The off campus rent for three months and the occupancy costs for the suite of offices on the third floor are budgeted at \$25,000.
- b. The occupancy costs for the current space used as executive offices are calculated at \$6 SF, per an email from Stacy Pearson, Boise State University Vice President for Finance and Administration.
- c. As of October 13, 2007, there have been no discussions to clarify charges for offering non-credit classes Jan 2008; therefore no budget was added for occupancy for The Center for Workforce Training or Adult Basic Education.
- d. The off campus rent was calculated at \$16 SF per Chairman Hess.

4. Institutional Support

- a. The budget for Institutional Support is based on current operations plus what is necessary for the timelines mentioned above.
- b. There is budget set aside for consultants in the President's Office budget and in the Trustee budget. The need for consultants has been discussed at the September 18 and the October 1 Trustee meetings.
- c. Services under the VPFA budget include audit, legal services, general insurance, and institutional memberships. The projection of costs for legal services was based on the assumption that the services of an attorney will be higher the first year due to the agreements needed for the accreditation partnership.
- d. An Accounting Supervisor will be needed soon to assist with developing the chart of accounts and other preparation necessary to implement the finance system by July 1, 2008. An HR/PR assistant manager will be needed in January.
- e. The projection of costs associated with the BSU partnership is based on the signed agreement to process the first eight (8) employees for \$18,000, plus 5% of salary and fringe for any future employees and 5% for processing all non-salary payments. Other than the \$18,000, the other

projections are based on conversations and email correspondence with Stacy Pearson, BSU VPFA. There will be several other contracts developed in the next few months to address the costs associated with the partnership agreement with BSU.

- f. \$165,000 has been budgeted for marketing under the Public Information Officer's section, plus a .5 FTE to assist with marketing.
- g. Budget has also been targeted for the design and production of a catalog, a student handbook, and marketing.

COLLEGE OF WESTERN IDAHO
Proposed FY08 Budget

	BUDGET FY08
REVENUE	
GENERAL EDUCATION TUITION & FEES	0
PTE TUITION & FEES	0
COUNTY TUITION PAYMENTS	0
STATE APPROPRIATIONS-ACADEMIC	5,000,000
STATE APPROPRIATIONS-ONE TIME FUN	0
LIQUOR REVENUE	0
COUNTY PROPERTY TAXES	0
INTEREST ON INVESTMENTS	20,000
GRANT MANAGEMENT FEES	0
OTHER REVENUES	0
TOTALS	5,020,000

Does not include Selland College funding
or expenses because we do not have
MOUs in place from BSU or from SDPTE

EXPENSES**ACADEMIC SUPPORT****Chief Technology Officer Administration**

PERSONNEL	99,744
FRINGE BENEFITS	32,054
OPERATING EXPENSE	470,107
CAPITAL OUTLAY	1,701,635
Sub-Total	2,303,540

TOTAL ACADEMIC SUPPORT	2,303,540
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STUDENT SERVICES**Student Services**

PERSONNEL	80,000
FRINGE BENEFITS	27,944
OPERATING EXPENSE	223,000
CAPITAL OUTLAY	-
Sub-Total	330,944

Student Financial Services

PERSONNEL	22,500
FRINGE BENEFITS	8,416
OPERATING EXPENSE	8,500
CAPITAL OUTLAY	-
Sub-Total	39,416

Total Student Services	370,359
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COLLEGE OF WESTERN IDAHO
Proposed FY08 Budget

EXPENSES**PHYSICAL PLANT OPERATIONS**

PERSONNEL (Security)	32,500
FRINGE BENEFITS	27,641
OPERATING EXPENSE	4,400
Office Rent off campus	16,000
Rent/Occupancy - BSU West	9,000
Grounds BSU West	35,000
CAPITAL OUTLAY	30,000
Total Physical Plant Operations	154,541

INSTITUTIONAL SUPPORT**President's Office**

PERSONNEL	179,751
FRINGE BENEFITS	55,224
OPERATING EXPENSE	175,000
CAPITAL OUTLAY	25,000
Sub-Total	<u>434,975</u>

Exec VP of Instruction/Student Services

PERSONNEL	105,000
FRINGE BENEFITS	35,414
OPERATING EXPENSE	24,000
CAPITAL OUTLAY	12,000
Sub-Total	<u>176,414</u>

VP Finance & Adminsitration

PERSONNEL	123,714
FRINGE BENEFITS	43,052
OPERATING EXPENSE	41,000
SERVICES	200,000
PARTNERSHIP WITH BSU COSTS	289,434
CAPITAL OUTLAY	35,326
Sub-Total	<u>732,526</u>

Accounting

PERSONNEL	45,000
FRINGE BENEFITS	14,983
OPERATING EXPENSE	6,500
CAPITAL OUTLAY	5,000
Sub-Total	<u>71,483</u>

Human Resource Services

PERSONNEL	40,500
FRINGE BENEFITS	16,052
OPERATING EXPENSE	5,000
CAPITAL OUTLAY	14,500
Sub-Total	<u>76,052</u>

COLLEGE OF WESTERN IDAHO
Proposed FY08 Budget

EXPENSES**RESERVES**

OPERATING EXPENSE	128,000
Sub-Total	128,000

Public Information Officer

PERSONNEL	75,000
FRINGE BENEFITS	23,303
OPERATING EXPENSE	177,000
CAPITAL OUTLAY	7,500
Sub-Total	282,803

Marketing

PERSONNEL	24,056
FRINGE BENEFITS	8,752
OPERATING EXPENSE	6,500
CAPITAL OUTLAY	-
Sub-Total	39,308

Catalog & Student Handbook

PERSONNEL	-
FRINGE BENEFITS	-
OPERATING EXPENSE	180,000
CAPITAL OUTLAY	-
Sub-Total	180,000

Trustees

OPERATING EXPENSE	70,000
Sub-Total	70,000

Total Institutional Support	2,191,560
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GRAND TOTAL	5,020,000
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APPENDIX 4

COLLEGE OF WESTERN IDAHO
General Fund Budget Narrative
July 1, 2008 – June 30 2009

REVENUES**1. General Education Tuition and Fees**

The budget for the general tuition and fees is based on the Fall 2008 freshman and sophomore student count at BSU West:

- a. 1,200 full time students paying \$1,180 per semester
- b. 560 part time students each taking six credit hours per semester paying \$118 per credit hour.

2. Professional Technical Education Fees (PTE)

The budget for the PTE tuition and fees is based on:

- a. 1,200 full time are currently registered for Selland College PTE classes
- b. 780 full time students (65% of the current Selland PTE students) paying \$1,180 per semester
- c. 420 part time (35% of the current Selland PTE students) each taking 5.5 credit hours per semester paying \$118 per credit hour

3. County Tuition Payments

- a. The revenue estimate is based on 300 students attending CWI from outside Ada and Canyon counties.
- b. The counties outside the taxing district will be charged \$500 per student per semester.

4. State Appropriations - Academic

The base academic appropriation for the College of Western Idaho is \$5,000,000.

5. State Appropriations – One Time Funds Request

CWI will be offering classes one semester before it is eligible to receive local property tax revenues. The college is in effect \$2,000,000 short, due to the statute that does not allow the tax levy to take affect the same year that the community college referendum was passed by the voters. The budget proposes that a one time request for state appropriated funds be made to assist with some of the physical plant costs detailed in the budget.

6. Liquor Revenue

The state has set aside \$300,000 of the liquor tax revenue for the state's community colleges. CWI will receive one-third of these revenues.

7. County Property Taxes

CWI will start receiving local property tax revenues in January, 2009. The budget reflects one-half year of local property tax revenues.

8. Interest Revenue**9. Other Revenues**

In future years, the following will be classified as “Other Revenue,” tuition loan agreements, late fees, and other miscellaneous or irregular items.

EXPENDITURES

The expenditures are organized by the following functions: Instruction, Academic Support, Student Services, Physical Plant Operations, and Institutional Support. In future years, Research and Public Service will be added when needed.

The changes from the fiscal year 2008 budget are listed below.

1. Instruction

Budget for instruction include the following:

- a. 1 dean and 2 area coordinators
- b. 20 full time faculty
- c. 45 adjunct faculty
- d. 2.5 FTE staff for Adult Basic Education
- e. Associated operating and capital expense

2. Academic Support

- a. Associate Vice President for Instruction added as of July1, 2008
- b. Technology
 - i. Annual maintenance and licensing agreements
 - ii. Capital set side for servers and computers necessary for ERP
 - iii. Enterprise Application Services include one data base manager and two developer/analysts
 - iv. Desktop/Helpdesk adds 1 FTE for technical support
 - v. E-Learning adds 1 FTE and \$300,000 in capital outlay to support new technology delivery systems. This is a starting point to support Chairman Hess’ vision presented in the Sept 18 regular meeting.
- c. Expenditure projections for Library, Tutoring and Teaching Support were provided by BSU. MOUs will be developed for these areas of support
- d. Other
 - i. \$75,000 was set aside to cover printing and graphic costs associated with development of logo(s), and associated printing costs and services.
 - ii. Academic Computing cost estimate of \$740,595 was based on a recommendation from BSU.

3. Student Services

- a. Student Services will have 4 FTE
- b. Enrollment Services will have 3 FTE
- c. Student Financial Services will have 1 FTE
- d. \$200,000 is budgeted for recruitment expenses
- e. \$200,000 is estimated for partnership related expenditures.

4. Physical Plant

The estimates listed below will be refined during the development of the MOUs with BSU.

- a. Off campus rent, furniture and equipment budgeted at \$119,000
- b. The occupancy costs for BSU West academic building, Canyon County Center and the space occupied by Selland College on the Boise State University main campus is budgeted for \$6.30 SF. The square foot amount from FY 2008 plus 5%. The total for FY 2009 is \$1,996,520
- c. Selland College currently leases space on Vista Avenue in Boise for \$130,504. The fund source used to pay for the lease of this space is no longer available. The space is essential to the Adult Basic Education programs and is also used for some Center for Workforce Training offices. It could potentially be used for general education classes as well.
- d. BSU has been paying for a lease near the Idaho Botanical Gardens, known as "The Old Guard Tower," for the Horticulture Program offered through Selland College. CWI will assume that lease of \$26,553.
- e. A classroom in the BSU West academic building will have to be converted to offices for the adjunct faculty. The current suite of offices in room 312 will be used for the Associate Vice President of Instruction, Department Chairs, and full time faculty. Budget of \$110,000 has been targeted for this conversion.

5. Institutional Support

- a. President's Office
 - i. .5 FTE will pay for the Director of Canyon County Center. The other .5 FTE is covered under Instruction.
 - ii. \$50,000 set aside for a consultant
- b. Foundation & Resources Director added.
- c. Executive Vice President for Instruction & Student Services
 - i. \$15,000 budgeted for commencement
 - ii. \$60,000 budgeted for enrollment/student success consultants
- d. Institutional Effectiveness Director added per the recommendation of the Executive Vice President of Instruction peer at Cascadia Community College. The position provides general oversight for the departments and the college to ensure that the vision, mission, goals and performance objectives are being met. The functions of this position are instrumental in the accreditation process and in the on going self-study requirements.

- e. Vice President for Finance and Administration
 - i. A systems analyst was added to assist with the finance and human resources implementation and support.
 - ii. Services under the VPFA budget include audit, legal services, general insurance, and institutional memberships.
 - iii. Partnership costs estimate based on the total Selland fiscal year 2007 personnel costs plus the personnel cost projections in the fiscal year 2009 proposed budget times 5% times .75. Stacy Pearson indicated that BSU plans to charge CWI a 5% fee of personnel costs for HR/PR services. CWI plans to have the payroll system functioning by January 2009. The budget covers the expense through March 2009, which factors in some leeway in case the timing of implementation is delayed.
 - iv. A finance technician and two technical records specialist will be needed in FY 2009.
 - v. Some reserves were built into the budget for employee recruitment costs, accrued leave expenses and a small amount for general reserves.
 - vi. \$75,000 was added under Public Safety/Risk Assessment to pay for Canyon County Security. This is another area that will be clarified by MOUs with BSU.
- f. Public Information Officer
 - i. An administrative assistant position was added to help support the PIO director and the marketing coordinator
 - ii. The projected design costs for the student handbook and catalogue were reduced from the fiscal year 2008 \$95,000 to \$75,000.
- g. Mail Service and Telephone Service
 - i. The budgets are based on an estimate and will be determined in MOUs with BSU.
- h. Trustee
 - i. The trustee budget was reduced from the fiscal year 2008 budget. The 2008 budget included funds for a consultant.
 - ii. The trustee budget was based on the budgets for North Idaho College's and College of Southern Idaho's trustees.

COLLEGE OF WESTERN IDAHO
Proposed FY09 Budget

APP 4

REVENUE	Proposed		% Increase
	Budget FY 2008	Budget FY 2009	
GENERAL EDUCATION TUITION & FEES	0	3,624,960	N/A
PTE TUITION & FEES	0	2,385,960	N/A
COUNTY TUITION PAYMENTS	0	150,000	N/A
STATE APPROPRIATIONS-ACADEMIC	5,000,000	5,000,000	0.00%
STATE APPROPRIATIONS-ONE TIME FUNI	0	269,397	N/A
LIQUOR REVENUE	0	100,000	N/A
COUNTY PROPERTY TAXES	0	2,000,000	N/A
INTEREST ON INVESTMENTS	20,000	100,000	80.00%
GRANT MANAGEMENT FEES	0	0	N/A
OTHER REVENUES	0	0	N/A
TOTALS	5,020,000	13,630,317	63.17%

Does not include Selland College funding or expenses because we do not have MOUs in place from BSU or from SDPTE

EXPENSES	Proposed		% Increase
	Budget FY 2008	Budget FY 2009	

Instruction**General Education Programs**

PERSONNEL	-	1,894,264	N/A
FRINGE BENEFITS	-	601,185	N/A
OPERATING EXPENSE	-	325,000	N/A
CAPITAL OUTLAY	-	90,000	N/A
Sub-Total	-	2,910,448	N/A

Adult Basic Education

PERSONNEL	-	129,354	N/A
FRINGE BENEFITS	-	43,577	N/A
OPERATING EXPENSE	-	29,000	N/A
CAPITAL OUTLAY	-	-	N/A
Sub-Total	-	201,931	N/A

Total Instruction	-	3,112,380	N/A
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ACADEMIC SUPPORT**AVP of Instruction**

PERSONNEL	-	61,500	N/A
FRINGE BENEFITS	-	19,980	N/A
OPERATING EXPENSE	-	7,000	N/A
CAPITAL OUTLAY	-	3,000	N/A
Sub-Total	-	91,480	N/A

COLLEGE OF WESTERN IDAHO
Proposed FY09 Budget

	Proposed		
	Budget	Budget	% Increase
	FY 2008	FY 2009	
Chief Technology Officer Administration			
PERSONNEL	99,744	157,244	57.65%
FRINGE BENEFITS	32,054	55,058	71.77%
OPERATING EXPENSE	470,107	487,000	3.59%
CAPITAL OUTLAY	1,701,635	330,000	-80.61%
Sub-Total	2,303,540	1,029,302	-55.32%
Enterprise Application Services			
PERSONNEL	-	180,000	N/A
FRINGE BENEFITS	-	59,931	N/A
OPERATING EXPENSE	-	8,000	N/A
CAPITAL OUTLAY	-	20,000	N/A
Sub-Total	-	267,931	N/A
Desktop/Helpdesk Support			
PERSONNEL	-	53,500	N/A
FRINGE BENEFITS	-	18,314	N/A
OPERATING EXPENSE	-	6,000	N/A
CAPITAL OUTLAY	-	15,000	N/A
Sub-Total	-	92,814	N/A
E-Learning Instructional Technology Support			
PERSONNEL	-	54,692	N/A
FRINGE BENEFITS	-	18,570	N/A
OPERATING EXPENSE	-	2,500	N/A
CAPITAL OUTLAY	-	301,500	N/A
Sub-Total	-	377,262	N/A
Other Academic Support			
Library			
PERSONNEL	-	148,888	N/A
FRINGE BENEFITS	-	52,112	N/A
OPERATING EXPENSE	-	459,000	N/A
CAPITAL OUTLAY	-	-	N/A
Sub-Total	-	660,000	N/A
Tutoring & Teaching Support			
PERSONNEL	-	238,394	N/A
FRINGE BENEFITS	-	81,934	N/A
OPERATING EXPENSE	-	811,095	N/A
CAPITAL OUTLAY	-	-	N/A
Sub-Total	-	1,131,423	N/A
Other (Printing & Graphics etc)			
PERSONNEL	-	-	N/A
FRINGE BENEFITS	-	-	N/A
OPERATING EXPENSE	-	75,000	N/A
CAPITAL OUTLAY	-	-	N/A
Sub-Total	-	75,000	N/A
Total Academic Support	2,303,540	3,725,212	61.72%

COLLEGE OF WESTERN IDAHO
Proposed FY09 Budget

	Proposed Budget FY 2008	Budget FY 2009	% Increase
STUDENT SERVICES			
Student Services			
PERSONNEL	80,000	205,000	156.25%
FRINGE BENEFITS	27,944	78,924	182.44%
OPERATING EXPENSE	223,000	242,500	8.74%
CAPITAL OUTLAY	-	-	N/A
Sub-Total	330,944	526,424	59.07%
Enrollment Services			
PERSONNEL	-	90,000	N/A
FRINGE BENEFITS	-	39,600	N/A
OPERATING EXPENSE	-	200,000	N/A
CAPITAL OUTLAY	-	-	N/A
Sub-Total	-	329,600	N/A
Student Financial Services			
PERSONNEL	22,500	50,000	N/A
FRINGE BENEFITS	8,416	17,910	112.82%
OPERATING EXPENSE	8,500	1,800	-78.82%
CAPITAL OUTLAY	-	2,500	N/A
Sub-Total	39,416	72,210	83.20%
Total Student Services	370,359	928,234	150.63%
PHYSICAL PLANT OPERATIONS			
PERSONNEL (Security)	32,500	65,000	100.00%
FRINGE BENEFITS	27,641	35,396	28.06%
OPERATING EXPENSE	4,400	55,000	1150.00%
Office Rent off campus	16,000	64,000	N/A
Off Campus Furniture & Equip		55,000	
Rent/Occupancy - BSU West	9,000	411,730	4474.78%
Grounds BSU West	35,000		N/A
Rent - CCC	-	513,790	N/A
Rent Selland BSU Main Campus	-	1,071,000	N/A
Convert classroom to Offices	-	110,000	N/A
Rent - Oak Park		130,504	N/A
Lease - Horitculture		26,553	N/A
CAPITAL OUTLAY	30,000	50,000	66.67%
Total Physical Plant Operations	154,541	2,587,973	1574.62%
INSTITUTIONAL SUPPORT			
President's Office			
PERSONNEL	179,751	253,179	40.85%
FRINGE BENEFITS	55,224	67,637	22.48%
OPERATING EXPENSE	175,000	153,971	-12.02%
CAPITAL OUTLAY	25,000	5,000	-80.00%
Sub-Total	434,975	479,787	10.30%
Foundation & Resources			
PERSONNEL	-	100,000	N/A
FRINGE BENEFITS	-	35,976	N/A
OPERATING EXPENSE	-	27,000	N/A
CAPITAL OUTLAY	-	1,200	N/A
Sub-Total	-	164,176	N/A

COLLEGE OF WESTERN IDAHO
Proposed FY09 Budget

	Proposed		
	Budget	Budget	% Increase
	FY 2008	FY 2009	
Exec VP of Instruction/Student Services			
PERSONNEL	105,000	120,000	14.29%
FRINGE BENEFITS	35,414	40,290	13.77%
OPERATING EXPENSE	24,000	89,000	270.83%
CAPITAL OUTLAY	12,000	2,000	100.00%
Sub-Total	176,414	251,290	42.44%
Institutional Effectiveness			
PERSONNEL	-	55,000	N/A
FRINGE BENEFITS	-	23,100	N/A
OPERATING EXPENSE	-	6,000	N/A
CAPITAL OUTLAY	-	3,700	N/A
Sub-Total	-	87,800	N/A
VP Finance & Adminsitration			
PERSONNEL	123,714	168,714	36.37%
FRINGE BENEFITS	43,052	58,095	34.94%
OPERATING EXPENSE	41,000	37,306	-9.01%
SERVICES	200,000	195,000	-2.50%
PARTNERSHIP WITH BSU COSTS	289,434	739,726	155.58%
CAPITAL OUTLAY	35,326	11,000	100.00%
Sub-Total	732,526	1,209,841	65.16%
Accounting			
PERSONNEL	45,000	111,000	146.67%
FRINGE BENEFITS	14,983	45,469	203.47%
OPERATING EXPENSE	6,500	4,500	-30.77%
CAPITAL OUTLAY	5,000	8,700	74.00%
Sub-Total	71,483	169,669	137.36%
Human Resource Services			
PERSONNEL	40,500	56,500	N/A
FRINGE BENEFITS	16,052	26,704	N/A
OPERATING EXPENSE	5,000	4,500	N/A
CAPITAL OUTLAY	14,500	12,500	N/A
Sub-Total	76,052	100,204	N/A
RESERVES			
PERSONNEL	-	-	N/A
FRINGE BENEFITS	-	-	N/A
OPERATING EXPENSE	128,000	57,600	-55.00%
CAPITAL OUTLAY	-	-	N/A
Sub-Total	128,000	57,600	-55.00%
Public Safety/ Risk Assesment			
PERSONNEL	-	-	N/A
FRINGE BENEFITS	-	-	N/A
OPERATING EXPENSE	-	75,000	100.00%
CAPITAL OUTLAY	-	-	N/A
Sub-Total	-	75,000	100.00%

COLLEGE OF WESTERN IDAHO
Proposed FY09 Budget

	Proposed		
	Budget FY 2008	Budget FY 2009	% Increase
Public Information Officer			
PERSONNEL	75,000	105,000	40.00%
FRINGE BENEFITS	23,303	37,040	58.95%
OPERATING EXPENSE	177,000	173,000	-2.26%
CAPITAL OUTLAY	7,500	6,200	100.00%
Sub-Total	<u>282,803</u>	<u>321,240</u>	13.59%
Marketing			
PERSONNEL	24,056	24,056	N/A
FRINGE BENEFITS	8,752	8,752	N/A
OPERATING EXPENSE	6,500	2,000	100.00%
CAPITAL OUTLAY	-	-	N/A
Sub-Total	<u>39,308</u>	<u>34,808</u>	-11.45%
Catalog & Student Handbook			
PERSONNEL	-	-	N/A
FRINGE BENEFITS	-	-	N/A
OPERATING EXPENSE	180,000	160,000	-11.11%
CAPITAL OUTLAY	-	-	N/A
Sub-Total	<u>180,000</u>	<u>160,000</u>	-11.11%
Other Institutional Support (Telephone, Mail Services ect)			
PERSONNEL	-	83,000	N/A
FRINGE BENEFITS	-	32,104	N/A
OPERATING EXPENSE	-	10,000	N/A
CAPITAL OUTLAY	-	10,000	N/A
Sub-Total	<u>-</u>	<u>135,104</u>	N/A
Trustees			
PERSONNEL	-	-	N/A
FRINGE BENEFITS	-	-	N/A
OPERATING EXPENSE	70,000	30,000	-57.14%
CAPITAL OUTLAY	-	-	N/A
Sub-Total	<u>70,000</u>	<u>30,000</u>	-57.14%
Total Institutional Support	<u>2,191,560</u>	<u>3,276,519</u>	49.51%
GRAND TOTAL	<u><u>5,020,000</u></u>	<u><u>13,630,317</u></u>	<u><u>171.52%</u></u>

COLLEGE OF WESTERN IDAHO
2008 - 2009 Proposed Schedule of Tuition Fees
Effective Summer 2008, Fall 2008 and Spring 2009

APPENDIX 5

Fee Description	Part Time Per Credit Hour	Full Time 10 - 18 Credits	Overload Per Credit Hour over 18 credits
Tuition	\$ 62.50	\$ 625.00	\$ 62.50
Registration Services	\$ 23.00	\$ 230.00	\$ 23.00
Library Fee	\$ 5.00	\$ 50.00	\$ 5.00
Technology Fee	\$ 15.00	\$ 150.00	\$ 15.00
Computer Lab Fee	\$ 7.50	\$ 75.00	\$ 7.50
Student Activity Fee	\$ 5.00	\$ 50.00	\$ 5.00
Total	\$ 118.00	\$ 1,180.00	\$ 118.00
Out of State/Foreign	\$ 300.00	\$ 3,000.00	
Dual Credit	\$ 65.00		
One time Student ID System	\$ 5.00		
One Time application fee	\$ 25.00		
One Time graduation fee	\$ 30.00		

***Notes**

Current Idaho Code 33-2110 limits the amount that community colleges can charge for tuition to \$1250 per year (625 per semester). CSI & NIC have requested the maximum tuition be raised to \$2,500 per year. Need clarification on whether or not we can request more than \$625 as tuition.

Tuition can not be raised more than 10% per year

Out of county students cost their counties \$500 per semester with a maximum lifetime per student of \$3,000

1

COLLEGE OF WESTERN IDAHO
2008 - 2009 Proposed Schedule of Tuition Fees
Effective Summer 2008 if Legislative Action is Passed, Fall 2008 and Spring 2009
With new legislation

APPENDIX 6

Fee Description	Part Time Per Credit Hour	Full Time 12 - 18 Credits	Overload Per Credit Hour over 18 credits
Tuition	\$ 100.00	\$ 1,200.00	\$ 100.00
Technology Fee	\$ 8.00	\$ 96.00	\$ 8.00
Student Activity Fee	\$ 5.00	\$ 60.00	\$ 5.00
Computer Lab Fee	\$ 5.00	\$ 60.00	\$ 5.00
 Total	 \$ 118.00	 \$ 1,416.00	 \$ 118.00
Out of State/Foreign	\$ 300.00	\$ 3,600.00	
 One time Student ID System	 \$ 5.00		
One Time application fee	\$ 25.00		
One Time graduation fee	\$ 30.00		

***Notes**

Current Idaho Code 33-2110 limits the amount that community colleges can charge for tuition to \$1250 per year (625 per semester). SBOE approved legislative action to request to increase the maximum tuition to \$2,500 per year.

Tuition can not be raised more than 10% per year

Out of county students cost their counties \$500 per semester with a maximum lifetime per student of \$3,000

2000
 \$ 2,300,000.00
 \$ 236.00
 2800000

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

HOUSE BILL NO. 283

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 283

BY APPROPRIATIONS COMMITTEE

1 AN ACT
2 APPROPRIATING MONEYS FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL
3 YEAR 2008; LIMITING THE NUMBER OF FULL-TIME EQUIVALENT POSITIONS; EXPRESS-
4 ING LEGISLATIVE INTENT REGARDING RESOURCE SHARING; DIRECTING THE DISTRIBU-
5 TION OF THE FUNDING FOR EMPLOYEE COMPENSATION; DIRECTING THE ALLOCATION OF
6 SALARY SAVINGS; AND EXPRESSING LEGISLATIVE INTENT REGARDING FUNDING FOR
7 NEW COMMUNITY COLLEGES.

8 Be It Enacted by the Legislature of the State of Idaho:

9 SECTION 1. There is hereby appropriated to the State Board of Education
10 for the Office of the State Board of Education the following amounts to be
11 expended according to the designated expense classes from the listed funds for
12 the period July 1, 2007, through June 30, 2008:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
17 OFFICE OF THE STATE BOARD OF EDUCATION:					
18 FROM:					
19 General					
20 Fund	\$1,545,900	\$ 4,110,300	\$2,000	\$5,087,500	\$10,745,700
21 Indirect					
22 Cost					
23 Recovery					
24 Fund	35,000	50,000			85,000
25 Federal					
26 Grant					
27 Fund	503,800	6,168,400		1,864,400	8,536,600
28 Miscellaneous					
29 Revenue					
30 Fund	<u>7,000</u>	<u>123,200</u>		<u>10,200</u>	<u>140,400</u>
31 TOTAL	\$2,091,700	\$10,451,900	\$2,000	\$6,962,100	\$19,507,700

32 SECTION 2. In accordance with Section 67-3519, Idaho Code, the Office of
33 the State Board of Education is authorized no more than twenty-seven (27)
34 full-time equivalent positions at any point during the period July 1, 2007,
35 through June 30, 2008, for the program specified in Section 1 of this act,
36 unless specifically authorized by the Governor. The Joint Finance-
37 Appropriations Committee will be notified promptly of any increased positions
38 so authorized.

39 SECTION 3. The Legislature reaffirms that the Division of Professional-
40 Technical Education and the Office of the State Board of Education each play

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

41 unique and vital roles in the state's educational system. The Legislature
42 authorizes these agencies to share administrative resources only to the extent

2

1 necessary to achieve readily obtainable administrative efficiencies. The
2 shared resources authorized in this section shall be narrowly defined as
3 reception services. Each division administrator shall retain management
4 decision-making autonomy over their respective divisions. The employees of the
5 Division of Professional-Technical Education shall not be considered or used
6 as adjunct staff by the Office of the State Board of Education. Under no cir-
7 cumstances shall this arrangement impair the individual ability of these agen-
8 cies to fulfill their individual missions. This authorization is automatically
9 withdrawn to the extent it is found to be inconsistent with laws or regula-
10 tions pertaining to the use of federal or dedicated funds. The Legislature
11 shall review this authorization each year and reserve its prerogative to with-
12 draw it at any time.

13 SECTION 4. Agencies and institutions shall distribute the funding for
14 employee compensation based on merit as follows:

15 (a) Agencies and institutions are directed to, based on merit, target
16 funding first toward high turnover classifications and individuals below
17 midpoint within their agency.

18 (b) Agencies and institutions are directed to, based on merit, target
19 funding second toward positions within their agency that are below ninety
20 percent (90%) of the Compa-Ratio.

21 (c) Agencies and institutions are directed to target any remaining fund-
22 ing based on merit using the merit matrix required by Idaho Code.

23 Agencies and institutions shall create compensation and distribution plans to
24 ensure that they are consistent with the policies contained herein. Agency
25 directors and institutional presidents shall approve all compensation and dis-
26 tribution plans and ensure that implementation of the plans is consistent with
27 policies contained herein. Each agency and institution shall forward, for
28 informational purposes, approved copies of the compensation and distribution
29 plans to the Legislative Services Office and the Division of Financial Manage-
30 ment by June 1, 2007. The effective date of implementation of ongoing salary
31 adjustments shall be June 17, 2007.

32 SECTION 5. The Office of the State Board of Education is hereby directed
33 to allocate salary savings, based on performance, to provide for employee sal-
34 ary needs before other operational budget priorities are considered. Where
35 applicable, employees whose salaries are below the midpoint of their pay grade
36 or occupational groups with significant turnover rates shall be considered
37 first in the order of salary savings distributions.

38 SECTION 6. The Legislature seeks to encourage local communities to estab-
39 lish new community college districts under existing law. As such, it is legis-
40 lative intent that a newly formed community college district shall be eligible
41 for up to \$5,000,000 in ongoing General Fund moneys. The State Board of Educa-
42 tion shall evaluate the business and operating plans of any newly created com-
43 munity college in determining the amount of General Fund moneys the college is
44 eligible to receive. Any portion of the \$5,000,000 which is not allocated to a
45 new college shall be reverted to the General Fund. In the event that more than
46 one (1) district is formed, and the Board determines that additional funding
47 is necessary, the Board may request additional funding as a part of the annual
48 budget process.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

SUBJECT

Medical Education Study Final Report

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1210

BACKGROUND

Senate Bill 1210 from the 2007 legislative session appropriated \$300,000 to the Office of the State Board of Education for a medical education study to determine the need and feasibility of increased medical education opportunities in Idaho.

A subcommittee of the Board, the Medical Education Study Committee, was tasked with developing an RFP, selecting a vendor, and facilitating the process. The resulting RFP included a deadline of November 1, 2007 for a project end date. MGT of America, Inc. (MGT) was selected as the vendor and started work in August. MGT and the subcommittee met several times during the year.

DISCUSSION

The final Medical Education Study Final Report was published on the Board website on Friday, November 16, 2007. The report outlines four potentially successful alternatives for providing increased medical education opportunities in Idaho:

1. Establishment of a new, university-operated medical school based on the distributive model of medical education
2. Expansion of the package of contracted programs with medical schools in other states
3. Development of a new joint medical school from current medical education resources at the three state universities
4. Expansion of graduate medical education programs based in the state

IMPACT

The report weighed each alternative against the following seven criteria:

1. Impact on opportunity for Idaho students
2. Impact on state physician workforce
3. Challenges to gaining accreditation
4. Time required for full implementation
5. Start-up investment required
6. Annual operating support required
7. Economic impact on state

The report lists the advantages and disadvantages starting on page 7-4 (agenda page 110), and a table summarizing each alternative against the criteria is on page 7-6 (agenda page 112).

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

ATTACHMENTS

Attachment 1: Medical Education Study Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff from MGT of America, Inc. will make a brief presentation and be available for questions.

BOARD ACTION

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

MEDICAL EDUCATION STUDY FINAL REPORT



Submitted by



November 1, 2007

MEDICAL EDUCATION STUDY

FINAL REPORT

Submitted to:

**Medical Education Study Committee
Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037**

Submitted by:



**2123 Centre Pointe Boulevard
Tallahassee, Florida 32308**

November 1, 2007

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APPENDIX: KEY MEMBERS OF MEDICAL EDUCATION STUDY TEAM

PREFACE

PREFACE

The following report is issued in compliance with Senate Bill 1210, which calls for “a comprehensive study of the feasibility and viability of offering a medical degree” to be conducted and submitted to the State Board of Education by November 1, 2007. The report was developed by a team of independent consultants from MGT of America, Inc., a firm with expertise in college and university planning, medical education program development, and medical education accreditation.¹ The report was prepared over a ten-week period between August 23 and November 1, 2007.

The requested scope of work represented a significant undertaking in an extremely limited amount of time. Consequently, the Study Team relied heavily on existing documents, input from numerous stakeholders, and its members’ own expertise in developing a summary overview of the need for access to medical education in Idaho, the potential alternatives for responding to identified needs, and the relative advantages and disadvantages of those alternatives. While the time and budget available for the study necessitated a high-level overview, we believe the report provides sufficient information to enlighten the public debate on the future of medical education in Idaho.

The Study Team appreciates the assistance it received from many individuals and organizations during the course of the study. Those individuals included members of the State Board of Education’s Project Advisory Committee, the staff of the Office of the State Board of Education, members of the Idaho Legislature and its staff, the presidents and staff of the three state universities and four state colleges, the leaders of the medical schools at the University of Washington and the University of Utah, and leaders in the Idaho healthcare industry. Organizations that provided information in support of the analyses included the American Medical Association, the Association of American Medical Colleges, the Accreditation Council for Graduate Medical Education, and the Western Interstate Commission for Higher Education.

The interpretations of the information and data provided by these individuals and organizations were the responsibility of the Study Team. Due to the complexity of the issues and our limited prior experience in Idaho, others will surely want to share different points of view with the State Board, Governor, and Legislature. We believe most stakeholders, however, will advise the state’s leaders that access to medical education is a critical problem that will become even more pressing if appropriate steps are not taken in the near future.

Members of the Study Team appreciate the opportunity to assist the citizens of Idaho in this important endeavor and trust that our efforts will help guide state leaders in improving access to medical education in the state of Idaho.

¹ Information about key members of the Study Team may be found in the Appendix.

**1.0 BACKGROUND AND
PURPOSE OF STUDY**

1.0 BACKGROUND AND PURPOSE OF STUDY

In August 2007, MGT of America, Inc., was engaged by the Idaho Board of Education to analyze potential models of medical education for the state. This chapter of the report provides background information that is needed to assess the models and includes an overview of:

- American medical education.
- National trends in medical education and the physician workforce.
- Idaho's interest in medical education and the physician workforce.

1.1 Overview of American Medical Education

The Association of American Medical Colleges (AAMC) defines academic medicine as “the combination of medical schools, teaching hospitals, and their faculty members and staff.”¹ Three major components of academic medicine are:

- Medical education.
- Research.
- Patient care.

1.1.1 Types of Medical Schools

Two types of schools graduate physicians: allopathic and osteopathic. Allopathic medical schools grant the Doctor of Medicine degree (M.D.), and osteopathic schools grant the Doctor of Osteopathic Medicine degree (D.O.). Together, these schools number 151 and enroll approximately 81,000 students each year.

Allopathic Schools. Allopathic schools are accredited by the Liaison Committee on Medical Education (LCME). The AAMC and the American Medical Association (AMA) sponsor LCME. Currently, there are 126 allopathic medical schools in the United States (U.S.). Six states do not have an allopathic medical school: Alaska, Delaware, Idaho, Maine, Montana, and Wyoming. In addition to those in the 44 remaining states, there are LCME-accredited allopathic medical schools in the District of Columbia and Puerto Rico. According to the AAMC, the total enrollment in allopathic colleges in Fall 2006 was 69,167.² The 2007 medical school entering class is the largest in U.S. history; 17,759 new students are enrolled in the 126 allopathic medical schools, representing a one year increase of 2.3 percent.³

Osteopathic Schools. Osteopathic schools are accredited by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA). There are currently 25 accredited colleges of osteopathic medicine in 28 locations in the U.S. According to the American Association of Colleges of Osteopathic Medicine (AACOM), 13,406 students were enrolled in D.O. programs in 2005-2006, which represented a 7

¹ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004.

² AAMC. *FACTS – Applicants, Matriculants, and Graduates*. Table 18: Total Enrollment by Sex and School, 2002-2006.

³ AAMC. October 16, 2007. *2007 U.S. Medical School Entering Class Is Largest Ever*. Press release.

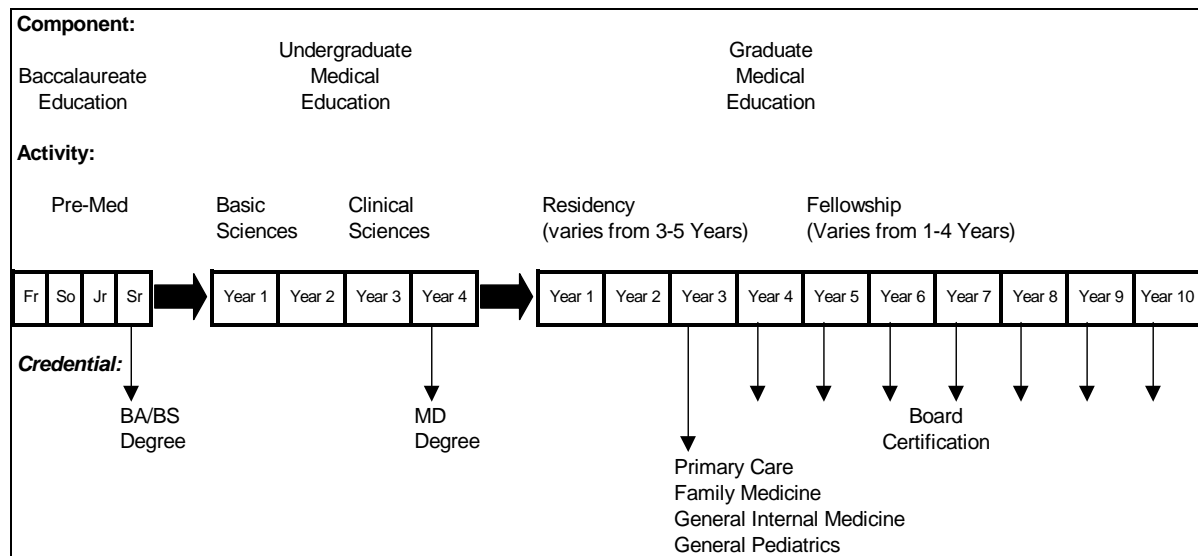
Background and Purpose of Study

percent increase from the previous academic year.⁴ (In direct comparison, 68,008 students were enrolled in allopathic medical schools in Fall 2005, which represented an increase of 1.2 percent from Fall 2004).⁵

1.1.2 Stages in the Medical Education Pipeline

The medical education journey is long; it begins in college, continues in medical school (allopathic or osteopathic), and weaves through graduate medical education (i.e., residencies and fellowships) before physicians can practice independently. **Exhibit 1-1** provides an overview of the medical education sequence. At a minimum, 11 years of formal, post high school training are required before an individual may begin medical practice as an allopathic physician.

EXHIBIT 1-1 OVERVIEW OF TYPICAL SEQUENCE OF ALLOPATHIC MEDICAL EDUCATION



Source: MGT of America, Inc., 1999.

Baccalaureate Education. Prospective medical students, regardless of their baccalaureate majors, must complete the minimum required science courses in order to gain admission to medical school. Many colleges and universities still offer a pre-medicine major, but frequently campuses offer pre-med programs that allow students to complete the medical school admission requirements while majoring in specific disciplines. Students who apply to medical school often major in the natural sciences (biology, chemistry, physiology, etc.), but doing so is not a requirement for medical school admission, and a wide range of majors are represented among applicants. In fact, many schools of medicine encourage students to be firmly grounded in the liberal arts. Individuals interested in attending medical school usually take the Medical College Admission Test (MCAT) and apply for admission at one or more institutions.

⁴ AACOM. *Annual Statistical Report on Osteopathic Medical Education*. 2006.

⁵ AAMC. *FACTS – Applicants, Matriculants, and Graduates*. Table 18: Total Enrollment by Sex and School, 2002-2006.

Background and Purpose of Study

Undergraduate Medical Education. Undergraduate medical education (medical school) is a four year program (not to be confused with undergraduate education leading to the baccalaureate degree). Traditionally, the first two years of medical education have focused on additional mastery of the basic sciences, and the remaining two years on clinical training. In recent years, most medical schools have redesigned their curricula to integrate basic science and clinical education across the entire four year period. In the third year of medical school, students complete six required clinical rotations (clerkships): family medicine, general surgery, internal medicine, obstetrics and gynecology, pediatrics, and psychiatry. In the fourth year, students may explore their interests in elective clinical rotations. They also seek admission to residency training programs. Upon successful completion of undergraduate medical education, the student is awarded the M.D. A similar sequence is followed by those in pursuit of the D.O.

Graduate Medical Education. Medical school graduates (allopathic and osteopathic) must complete graduate medical education training before they can practice medicine without supervision. This type of training is usually offered through major hospitals, medical centers, health clinics, and other ambulatory settings. The years of graduate medical education for M.D.s are known as *residency*. During their residencies, physicians prepare to practice in specialty areas (e.g., family medicine, pediatrics, psychiatry). **Exhibit 1-2** provides a general overview of the length of time required for the residency portion of graduate medical education. In some fields and sub-specialties, further training is required (fellowships).

Background and Purpose of Study

EXHIBIT 1-2
YEARS OF TRAINING REQUIRED FOR SPECIALTY CERTIFICATION

1	2	3	4	5	6-7
FAMILY PRACTICE					
EMERGENCY MEDICINE					
PEDIATRICS			SUBSPECIALTIES		
INTERNAL MEDICINE			SUBSPECIALTIES		
OBSTETRICS/GYNECOLOGY					
OTOLARYNGOLOGY					
PATHOLOGY					
GENERAL SURGERY				SUBSPECIALTIES	
	NEUROLOGICAL SURGERY				
	ORTHOPAEDIC SURGERY				
	UROLOGY				
TRANSITIONAL or PRELIM MEDICINE or PRELIM SURGERY	ANESTHESIOLOGY				
	DERMATOLOGY				
	NEUROLOGY				
	NUCLEAR MEDICINE				
	OPHTHALMOLOGY				
	PHYSICAL MEDICINE				
	PSYCHIATRY				
	RADIOLOGY – DIAGNOSTIC				
	RADIATION ONCOLOGY				

Source: National Resident Matching Program (http://www.nrmp.org/res_match/about_res/index.html)

Note: These are unofficial assignments and are offered for informational purposes only.

1.1.3 Medical Research

Medical research may be characterized by type, funding sources and amounts, and resulting “spin-off” economic development.

Types of Medical Research. Research is a key component of most levels of the higher education enterprise, including undergraduate and graduate medical education. According to the AAMC,⁶ the growth of the biomedical research field is traced to the World War II era. The federal government developed partnerships with institutions during the war, and, after the war ended, created a national policy that called for considerable investment in basic science:

⁶ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004.

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Vannevar Bush's landmark report, Science—The Endless Frontier, promulgated a “social contract” between the federal government, which would invest in the development of scientific knowledge and training of scientific investigators, and universities, which would be the principal loci of this research and educational activity. The National Institutes of Health (NIH) became the primary federal agency responsible for implementing this social contract for health-related research.⁷

Medical schools, college and university campuses, and teaching hospitals conduct a significant portion of the basic science research, clinical research, and translational research in this country. Since World War II, the federal government has invested in basic science and health-related research through the National Institutes of Health (NIH), which supports “basic investigations of the structure and function of living systems at cellular, molecular, and organismal levels of inquiry, as well as clinical and behavioral research.”⁸ The AAMC⁹ defines *clinical research* as:

a component of medical and health research intended to produce knowledge valuable for understanding disease, preventing and treating illness, and promoting health. Clinical research embraces a continuum of studies involving interaction with patients, diagnostic clinical materials or data, or populations...Clinical research refers to: Hypothesis-driven, patient-oriented studies that are generally peer-reviewed and are commonly, but not exclusively, conducted in medical schools and teaching hospitals. Physician-scientists play a key role in the conception, design, and performance of such research, which often occurs in physicians' offices and clinics.

Whereas, the mission of translational research is to:¹⁰

translate the basic science discoveries into clinical applications, and to use the clinical observations to generate research foci for basic sciences. Translational research needs to focus on the integration of activities from bench to bedside. The three elements necessary for translational medicine are:

- *disease-based programs*
- *access to animal models and proximity to relevant groups of patients*
- *ease of communications among basic scientists and clinicians*

Translational research relies upon intermediaries, such as physician-scientists and graduate students, to distribute the information across the disciplines.

Funding for Medical Research. Grants and contracts for sponsored research provide a major part of the funding for U.S. medical schools. The AAMC reported that in 2004-2005, medical schools received \$21.1 billion in research grants and contracts.¹¹ The

⁷ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004, p. 29.

⁸ AAMC. *The Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004.

⁹ AAMC. *Promoting Translational and Clinical Science: The Critical Role of Medical Schools and Teaching Hospitals*. 2006, p. 12.

¹⁰ Mount Sinai School of Medicine. *Report of the Translational Facility Workgroup*. n.d.
<http://www.mssm.edu/forfaculty/publications/translational/report.shtml>

¹¹ AAMC. *AAMC Data Book: Medical Schools and Teaching Hospitals by the Numbers*. April 2007. p. 50.

Background and Purpose of Study

primary source of support is NIH; the Department of Veterans Affairs (VA) and industry are also significant contributors.

Economic Development. A report commissioned by the AAMC cited the 2005 total economic impact of AAMC members (allopathic medical schools and teaching hospitals) as more than \$451 billion.¹² *Total economic impact* is defined as:

Both the direct economic impact and the indirect economic impact, generated in the economy as a result of the direct impact. Direct impact includes items such as institutional spending, employee spending, and spending by visitors to the institution. Indirect economic impact, also known as the multiplier effect, includes the re-spending of dollars within the local community.

Presumably, if non-AAMC members were added to the equation (including osteopathic medical schools), the economic impact would increase. In addition, AAMC members provide more than 3 million full-time jobs and create significant tax revenue for their states and local communities.

1.1.4 Clinical Training and Patient Care

Medical schools and graduate medical education programs use a variety of sites for clinical training, including hospitals and medical centers, clinics, and physicians' offices. The AAMC uses the term *teaching hospital* to refer to "both individual hospitals and to health networks that contain hospitals and other components of the healthcare delivery system committed to educational activities in the health professions."¹³ The AAMC Division of Health Care Affairs houses the Council of Teaching Hospitals and Health Systems (COTH) and provides policy analysis on graduate medical education financing and other hospital and physician issues. To be considered a teaching hospital, an institution must meet at least one of the following criteria:

- Reports a medical school affiliation to the AMA.
- Supports a residency program accredited by the Accreditation Council of Graduate Medical Education (ACGME).
- Supports an internship or residency program approved by the AOA.¹⁴

¹² Tripp Umbach. *The Economic Impact of AAMC-Member Medical Schools and Teaching Hospitals 2005*. AAMC.

¹³ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004.

¹⁴ AAMC. *AAMC Data Book: Medical Schools and Teaching Hospitals by the Numbers*. April 2007. p. 85.

Background and Purpose of Study

Three categories of academic medical center hospitals exist:

Integrated or University-Owned Teaching Hospitals. More than 40 COTH member hospitals are owned by comprehensive or health sciences universities; 19 were formerly owned by universities; and 56 maintain strong ties to universities. Together, these COTH members are considered integrated academic medical center hospitals.¹⁵

The organizational relationships within academic medicine are complex, as explained by AAMC:¹⁶

At some institutions, these components are arranged in a “single ownership” model, where the parent university has legal and financial control over the medical school, primary teaching hospital, and faculty practice plan. At the other end of the continuum, the medical schools may be a “limited partner” in the clinical delivery system, having no ownership or control over the clinical enterprise. Many variations exist between these two extremes.

Additional organizational complexities of the academic medicine enterprise are faculty practice plans or “organized arrangements for billing, collecting, and distributing professional fee income generated from the patient care services provided by faculty physicians.”¹⁷ These plans vary in terms of legal arrangements; 43 percent are housed within medical schools or universities, and 40 percent are separate not-for-profit organizations.

Independent or Community-Based Teaching Hospitals. Accredited medical schools rely not only on university-owned or -affiliated hospitals for training medical students, but also on more than 1,000 community hospitals. Many patients are served at these community hospitals, often receiving initial diagnostic workup and post-treatment care in ambulatory settings. Medical students may receive clerkship training in community-based hospitals that are separate from the medical school campuses, sometimes at “clinical campuses” that are geographically distant from the main sites. Medical students also may receive clinical training in ambulatory clinics, physicians’ offices, nursing homes, community clinics, and/or prison clinics.

Veterans Administration Hospitals. Of the 113 VA hospitals in the nation, 56 are COTH members and another 37 are “other teaching VA” hospitals.¹⁸ Approximately 70 percent of VA physicians have joint faculty appointments at affiliated medical schools. In 2003, the AAMC reported that 85 percent of the nation’s medical schools were affiliated with VA hospitals. VA hospitals fund 9 percent of all residents (approximately 8,800 full-time residency positions) and are the nation’s largest provider of graduate medical education. Twenty-five percent of all medical students and 30 percent of all residents receive some of their training in VA facilities.¹⁹

Of the 1,100 hospitals involved in medical education, COTH represents approximately 400 teaching hospitals and health systems. COTH member organizations must be

¹⁵ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004.

¹⁶ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004. p.9.

¹⁷ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004.

¹⁸ AAMC. *AAMC Data Book: Medical Schools and Teaching Hospitals by the Numbers*. 2007. p. 99.

¹⁹ AAMC. *Handbook of Academic Medicine: How Medical Schools and Teaching Hospitals Work*. 2004. p. 8.

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affiliated with LCME-accredited medical schools. They are heavily involved in research and in the training of medical students. In addition, COTH teaching hospitals provide 75 percent of all residency training; the largest COTH providers of graduate medical education are the more than 60 Veterans Affairs member hospitals and medical centers. Furthermore, teaching hospitals fulfill a vital role in our communities by providing approximately 45 percent of the charity care in the U.S.²⁰

1.1.5 Link Between Medical Education and Practice Location

In light of the physician shortage in the U.S., there is great interest in identifying factors that will help predict where physicians will decide to practice after they complete medical school and residency. Insight into the relationship between training sites and practice locations can help state officials appreciate how investment in medical education can affect the physician workforce.

Link Between Medical School and Practice. The AAMC reports on the retention of medical students in states where they attended medical schools. On average, 39 percent of those who graduate from M.D./D.O. programs in a given state remain in the state. California leads the states with more than 60 percent retention, and New Hampshire is at the low end of the range at less than 10 percent retention. Utah, South Dakota, and Nevada exceed the average slightly, while North Dakota is approximately five percentage points below the average. Washington ranks twelfth in retention among the states with medical schools.

Link Between Graduate Medical Education and Practice. The AAMC reports that, on average, 47.6 percent of physicians (M.D.s and D.O.s) who completed ACGME (allopathic) training programs in a state are practicing in that state. On the high end of the range, more than 70 percent of active physicians were retained in Alaska following completion of ACGME training; on the low end, approximately 25 percent of active physicians were retained in New Hampshire following ACGME training. Nevada, Arkansas, and Idaho rank near the top of the range, whereas South Dakota, Nebraska, North Dakota, and Utah fall within five percentage points below the average.²¹

Link Between Medical School, Graduate Medical Education, and Practice. Retention of physicians is strongest when they receive both their medical school training and their residency training in the same state. "If students stay in one state for medical school and their residencies, there is an 80 percent chance that they will stay there."²²

1.2 National Trends in Medical Education and Physician Workforce

Understanding the national trends in medical education and the physician workforce requires consideration of the projections of physician shortages and new models of medical education.

²⁰ Santana, S. *Teaching Hospitals and the Maze of Medicaid*. 2002. AAMC.

²¹ AAMC. *Key Physician Data by State*. 2006. Figure 7.

²² Edward Salsberg, Director, AAMC Center for Workforce Studies, quoted in *The Arizona Republic*, June 3, 2005, "Missouri University Plans a Mesa Medical School."

1.2.1 Projections of Physician Shortages

Over the past several years, there has been a growing recognition of an impending national physician shortage in the U.S. despite a steady slate of medical school graduates in recent decades. In the 1990s the prevailing concern was that the nation faced a potential overall physician surplus, with only minor shortages in some specialties and in some isolated geographic areas (i.e., a problem of distribution rather than shortage). Yet numerous reports from federal agencies and national associations now project physician shortages. These shortages are attributed to a number of factors — primarily the increased numbers of elders, with their relatively greater need for medical care, and the lack of growth in the production of new physicians over the past two decades, resulting in a quickly aging physician population.

The AAMC has called for a 30 percent increase in the production of new physicians by 2015, with some of the increase coming from internal growth of existing programs and some from new programs. In 2001, Florida opened the first new medical school in the nation in approximately two decades at Florida State University. More recently, the state authorized two additional medical schools, one at the University of Central Florida and the other at Florida International University. Plans for new schools are under way in several other states, including Texas, California, Pennsylvania, Virginia, and Michigan. According to the AAMC, more than half of the existing medical schools have reported plans for enrollment expansion, with several planning geographically separate campuses.

1.2.2 New Models of Medical Education

The national calls for growth in the numbers of medical students come at a time when curricular approaches to medical education are undergoing significant change. At the risk of oversimplification, the traditional medical school curriculum in the U.S. has been characterized by two years of basic science instruction in classrooms and labs, followed by two years of clinical training in major teaching hospitals. In recent years, there has been a movement toward providing earlier clinical exposure for medical students during the first two years of medical school, and more clinical exposure in community settings (rather than teaching hospitals) during the last two years. Additionally, student-centered learning and technology are playing increasingly important roles in the curriculum.

Distributive Model. The past two decades have seen the emergence of a new model of medical education that is loosely termed the *distributive model*. This model involves providing either didactic and/or clinical training in locations separate from the main campus and more in ambulatory sites. Indeed, 16 of the 22 most recently accredited medical schools follow the community-based distributive model, and several new schools still being developed also have adopted this strategy for clinical training. The most visible difference under this approach is that clinical training takes place in a variety of community-based and ambulatory settings, including rural hospitals, doctors' offices, and public health clinics, as well as in large hospitals and medical centers. Between 50 and 70 percent of clerkship experiences may occur outside the hospital setting.

The advantages of this approach are twofold: medical students are exposed to practice settings more similar to those where the majority will eventually practice, and instructional cost per student can be isolated more easily, often resulting in a reduced

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need for state appropriations. The distributive model also allows existing medical schools to expand their programs in terms of enrollment, outreach, and geographic distribution. Furthermore, distributive models that use local community facilities have the following benefits:

- Provide education in practice locations.
- Allow for better utilization of local resources.
- Increase local community support.
- Address local shortages of physicians.
- Address maldistribution of physicians.
- Increase retention of graduates in areas of training.
- Increase and distribute the economic engines of research.
- Increase the stability of resources.
- Promote cost efficiency.

The emphasis on early clinical exposure in the curriculum as well as community-based and ambulatory educational experiences requires increased numbers of physician faculty. Although technology can partially offset the demand for faculty in ambulatory settings, the need for physician faculty is significant. Since current and potential faculty members face pressures for increased clinical revenues, some medical schools are experiencing challenges in attracting and retaining qualified instructional personnel. Medical schools have had success in overcoming these challenges by offering innovative incentives (e.g., use of library resources).

Telemedicine. Health care has benefited from advancements in technology and the evolution of telemedicine, which utilizes different technologies to support the medical community despite distance. Telemedicine is a key component in the growth of medical education as it allows individuals greater access to classroom and clinical experiences as well as mentoring, networking, and community building. It has proved particularly useful in rural settings but is also valuable in more populated areas for maximizing efficiency and outreach.

1.3 Idaho's Interest in Medical Education and Physician Workforce

Idaho has been one of the fastest growing states in the nation in recent years; the U.S. Census Bureau has projected that it will rank among the middle tier of states (37th) in terms of population by the year 2030, with nearly 2 million residents. As the state's population continues to escalate, higher levels of education and healthcare services are expected and can be provided. Yet this growth, combined with an increasing national physician shortage, has made it difficult for Idaho to improve its ratio of physicians per capita, a key indicator of physician access. In 2006, the AAMC reported that, of the 50 states, Idaho ranked 49th on this measure.²³ In addition to facing a significant shortage of physicians, Idaho is also experiencing a distribution problem, with most geographic regions designated as medically underserved.

²³ AAMC. *Key Physician Data by State*. 2006.

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1.3.1 Previous Medical Education Initiatives

Idahoans have been proactive in their attempts to address the challenges presented by an aging physician workforce and a rapidly growing population. Several initiatives have been proposed since the mid-1990s.

Idaho Medical Education Program Proposal (1994). Idaho State University partnered with the University of Utah School of Medicine to propose establishment of a four year medical education program that would result in the M.D. jointly awarded by the two institutions. The first year of the program would be delivered by Idaho State faculty on the Pocatello campus; the remaining three years would be delivered by University of Utah School of Medicine faculty in Salt Lake City. The program would be limited to Idaho residents, and enrollment would start with 6 students per class and grow by 3 students per year for three years, reaching a maximum class size of 15. This proposal was not adopted.

Idaho Academic Medical Center Concept (early 2000s). The former University of Washington School of Medicine Clinical Coordinator in Idaho and the former president of Idaho State University conceived a model for a cooperative academic medical center. The design called for Boise State University, Idaho State University, and the University of Idaho to partner with the University of Utah and University of Washington schools of medicine to provide an “umbrella” for all medical education initiatives in Idaho, including undergraduate and graduate medical education (i.e., residencies and fellowships) and other healthcare programs. The model expanded medical education resources and offerings in Idaho during a transitional stage, leading to a fully Idaho-based and Idaho-involved program. Eventually, the administration of the program could be transitioned to Idaho in full, creating a free-standing program separate from the University of Washington and University of Utah. This model was never formally proposed.

Expansion of Contracted Medical School Seats (2007). The Idaho Legislature funded two additional WWAMI (a five state consortium based at the University of Washington) seats for the 2007 entering class, increasing Idaho’s participation in the program to 20 students per year. In addition, the University of Utah School of Medicine received permission through the accreditation process to increase its class size by two in order to accommodate two additional Idaho students in fall 2007. However, the Idaho Legislature did not approve funding for the additional Utah seats, and Idaho’s investment remains the same with eight seats.

1.3.2 Idaho Medical Association Resolution

In July 2005, the Idaho Medical Association (IMA) House of Delegates passed a resolution to ask the Idaho State Board of Education “to undertake a comprehensive study of the feasibility of establishing a medical school in Idaho including costs, benefits, and alternative approaches to establishing a traditional medical school, and that the Board seek extensive physician input throughout the study process”. The IMA made a formal request of the State Board of Education in December 2005, and the State Board of Education received funding from the Idaho Legislature to conduct the study in 2007.

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1.3.3 Legislation

In 2007, the Idaho Legislature appropriated funds to the State Board of Education for a medical education study to determine the need for and feasibility of increased medical education opportunities in Idaho. Specifically, Senate Bill 1210 directed the State Board of Education to:

engage the services of an external, independent consultant to undertake a comprehensive study of the feasibility and viability of offering a medical degree through: (i) a distributive model in partnership with Idaho's public universities and medical community; and (ii) other delivery models the board deems worthy of consideration. Neither the consultant nor the oversight of this study shall be affiliated with any of Idaho's public universities.

The consultant shall report its findings to the State Board of Education not later than November 1, 2007. The State Board of Education shall report the findings of the study and make recommendations to the Second Regular Session of the Fifty-ninth Idaho Legislature.

1.3.4 Idaho State Board of Education Request for Proposal for the Medical Education Study

In its July 5, 2007 Request for Proposal (RFP), the Idaho State Board of Education stated it was seeking qualified consultants:

To conduct a study of the feasibility of offering a four year medical degree program through a distributive model in partnership with Idaho's public universities and other medical resources or through other delivery models.

The primary goals of the study, to be addressed in the report, include:

- *An analysis of the feasibility of offering a four year medical degree through a distributive model in partnership with Idaho's public universities and medical centers,*
- *The development of alternative delivery models for providing medical education within the State of Idaho and their associated feasibility,*
- *An analysis of the differences between the current facilities and faculty used to provide medical education and the requirements of each of the proposed models,*
- *A cost/benefit analysis of each model, and*
- *An analysis of the future needs for medical doctors within Idaho and how each model might address those needs. Specifically, an analysis of the current ratio of medical doctors to Idaho residents and any improvements that may be made to move toward parity with national or regional averages.*

The scope of the study included analysis of the strengths and weaknesses of alternative models, but did not include a request for the consultant to develop a specific recommendation on which model Idaho should employ.

2.0 IDAHO'S MEDICAL EDUCATION RESOURCES

2.0 IDAHO'S MEDICAL EDUCATION RESOURCES

This chapter highlights Idaho's current investment in medical education and presents potential avenues for exploration of additional resources. It provides overviews of the resources related to the three state universities, the University of Washington (UW) School of Medicine WWAMI program, the University of Utah (UU) School of Medicine, graduate medical education programs, and Idaho hospitals. Other potential resources for Idaho include a newly founded osteopathic school in Washington and a regional professional student exchange program.

2.1 Current State Investment in Medical Education

Although it is not currently home to a separately accredited medical school, the state of Idaho has already made a considerable investment in resources that might enable the cost-effective development of a new or expanded medical education program. These resources are found in the science and health-related programs of the three state universities, the contracted programs for medical education between the state of Idaho and universities in Washington and Utah, and graduate medical education programs that receive state support.

2.1.1 Health Professions Education and Research in Idaho Universities

The viability of many of the options to expand access to medical education in Idaho depends on the capacity of one or more of the state's universities in the biological sciences or other health professions programs. In this section, we provide a brief summary of the resources that each university might contribute to the development of a new medical education program.

2.1.2 The University of Idaho

The University of Idaho (UI) was established in 1889 and is the state's oldest public university. The main campus of UI is in Moscow, with satellite facilities in Boise, Coeur d'Alene, and Idaho Falls. The UI Research Park is located in Post Falls, and the UI Research and Extension Center in Twin Falls.

Role and Mission. UI is the state's land-grant university and, as such, has significant programs in agriculture and engineering. It also offers programs at the professional level in law and business. UI's role in the state higher education system is defined by the Board of Education:

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, 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, education, liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.

In the early 1970s, UI's role was expanded to include responsibility for the state's involvement in medical education as host for the Idaho path of the University of Washington's WWAMI program.

Health-Related Programs and Degree Production. UI offers degrees in several natural science programs that are basic to the study of medicine. For academic year 2005-2006, the following degrees were awarded:¹

- College of Science
 - Department of Biological Sciences: 27 baccalaureate degrees, 2 master's degrees, and 1 doctoral degree
 - Department of Chemistry: 17 baccalaureate degrees, 1 master's degree, and 6 doctoral degrees
- College of Agriculture and Life Sciences
 - Department of Microbiology, Molecular Biology, and Biochemistry: 30 baccalaureate degrees, 2 master's degrees, and 4 doctoral degrees

Faculty in Health Programs and NIH Research Productivity. UI has approximately 50 full-time faculty in the Departments of Biological Sciences; Chemistry; and Microbiology, Molecular Biology, and Biochemistry. The total amount of sponsored research at UI in 2004 was \$80.7 million.² Of this amount, nearly \$9.9 million was received from the National Institutes of Health (NIH); the total allocation was in the form of research grants.³

Strategic Partnerships. UI partners with nearby Washington State University (WSU) to operate a first-year training site for the UW School of Medicine through its WWAMI program. Additionally, UI is the lead institution for the IDeA Network of Biomedical Research Excellence (INBRE) grant from NIH (shared with Idaho State University [ISU] and Boise State University [BSU]) and for the Inland Northwest Research Alliance (INRA), a research consortium with ISU, BSU, WSU, Utah State University, Montana State University, University of Montana, and University of Alaska Fairbanks.

¹ IPEDS 2005-2006 completion data. This is not an exhaustive list of degrees awarded in the College of Science and College of Agriculture and Life Sciences.

² 2004 Progress Report on Plan of Action for Scholarly Activity (p.3), <http://www.uoi.edu/documents/ProgressReport-PlanofAction-rev9-30-04.pdf&pid=72775&doc=1>.

³ NIH Awards to Domestic Institutions of Higher Education, By Rank FY 2004, <http://grants.nih.gov/grants/award/trends/dheallinst04.htm>.

2.1.3 Idaho State University

ISU was founded in 1901 as the Academy of Idaho. The school became Idaho Technical Institute in 1915; University of Idaho-Southern Branch in 1927; Idaho State College in 1947, when it also achieved four-year status; and Idaho State University in 1963. The main ISU campus is in Pocatello, and the university operates centers in Boise, Coeur d'Alene, Idaho Falls, and Twin Falls. In addition, ISU operates outreach centers in American Falls, Blackfoot, Preston, and Soda Springs.

Role and Mission. ISU's role in the state higher education system is defined by the Board of Education:

Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs. The university also has specific responsibilities in delivering programs in the health professions.

Idaho State University will formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation. Idaho State University will give continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Health-Related Programs and Degree Production. The ISU College of Arts and Sciences offers degrees in several natural science programs that are basic to the study of medicine. In addition, ISU offers more than 30 health-specific degree programs in the Kasiska College of Health Professions and the College of Pharmacy. For academic year 2005-2006, the following degrees were awarded:⁴

- College of Arts and Sciences
 - Biological Sciences: 45 baccalaureate degrees, 10 master's degrees, and 4 doctoral degrees
 - Chemistry: 12 baccalaureate degrees and 4 master's degrees
 - Biochemistry: 4 baccalaureate degrees
- College of Health Professions
 - Nursing: 88 baccalaureate degrees and 22 master's degrees
 - Physician Assistant Studies: 29 master's degrees
 - Physical Therapy: 15 doctoral degrees
- College of Pharmacy: 1 master's degree and 66 doctoral degrees (3 Ph.D.s and 63 Pharm.D.s)

⁴ IPEDS 2005-2006 completion data. This is not an exhaustive list of degrees awarded in the Colleges of Arts and Sciences, Health Professions, and Pharmacy.

Faculty in Health Programs and NIH Research Productivity. ISU has approximately 80 full-time faculty in the Department of Biological Sciences, Department of Chemistry, and College of Pharmacy. The total amount of sponsored research at ISU in 2005 was \$28.5 million.⁵ Of this amount, \$583,830 was received from NIH.⁶ The total NIH allocation was in the form of research grants—\$231,586 was given to the College of Pharmacy and the remaining funds were given to other research units.

Strategic Partnerships. ISU has long-standing arrangements with approximately 150 hospitals, more than 110 pharmacy-affiliated sites, over 170 physicians (M.D.s and D.O.s), and more than 250 pharmacists across Idaho in support of its programs in the health professions. It operates 15 clinics—12 in Pocatello and 3 in Boise. The ISU Family Medicine Residency Program is affiliated with the UW and UU Family Medicine Residency Programs and the Portneuf Medical Center in Pocatello. ISU manages the residency certification process for students applying for the Idaho-sponsored slots at the UU School of Medicine. In addition, ISU partners with the Creighton University School of Dentistry in the Idaho Dental Education Program (IDEP). The first year of dental education is offered at ISU, and the remaining years are offered on the Creighton campus in Omaha, Nebraska. The program is open to eight Idaho students per year. ISU is also a member of INRA, as mentioned above.

2.1.4 Boise State University

BSU has been in existence as an institution of higher education since 1932, when it was established as Boise Junior College (BJC). In 1939 BJC became a public college, and in 1965 it achieved four-year status and was renamed Boise College. In 1969 the school became part of the state university system and was renamed Boise State College, and in 1974 it achieved university status and was named Boise State University. It has evolved as the state's largest university and currently enrolls approximately 19,000 students.

Role and Mission. BSU's role in the state higher education system is defined by the Board of Education:

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

⁵ 2005 External Research Funding, Performance Measurement Report, p. 3, http://dfm.idaho.gov/Publications/BB/PerfReport/PR2008/perfrpt_isu.pdf.

⁶ NIH Award Data for Individual Institutions, 2005, http://grants.nih.gov/grants/award/trends/FindOrg_Detail.cfm?OrgID=3541601&Year=2005.

Health-Related Programs and Degree Production. BSU offers degrees in several natural science programs that are basic to the study of medicine through its College of Arts and Sciences. In addition, it offers several degree programs through its College of Health Sciences. For academic year 2005-2006, the following degrees were awarded:⁷

- College of Arts and Sciences
 - Biology: 63 baccalaureate degrees and 10 master's degrees
 - Chemistry: 15 baccalaureate degrees
- College of Health Sciences
 - Nursing: 43 baccalaureate degrees

Faculty in Health Programs and NIH Research Productivity. BSU has approximately 30 full-time faculty in the Department of Biology and Department of Chemistry and Biochemistry. The total amount of sponsored research at BSU in 2006 was \$23.8 million.⁸ NIH supplied \$79,822 all of which was given to the Department of Biology.⁹

Strategic Partnerships. As mentioned above, BSU is a member of INRA. The university also maintains several research centers, some of which support the study of science and health. For example, the Mechanical Engineering and Kinesiology Departments collaborate with local clinicians to support the Center for Orthopaedic and Biomechanics Research.

2.1.5 Summary of State University Presence in Medical Education

As noted above in the brief descriptions of each state university, the state of Idaho already has significant resources in place to expand capacity for medical education. Key information is summarized in **Exhibit 2-1**.

⁷ IPEDS 2005-2006 completion data. This is not an exhaustive list of degrees awarded in the College of Arts and Sciences and College of Health Sciences.

⁸ 2006 Fiscal Year, August Office Sponsored Programs, External Support (p. 7), <http://osp.boisestate.edu/Forms/August%202006.pdf>.

⁹ NIH Award Data for Individual Institutions, 2006, http://grants.nih.gov/grants/award/trends/FindOrg_Detail.cfm?OrgID=478201&Year=2006.

EXHIBIT 2-1
IDAHO HIGHER EDUCATION RESOURCES FOR MEDICAL EDUCATION

Program/Institution	Undergraduate Enrollment			Graduate Enrollment			NIH~	Total Sponsored Research
	Total	Biological Sciences	Physical Sciences	Total	Biological Sciences	Physical Sciences		
Boise State University	17,040	515	217	1,789	42	42	\$79,822	\$23.8 million^
Idaho State University	10,640	603	209	1,795	107	97	\$590,122	\$28.5 million^^
University of Idaho	9,127	391	182*	2,281	103	89*	\$10,384,645	\$80.7 million^^^
Total	36,807	1,509	608	5,865	252	228	\$11,054,589	\$133 million

Sources: IPEDS 2006 Enrollment Early Release file *IPEDS 2004 Enrollment file.

~National Institutes of Health http://grants1.nih.gov/grants/award/trends/FindOrg_Detail.cfm?OrgID=3541601

http://grants1.nih.gov/grants/award/trends/FindOrg_Detail.cfm?OrgID=478201

http://grants1.nih.gov/grants/award/trends/FindOrg_Detail.cfm?OrgID=3543501

^2006 Fiscal Year, Office of Sponsored Programs, External Support (p. 7) <http://osp.boisestate.edu/Forms/August%202006.pdf>

^^2005 External Research Funding, Performance Measurement Report (p. 3)

http://dfm.idaho.gov/Publications/BB/PerfReport/PR2008/perfrpt_isu.pdf

^^^2004 Progress Report on Plan of Action for Scholarly Activity (p. 3)

<http://www.uoi.uidaho.edu/documents/ProgressReport-PlanofAction-rev9-30-04.pdf&pid=72775&doc=1>

SELECT DEGREES AWARDED

Program	Boise State University			Idaho State University			University of Idaho		
	BA	Masters	PhD	BA	Masters	PhD	BA	Masters	PhD
Biology/Biological Sciences	63	10	-	45	10	4	27	2	1
Biochemistry	-	-	-	4	-	-	-	-	-
Chemistry, General	15	-	-	12	4	-	17	1	6
Microbiology, General	-	-	-	12	3	-	23	-	-
Molecular Biology	-	-	-	-	-	-	7	2	4
Nursing/Registered Nurse	43	0	0	88	22	0	0	0	0
Pharmacy	-	-	-	-	1	66	-	-	-
Physician Assistant	-	-	-	-	29	-	-	-	-
Physical Therapy	-	-	-	-	-	15	-	-	-
Total	121	10	0	161	69	85	74	5	11

Source: IPEDS Completion Data 2005-2006

2.1.6 Idaho Rural Physician Incentive Program

In an attempt to attract physicians to rural Idaho, the Legislature established the Rural Physician Incentive Program in 2003:

All state supported Idaho medical education students entering in the Fall 2003 semester or thereafter, will be assessed a fee equal to 4percent of the annual average medical support fee paid by the state. The incentive fee collected by the State Board of Education will be deposited into the Rural Physician Incentive Fund to repay the educational debts of rural physicians who practice primary care medicine in medically underserved areas of the state that demonstrate a need for assistance in physician recruitment. The maximum amount of educational debt payment that a rural physician may receive is \$50,000 over a five-year period. Debt repayment is scheduled to begin in 2010.¹⁰

Idaho-sponsored medical students have paid this fee for four years and the repayment portion of the program will not start for more than two years. The program's level of success will become apparent several years in the future, when physician retention is determined.

2.2 WWAMI

WWAMI is a regional medical education program sponsored by the UW School of Medicine. The states of Washington, Wyoming, Alaska, Montana, and Idaho (hence the initials WWAMI) partner with UW to provide their residents with access to publicly supported medical education. WWAMI traces its origins to 1972, when Washington, Alaska, Montana, and Idaho agreed to fund seats in the program. In 1996, Wyoming became the fifth state to join WWAMI. The program has enjoyed long and steady support from across the region since its founding.

2.2.1 Impact on Workforce in Idaho

Of the 436 WWAMI Idaho graduates, 217 (50 percent) are practicing or have practiced in Idaho. In addition, 37 percent of family physicians and 35 percent of primary care physicians in Idaho were WWAMI-trained. Finally, Idaho realizes a significant return on its WWAMI investment — there are 436 Idaho-sponsored WWAMI graduates, and 305 of *all* WWAMI graduates (from all five states) are practicing or have practiced in Idaho, resulting in a 70 percent (305/436) return on investment.

2.2.2 Organization of WWAMI

The four-year WWAMI program is designed to provide the first year of medical school in each of the five participating states. Current sites are in Pullman, Washington; Laramie, Wyoming; Anchorage, Alaska; Bozeman, Montana; and Moscow, Idaho — a site shared with WSU in Pullman. Information about each WWAMI site is summarized in **Exhibit 2-2**. A new WWAMI site is scheduled to open in Spokane, Washington in Fall 2008.

¹⁰ University of Idaho Website: http://www.webs.uidaho.edu/wwami/idaho_rural_physician_incentive_program.htm

**EXHIBIT 2-2
SUMMARY OF WWAMI TRAINING SITES**

State	Host University	Location
Washington	Washington State University	Pullman*
Wyoming	University of Wyoming	Laramie
Alaska	University of Alaska	Anchorage
Montana	Montana State University	Bozeman
Idaho	University of Idaho	Moscow*

* The Pullman and Moscow sites function as a joint program.

WWAMI students from all sites join students from the UW School of Medicine's first-year class for the second year of medical school in Seattle. The third and fourth years of the program for the WWAMI cohort take place at clinical training sites in the outlying states and in Seattle, though students are not required to return to their home states for this training. Additionally, students from the UW class can swap training opportunities with WWAMI students upon approval. The "Idaho Track" provides an opportunity for students to complete their third and fourth years of training in Idaho. As a result, Idaho's medical education infrastructure includes numerous physicians, affiliated faculty, and clinical sites.

2.2.3 UW School of Medicine

The UW School of Medicine is recognized as one of the nation's leading medical education programs. In the 2008¹¹ release of the *U.S. News and World Report* medical school rankings, the UW school of medicine was ranked 1st overall in the Medical Schools–Primary Care category and 6th overall in the Medical Schools–Research category. In support of this prestigious standing, UW was ranked 1st in Family Medicine and 1st in Rural Medicine. The UW medical school ranks 2nd among the nation's medical schools in funding from NIH for biomedical research and related activities (\$573.2 million in 2005).

2.2.4 Population Trends

When the WWAMI program was first established in 1972, the five-state region was very different from what it has become in the early twenty-first century. In 1970, the region had a total population of more than 5.4 million; its 2006 estimated population was nearly 10 million (see **Exhibit 2-3** for state-specific population figures).

¹¹ *US News and World Report* notes that the rankings are from 2007 although published in the 2008 edition.

**EXHIBIT 2-3
POPULATION CHANGES IN WWAMI STATES**

	2006 Est Pop	2000 Pop	Change 2000-2006	1970 Pop	Change 1970-2006
Washington	6,395,798	5,894,121	8.5%	3,409,169	87.6%
Wyoming	515,004	493,782	4.3%	332,416	54.9%
Alaska	670,053	626,932	6.9%	300,382	123.1%
Montana	944,632	902,195	4.7%	694,409	36.0%
Idaho	1,466,465	1,293,953	13.3%	712,567	105.8%
Total	9,991,952	9,210,983	-	5,448,943	-
Average	-	-	7.5%	-	81.5%

Source: U.S. Census Bureau

2.2.5 WWAMI Idaho Trends

In response to significant population growth, some WWAMI states have contracted with the UW School of Medicine to expand their slots. Idaho has realized a general increase in the number of applicants for WWAMI slots and in the number of qualified applicants (or the number of applicants interviewed). Yet the number of available WWAMI slots for Idaho students has increased minimally. As a result, growing numbers of qualified applicants are not offered admission to the UW School of Medicine through WWAMI (see **Exhibit 2-4**).

2.2.6 Financing WWAMI Slots

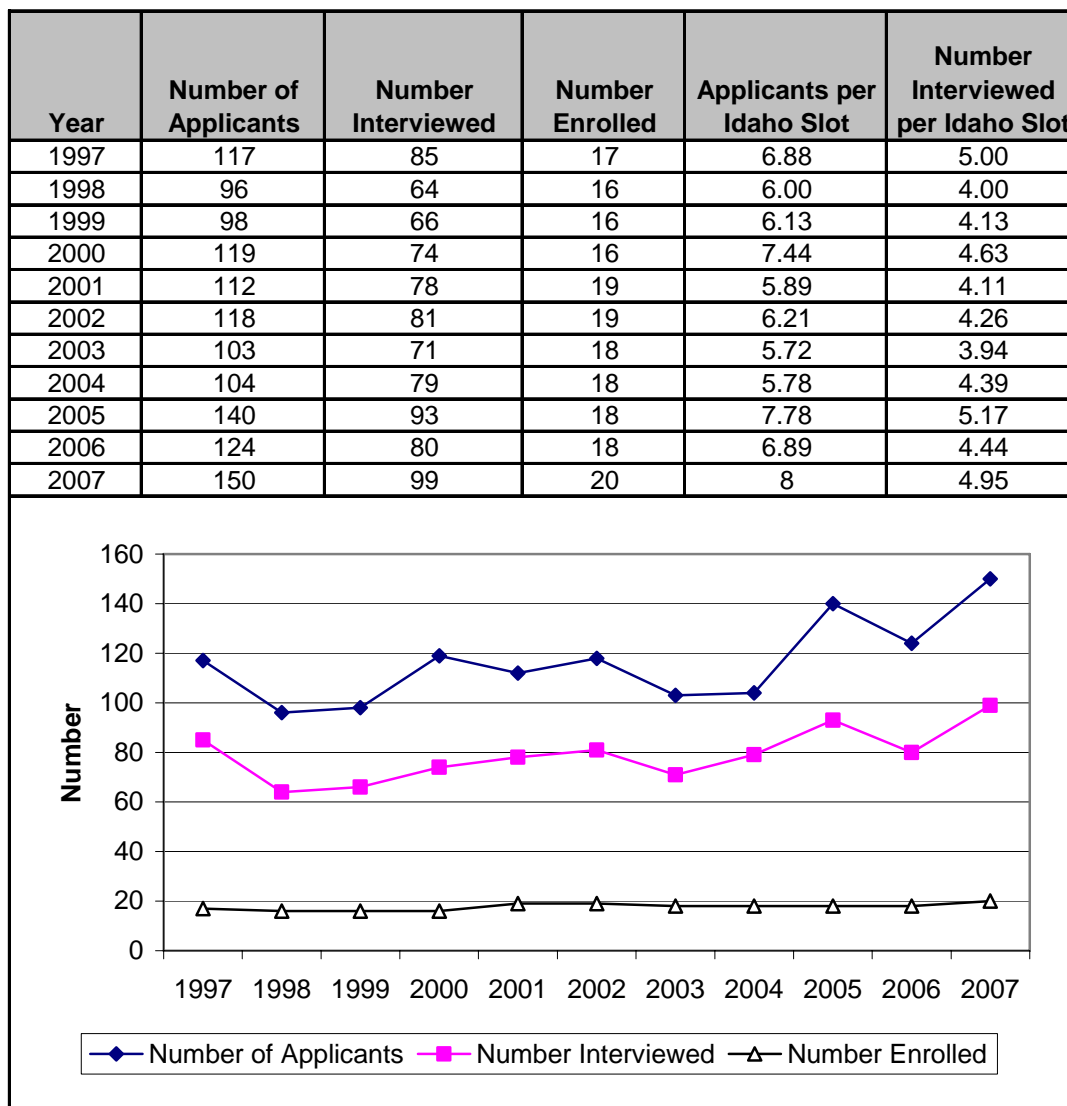
The WWAMI Idaho agreement allows Idaho-sponsored students to pay reduced tuition to the UW School of Medicine. In addition, the state of Idaho pays a support fee for each student. The state appropriation was \$3,569,200¹² (~\$49,572 per student; 72 students total); in FY 2006 and the state appropriation was \$3,533,800¹³ (~\$47,754 per student; 74 students total) in FY 2007. The appropriation for FY 2008 is \$3,664,000¹⁴ (~\$48,210 per student; 76 students total). In 2010, Idaho students will total 80 (20 in each class).

¹² FY 2008 Idaho Legislative Budget Book, p. 1-83. <http://www.legislature.idaho.gov/Budget/publications/PDFs/LBB/FY2008/Education/HealthEdLBB.pdf>

¹³ FY 2008 Idaho Legislative Budget Book, p. 1-83. <http://www.legislature.idaho.gov/Budget/publications/PDFs/LBB/FY2008/Education/HealthEdLBB.pdf>

¹⁴ Idaho Legislature, Senate Bill 1201 <http://www3.state.id.us/oasis/S1201.html>

**EXHIBIT 2-4
WWAMI IDAHO TRENDS: APPLICANTS AND SLOTS**

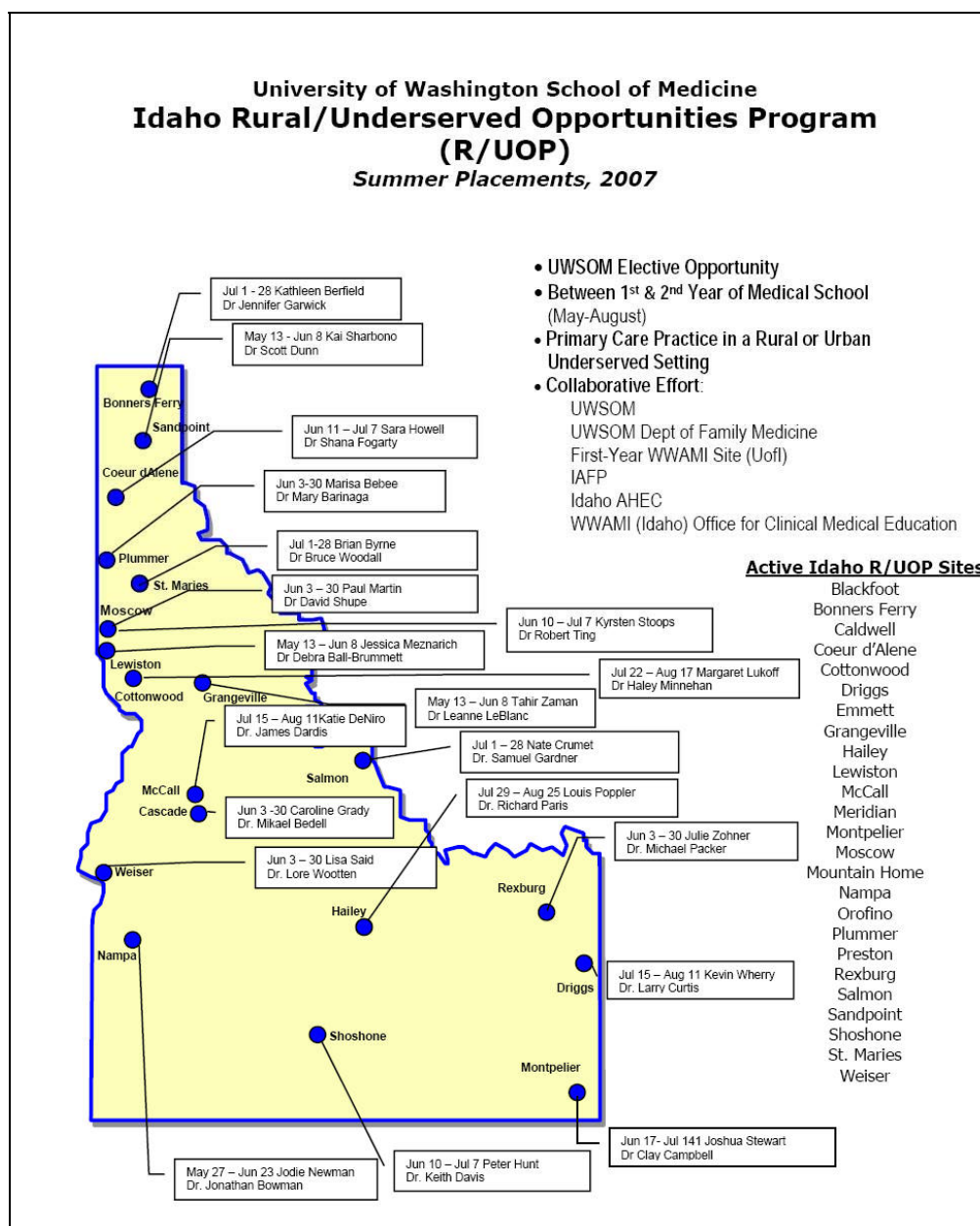


Source: University of Washington/WWAMI, 2007.

2.2.7 Rural/Underserved Opportunities Program

In 1989, the Rural/underserved Opportunities Program (R/UOP) was developed to give UW School of Medicine students (including WWAMI students) clinical experiences in rural and underserved communities. R/UOP is an elective program; students are matched with physicians and are given stipends to support month-long summer experiences. In 2007, 20 WWAMI students participated in R/UOP in Idaho (see **Exhibit 2-5**).

EXHIBIT 2-5 2007 IDAHO R/UOP PLACEMENTS



Source: University of Washington School of Medicine, 2007.

2.3 University of Utah Contract

In addition to participating in WWAMI, the state of Idaho provides access to publicly supported medical education through a partnership with the University of Utah (UU) School of Medicine.

2.3.1 History of Contract

Idaho's relationship with the UU School of Medicine began through the Western Interstate Commission for Higher Education (WICHE). (See Section 2.6.2 for detailed information about WICHE.) Idaho students originally attended the UU School of Medicine through the WICHE Professional Student Exchange Program (PSEP). However, in the 1980s Idaho developed its own partnership with the UU School of Medicine.

2.3.2 Program Delivery Model

The first two years of medical school at UU take place on the UU campus in Salt Lake City and focus on the basic sciences. In the third and fourth years, students complete clinical rotations in a variety of disciplines; most rotations take place in the Salt Lake City area (e.g., UU Medical Center, LDS Hospital, Primary Children's Medical Center, UU Neuropsychiatric Institute, and the VA Medical Center), though students can request approval to complete clerkships elsewhere. Idaho-sponsored students are required to complete two rotations in Idaho.

2.3.3 Number of Slots and Trends

The state of Idaho originally contracted with the UU School of Medicine for five seats in the 1970s. In the early 1980s, Idaho reduced the seats to four due to financial difficulties. Idaho-sponsored seats increased to six in the late 1990s and to eight in 2004. The UU School of Medicine received accreditation approval to expand its entering medical school class size by two students in 2007 to accommodate a total of ten students from Idaho per year. However, the Idaho Legislature chose not to fund the additional seats. **Exhibit 2-6** highlights application trends for the last five years.

2.3.4 Financing the Slots

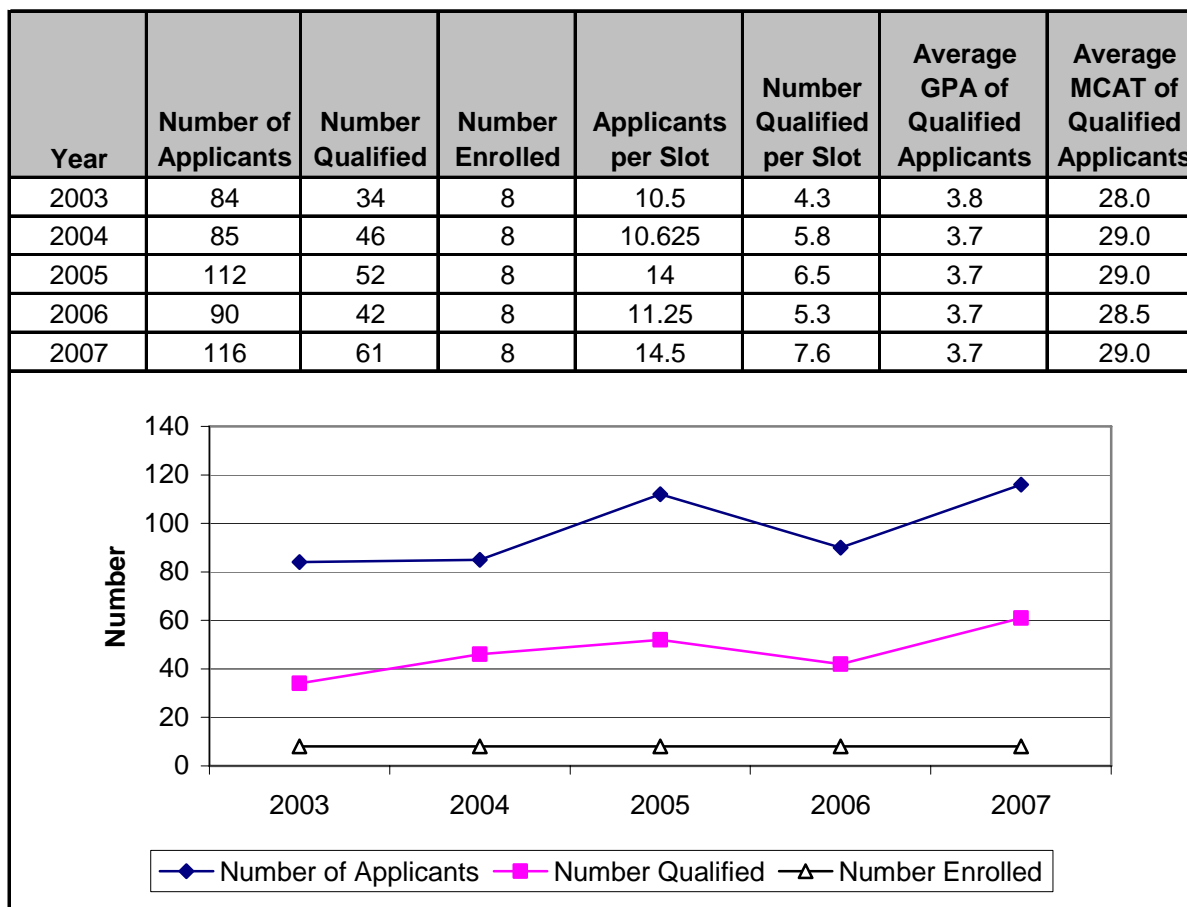
The Idaho-UU School of Medicine agreement allows Idaho-sponsored students to pay in-state tuition. In addition, the state of Idaho pays support fees for the 32 students enrolled (eight per year). The state appropriation was \$979,600¹⁵ (~\$30,612 per student) in FY 2006 and \$1,039,100¹⁶ (~\$32,471 per student) in FY 2007. The appropriation for FY 2008 is \$1,088,800¹⁷ (~\$34,025 per student).

¹⁵ FY 2008 Idaho Legislative Budget Book, p. 1-83. <http://www.legislature.idaho.gov/Budget/publications/PDFs/LBB/FY2008/Education/HealthEdLBB.pdf>

¹⁶ FY 2008 Idaho Legislative Budget Book, p. 1-83. <http://www.legislature.idaho.gov/Budget/publications/PDFs/LBB/FY2008/Education/HealthEdLBB.pdf>

¹⁷ Idaho Legislature, *Senate Bill 1201* <http://www3.state.id.us/oasis/S1201.html>

EXHIBIT 2-6
IDAHO-UU SCHOOL OF MEDICINE TRENDS: APPLICANTS AND SLOTS



Source: University of Utah.

2.4 Graduate Medical Education

Graduate medical education (GME) is the training medical school graduates receive before they can practice medicine without supervision.

2.4.1 GME Programs in Idaho

There are two GME programs based fully in Idaho:

- Family Medicine Residency of Idaho (Boise)
- Idaho State University Family Medicine Residency (Pocatello)

There are three UW residencies based in Seattle that provide some training in Idaho:

- Internal Medicine Residency Program (Seattle and Boise)
- Psychiatry Residency Program (Seattle and Boise)
- Pulmonary/Critical Care Fellowship Training Program (Seattle and Boise)

Idaho's Medical Education Resources

All of the programs are affiliated with the UW School of Medicine, and the ISU Family Medicine Residency is affiliated with the UU School of Medicine as well.

2.4.2 Numbers of Idaho GME Participants

Exhibit 2-7 highlights each GME program's length and number of participants.

EXHIBIT 2-7 GME PROGRAM PARTICIPANTS

GME Program	Total Training	Training in Idaho	Participants
Family Medicine (Boise)	3 years	3 years	10 per year
Family Medicine (Pocatello)	3 years	3 years	6 per year
Internal Medicine (Seattle and Boise)	3 years	1 year	~8 per year
Psychiatry (Seattle and Boise)	4 years	2 years	~6 per year
Pulmonary/Critical Care (Seattle and Boise)	3 years	1-2 years	1-2 per year

2.4.3 Financing GME Slots

Funding for GME programs comes from a wide variety of sources, including patient revenue, hospitals and medical centers, and grants. The programs' largest expenses are salaries and wages for the residents and fellows. This is in contrast to medical students, who pay tuition. Residents and fellows have completed their medical degrees and are providing services to patients as part of their graduate training.

2.4.4 Rural Tracks

The Family Medicine Residency of Idaho program in Boise offers a clinical training track in Caldwell. Residents spend the first year in Boise and the second and third years in Caldwell. Of the 10 residents who have completed the Caldwell track to date, 8 are practicing medicine in the Caldwell area. A second rural track based on the Caldwell model will open in Twin Falls for the 2008-2009 academic year.

2.5 Hospitals in Idaho

Hospitals and medical centers are the primary clinical training sites for medical school students and GME participants.

2.5.1 Statewide Summary Data

The Idaho Hospital Association recognizes 37 traditional community hospitals and 6 additional member facilities. There are 3,293 beds among the 43 facilities (**Exhibit 2-8**).

Idaho's Medical Education Resources

EXHIBIT 2-8
IDAHO HOSPITALS

Traditional Community Hospitals	Location	Acute Care Beds	Rehab Beds	Obstetric Beds	Psychiatric Care Beds	Intensive Care Beds	Pediatric Care Beds	Alcohol/Drug Rehab Beds	Other Care Beds	Long Term Care Beds	Total by Facility
Bear Lake Memorial Hospital	Montpelier	16	0	1	0	4	0	0	0		21
Benewah Community Hospital	St. Maries	18		1							19
Bingham Memorial Hospital	Blackfoot	21				4					25
Bonner General Hospital	Sandpoint	36		8		4					48
Boundary Community Hospital	Bonniers Ferry	20									20
Caribou Memorial Hospital	Soda Springs	21		2		2				27	52
Cascade Medical Center	Cascade	10									10
Cassia Regional Medical Center	Burley	16		16		3					35
Clearwater Valley Hospital & Clinics	Orofino	23									23
Eastern Idaho Regional Medical Ctr	Idaho Falls	121		22	40	47	10	13			253
Elmore Medical Center	Mountain Home	25									25
Franklin County Medical Center	Preston	20								45	65
Gooding County Memorial Hospital	Gooding	14									14
Gritman Medical Center	Moscow	17		4		4					25
Harms Memorial Hospital	American Falls	10									10
Kootenai Medical Center	Coeur d'Alene	123	15	12	55	14	11	7	16		253
Lost Rivers District Hospital	Arco	14									14
Madison Memorial Hospital	Rexburg	34		9		4	2				49
McCall Memorial Hospital	McCall	11		2		2					15
Mercy Medical Center	Nampa	110		16		18	8				152
Minidoka Memorial Hospital	Rupert	24				1					25
Oneida County Hospital	Malad City	11									11
Portneuf Medical Center	Pocatello	161	14	7	15	36	17		23		273
Saint Alphonsus Reg Med Ctr	Boise	183	33	24	32	70	5				347
Shoshone Medical Center	Kellogg	25									25
St. Benedicts Family Medical Center	Jerome	19		4							23
St. Joseph Regional Medical Center	Lewiston	78		13	20	9	9		16		145
St. Luke's Boise/Meridian Reg Med Ctr	Boise/Meridian	226		88		118	49		56		537
St. Luke's Magic Valley Reg Med Ctr	Twin Falls	103		18	28	20	14		14		197
St. Luke's Wood River Medical Center	Ketchum	19				2					21
St. Mary's Hospital	Cottonwood	23									23
Steele Memorial Medical Center	Salmon	15		3							18
Syringa General Hospital	Grangeville	12				2					14
Teton Valley Hospital	Driggs	12		1							13
Walter Knox Memorial Hospital	Emmett	14		2							16
Weiser Memorial Hospital	Weiser	25									25
West Valley Medical Center	Caldwell	73		5	18	18	10				124
TOTAL		1703	62	258	208	382	135	20	125	72	2965
Other IHA Member Facilities	Location	Acute Care Beds	Rehab Beds	Obstetric Beds	Psychiatric Care Beds	Intensive Care Beds	Pediatric Care Beds	Alcohol/Drug Rehab Beds	Other Care Beds	Long Term Care Beds	Total by Facility
366th Medical Group (AFB)	Mountain Home										10*
Idaho Elks Rehabilitation Hospital	Boise		56								56
Idaho State Hospital North	Orofino				60						60
Idaho State Hospital South	Blackfoot				106				29		135
Intermountain Hospital of Boise	Boise				53			24			77
Veterans Affairs Medical Center	Boise										46**
TOTAL		0	56	0	219	0	0	24	29	0	328

Sources: Idaho Hospital Association, based on state reports as of November 2006. See * and ** for source exceptions.

* 366th Medical Group Web site, <http://www.mountainhome.af.mil/library/factsheets/factsheet.asp?id=4368>** Boise VA Medical Center Web site, <http://www1.va.gov/directory/guide/facility.asp?id=17>

2.5.2 Communities With Capacity to Support Required Clerkships

While any of the hospitals included in **Exhibit 2-8** could conceivably handle a limited number of medical students, those with 200 or more beds hold the greatest potential to support an expanded program of medical education in the state. There are six hospitals in Idaho with approximately 200 or more beds (including St. Luke's Magic Valley Regional Medical Center with 197 beds). In order to fully determine which communities in Idaho can support required medical school clerkships, a detailed analysis must be conducted in light of the requirements of the Liaison Committee on Medical Education (LCME). Furthermore, it is important to note that only nine counties in Idaho have 60 physicians or more: Ada, Bannock, Blaine, Bonner, Bonneville, Canyon, Kootenai, Nez Perce, and Twin Falls. See Chapter 3.0 for more detailed information on physicians by county.

2.6 Other Potential Resources for Idaho

In addition to the partnerships Idaho maintains with the UW and UU medical schools, the newly created Pacific Northwest University of Health Sciences and WICHE are potential resources for the state.

2.6.1 Pacific Northwest University of Health Sciences

Founded in 2005, Pacific Northwest University of Health Sciences (PNWU) is a new institution in Yakima, Washington, that will enroll its first students in Fall 2008.

History of PNWU. The College of Osteopathic Medicine (COM) will be PNWU's first school and the first new medical school in the Pacific Northwest in 60 years. PNWU-COM plans to accept its first class of 70 students in September 2008. A 48,000 square-foot facility is under construction, with an estimated completion date of July 2008. PNWU-COM has received provisional accreditation from the Commission of Osteopathic College Accreditation (COCA) and is authorized by the Washington Higher Education Coordinating Board.

PNWU Mission. The PNWU-COM mission is as follows:

to provide men and women with a scholarly medical education and training of osteopathic principles, to encourage research, to promote lifelong scholarly activity, and to serve the Pacific Northwest through educational experiences within the five-state region, leading to an increase in the number of osteopathic physicians practicing in rural and underserved areas.

Furthermore, "PNWU is devoted to training new generations of doctors who will serve the needs of those who live in the non-urban communities and rural areas of Alaska, Idaho, Montana, Oregon and Washington."

Program Delivery Model. The PNWU-COM curriculum will be structured around seven competencies: Patient Care, Medical Knowledge, Practice-Based Learning and Improvement, Interpersonal and Communication Skills, Professionalism, Systems-Based Practice, and Osteopathic Principles/Practice/Osteopathic Manipulative Treatment. The

first two years of the curriculum will consist of basic science courses and courses that focus on osteopathic principles and practices. The third and fourth years of the curriculum will be clinical-based. Students will be required to complete eight rotations: family medicine, emergency medicine, general internal medicine, pediatrics-neonate, general surgery, osteopathic principles and practice, women's health, and clinical medical/surgical subspecialty. The clinical sites will be established by the Assistant Dean of Clinical Sciences.¹⁸

Enrollment and Tuition. PNWU-COM will enroll 70 students per class for a full enrollment of 280 students. Tuition for the class entering in Fall 2008 will be \$30,000, and yearly tuition increases will be implemented. In addition, students will pay a one-time acceptance fee of \$1,000 and academic fees of \$2,500 per year. The total cost for the class entering in Fall 2008 will be \$33,675 for the first year, \$34,000 for the second year, \$35,575 for the third year, and \$37,229 for the fourth year.

2.6.2 Western Interstate Commission for Higher Education (WICHE) Professional Exchange Program

WICHE is a coalition of 15 states that expands access to higher education and promotes resource sharing. Idaho became the eighth WICHE member in 1953. Robert Kustra, president of Boise State University, and Arthur Vailas, president of Idaho State University, are the current WICHE Idaho commissioners. The other WICHE states are Alaska, Arizona, California, Colorado, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

The key components of WICHE are as follows:

- Policy analysis and research
- Three student exchange programs
 - Western Undergraduate Exchange (WUE)
 - Western Regional Graduate Program (WRGP)
 - Professional Student Exchange Program (PSEP)
- Western Cooperative for Educational Telecommunications (WCET)
- Mental Health Program
- Other academic, organizational, and technological support programs

WICHE PSEP–Medicine. The PSEP–Medicine program provides students from participating states preferential admission and reduced cost for medical school. The home states pay administrative fees to the medical schools in support of their students.

Seventeen allopathic medical schools and four osteopathic medical schools participate in the WICHE PSEP. However, not all WICHE states sponsor students every year, and not all medical schools receive students every year. The 2006-2007 medical student distributions are listed in **Exhibit 2-9** (102 students total).

¹⁸ Pacific Northwest University of Health Sciences College of Osteopathic Medicine. *Student Handbook*. 2007.

**EXHIBIT 2-9
WICHE PSEP–MEDICINE STUDENT DISTRIBUTION 2006-2007**

Allopathic												
Sending State	Receiving School											Total # Students
	Univ of Arizona	Loma Linda Univ	UC San Diego	UC San Fran	Univ of Colorado	Univ of Hawai'i	Univ of Nevada	Univ of New Mexico	Univ of North Dakota	Oregon Health & Science Univ	Univ of Utah	
Montana	3	1			11	1	1		3	7	1	28
Wyoming	1		1	1	9			1	1	1	3	18
Totals	4	1	1	1	20	1	1	1	4	8	4	46
Osteopathic												
Sending State	Receiving School											Total # Students
	Midwestern Univ - Arizona College of Osteopathic Medicine		Touro Univ College of Osteopathic Medicine		Touro Univ Nevada		Western Univ of Health Sciences College of Osteopathic Medicine of the Pacific		Out of Region			
Arizona	20		4				2		4		30	
Montana	3		1		1		2				7	
New Mexico	2		1								3	
Washington	3		1				3				7	
Wyoming	7						2				9	
Totals	35		7		1		9		4		56	

Source: WICHE Student Exchange Program Academic Year 2006-2007 Statistical Report, http://www.wiche.edu/SEP/PDF/StatReport0107FINAL_forWeb.pdf

2.7 Summary

The state of Idaho has invested significant resources in undergraduate and graduate medical education through:

- Its partnership with the UU School of Medicine.
- Its partnership with the UW School of Medicine/WWAMI.
- WWAMI Idaho Track.
- GME programs.
- Physicians, professionals, and medical centers participating in the training of students in healthcare programs (e.g., pharmacy).

The three state universities in Idaho offer additional resources on which to build new and/or expanded medical education programs. Numerous avenues for expanding medical education exist, yet the state will be best served if opportunities are examined in tandem with an analysis of current and projected medical education needs, as presented in Chapter 3.0.

**3.0 ANALYSIS OF CURRENT AND
PROJECTED NEEDS FOR
MEDICAL EDUCATION IN IDAHO**

3.0 ANALYSIS OF CURRENT AND PROJECTED NEEDS FOR MEDICAL EDUCATION IN IDAHO

Determining the need for medical education requires a multifaceted analysis of various factors related to a state's population, physician workforce, student access to programs, and the economy. In this chapter, we review and analyze available data to develop potential state goals for medical access in Idaho. The chapter includes the following sections:

- Framework for Analyzing Needs
- Perceptions of Medical Education Needs Within Idaho
- Recent and Projected Population Growth
- Student Access to Medical Education
- Residency Training
- Physician Access
- Economic Impact
- Summary of Demand Analysis
- Potential State Goals for Medical Access

3.1 Framework for Analyzing Needs

Our analysis of the need to expand access to medical education in Idaho is framed by three primary factors:

- Types of information to be solicited.
- Types of access to be reviewed.
- Timeframe to be considered.

Each of these three factors is summarized below.

3.1.1 Types of Information

We relied on two broad types of information to assess the possible need to expand access to medical education in Idaho. First, we considered the perceptions of numerous educational, healthcare, and elected leaders in the state. These individuals have first-hand exposure to the issues confronting the state's education and healthcare systems and an appreciation of the complexities surrounding any decision to expand medical education. Importantly, their views helped to define the types of factual data that would be needed to confirm whether their perceptions of conditions in the recent past would continue to apply in the near and long-term future.

The second broad type of information was a variety of statistical data drawn from recognized, authoritative sources. These data included information on such topics as medical workforce from the American Medical Association and similar bodies, medical school enrollments from the Association of American Medical Colleges and the Accreditation Council for Graduate Medical Education, overall college and university enrollments from the U.S. Department of Education, and population figures from the U.S. Census Bureau.

Analysis of Current and Projected Needs for Medical Education in Idaho

3.1.2 Types of Access

Although the stated purpose of the study was to assess the need to expand medical education, an important underlying factor was the need for adequate levels of healthcare services in the state. Accordingly, we considered access to have two major dimensions:

- Student access – measured by the number of seats in medical school available to potential students who were qualified to pursue medical education.
- Physician access – measured by the ability of residents of the state to gain access to the services of licensed physicians.

3.1.3 Timeframe

Although much of the analysis is based on current conditions in Idaho compared to the past and to current conditions in other states, another important element is projected needs. Projections of need are important for two reasons:

- The time required to establish medical education programs and to train physicians for the workforce is significant. A decision made now to expand medical education would not have significant impact on the workforce for a decade or more.
- The state's population has been growing rapidly, and that trend is expected to continue. We believe that state leaders appreciate the need to ensure that actions taken now to improve access to medical education are not already outdate by the time they are fully implemented.

We selected the year 2020 as the benchmark year for estimating future needs.

3.2 Perceptions of Medical Education Needs Within Idaho

During the course of the study, we interviewed approximately 200 higher education leaders, healthcare leaders, and elected officials. These interviews were conducted through a variety of means—face-to-face, by telephone, and in individual and small group settings. A common focus across these interviews was to determine the respondents' views on three central questions:

- Do Idaho students have adequate access to medical education?
- Do Idaho citizens have adequate access to physician services?
- What are the advantages and disadvantages of the various alternatives for expanding access to medical education?

Depending on the interviewee, other questions were addressed as well, such as the role his or her organization might play in medical education in the future.

The topic that met with the greatest consensus was the need to improve student access to medical education. Respondents across the various categories of stakeholders

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generally agreed that Idaho students faced much greater difficulty in being admitted to medical school than their cohorts in other states and their predecessors from previous generations. Numerous respondents cited firsthand knowledge of well-qualified applicants who were unable to gain admission to medical school under either of the two state contracts with University of Washington and University of Utah.

The interviews also revealed general agreement, with some exceptions, concerning the need for more physicians in the state. Respondents typically observed that the problems with physician access were greater in rural Idaho than in the Treasure Valley, and that shortages were more pronounced in some medical specialties than in others. In noting the need for more physicians in the state, several respondents observed that providing more educational opportunities was not the only way to increase the physician base; other strategies could also be employed (e.g., increasing the medical reimbursement rates for procedures).

Unlike the first two questions, there was a significant diversity in opinions regarding the best way to expand access to medical education.

- Many observers expressed general satisfaction with the WWAMI program and noted the strong national reputation of the UW School of Medicine. These observers believed that the most efficient means to expand medical education would be to simply purchase more seats through the WWAMI program rather than invest in the infrastructure needed to build a new medical school. A subset of this group suggested that any significant increase in the number of WWAMI seats should come through the creation of an additional first year training site, either in Boise or in Pocatello. Another frequent suggestion for strengthening the WWAMI relationship was to expand the opportunity for second, third, and fourth year training in Idaho.
- Support was also expressed for expanding the number of contracted seats with the UU School of Medicine. There was some concern, however, that the program delivery model should be modified to enable Idaho residents to receive more of their training in the state rather than spending all but a few weeks of their four years in Utah as is currently required.
- Proponents of purchasing additional contracted seats often stated that they did not support the establishment of an Idaho medical school. Their reasons included the perception that Idaho does not have a large enough population to support the required clinical components of the medical school curriculum, the belief that a medical school in Idaho would not be of high quality, and concern that funding for a new medical school would reduce appropriations for the existing institutions of higher education in the state.
- Many respondents cited the potential advantages of establishing of a new medical school in Idaho. Proponents of this approach felt that the state had grown to a size where it should no longer rely on neighboring states to educate its students, especially in light of the impending national physician shortage. Further, they felt that an Idaho-based medical school would be more focused on meeting the needs of the state and have a greater positive economic

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impact since state tax dollars would be invested within the state rather than elsewhere.

- Although residency training was not as well understood as M.D. training programs by most respondents, those with knowledge of medical education were nearly unanimous in their belief that the number of slots in the state's existing residency programs should be expanded and that programs in additional specialties should be established. The perceived advantage of investing in graduate medical education was the immediacy of its impact on the state's physician workforce and the stronger correlation between practice location and residency training location as compared to medical school location. A common suggestion was that graduate medical education in Idaho be expanded regardless of whether any action to expand M.D. training was pursued.

Many respondents further commended the Legislature and the Board of Education for commissioning the medical education study and expressed the desire that the study contribute to a more informed public debate on how (or even whether) to proceed in expanding access to medical education.

3.3 Recent and Projected Population Growth

As most long-term residents of Idaho know, the state's population has grown significantly over the past several decades. As shown in **Exhibit 3-1**, the state's population expanded by 120 percent between the 1950 and 2000 Census counts. This rate was significantly greater than that of the nation as a whole, making Idaho the 16th fastest-growing state (Idaho ranked 8th in growth rate between 1970 and 2000). Idaho was the 44th most populous state at the start of the period and the 39th by 2000.

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**EXHIBIT 3-1
LONG-TERM HISTORICAL TRENDS IN POPULATION GROWTH
IDAHO AND THE NATION**

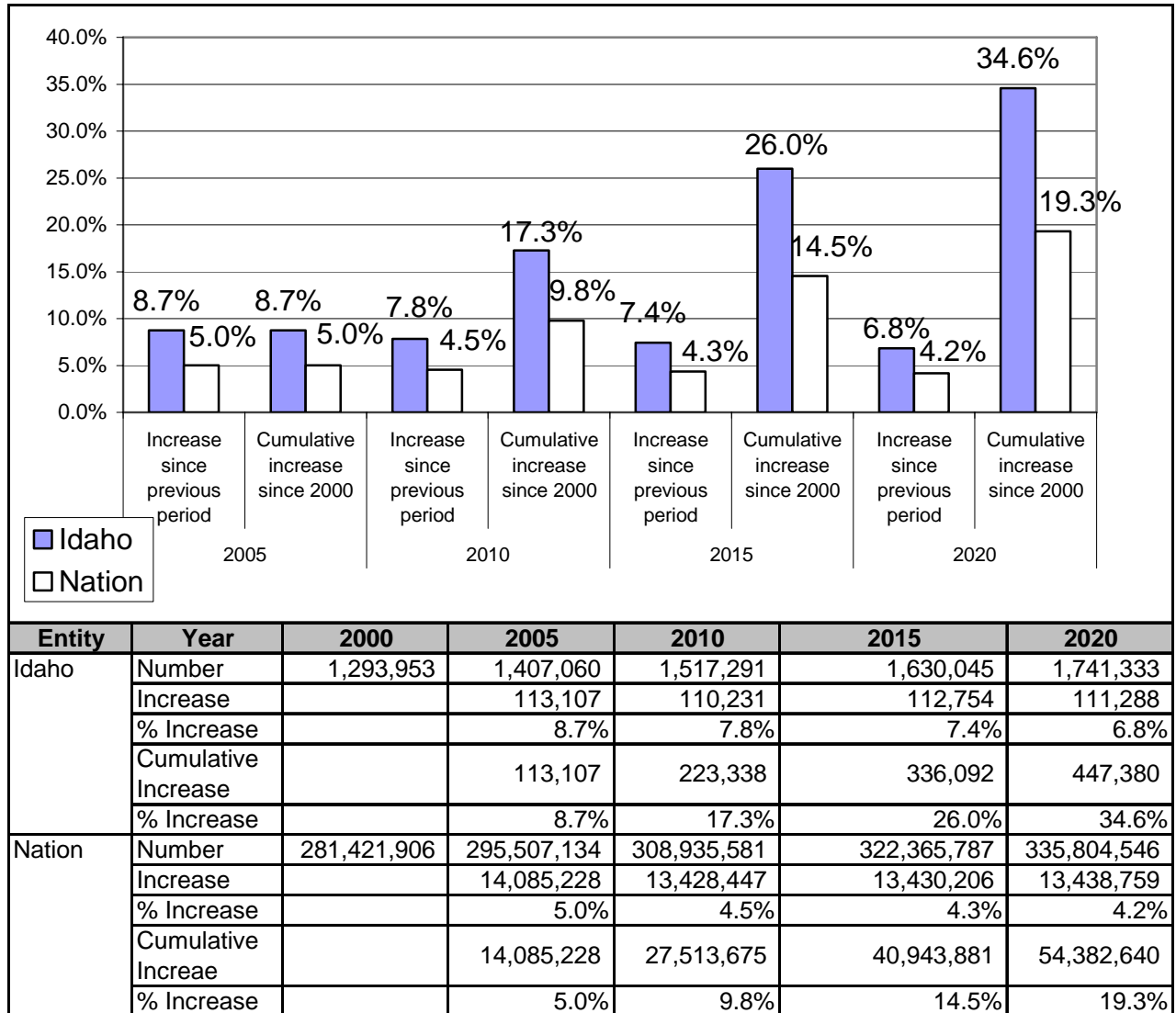
Census Year	Idaho				50 State Summary		
	Population	% Increase	Cumulative % Increase	Rank	Population	% Increase	Cumulative % Increase
1950	588,637			44	150,697,361		
1960	667,191	13%	13%	43	179,323,175	19%	19%
1970	712,567	7%	21%	43	203,211,926	13%	35%
1980	943,935	32%	60%	41	226,545,805	11%	50%
1990	1,006,749	7%	71%	42	248,709,873	10%	65%
2000	1,293,953	29%	120%	39	281,421,906	13%	87%
50-Year Change	705,316	120%	120%	16	130,724,545	87%	87%

Source: U.S. Census Bureau.

During the early years of the twenty-first century, Idaho's population has continued to grow, and the state is expected to remain one of the fastest-growing states in the nation. The state's population grew by over 100,000 (nearly 9 percent) between 2000 and 2005, compared to a national growth rate of 5 percent for the same period. As shown in **Exhibit 3-2**, this growth is projected to continue at nearly twice the national rate, with the state's population reaching approximately 1.74 million by 2020. If this projection is realized, Idaho will become the 37th most populous state in the nation and no longer fall in the lowest quartile of states in terms of population size.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-2
PROJECTED POPULATION GROWTH IN IDAHO
2000 THROUGH 2020**



Source: U.S. Census Bureau.

Several age cohorts within the overall population are especially important when analyzing the need to expand medical education. The oldest age cohort—those aged 65 and above—place a well above average demand on physician services. An above average growth rate among this cohort translates into a need for the expansion of the physician base to outpace the overall growth of the population. The population projections by age in **Exhibit 3-3** reveal that the 65 and over age cohort in Idaho is expected to grow by 85 percent between 2000 and 2020, compared to the overall growth rate of 35 percent.

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**EXHIBIT 3-3
IDAHO POPULATION PROJECTIONS FOR
SELECTED AGE COHORTS**

Age Cohorts	Year	2000	2005	2010	2015	2020
Ages 22-30	Number	157,559	187,857	196,217	184,991	183,362
	Increase		30,298	8,360	(11,226)	(1,629)
	% Increase		19.2%	4.5%	-5.7%	-0.9%
	Cumulative Increase		30,298	38,658	27,432	25,803
	% Increase		19.2%	24.5%	17.4%	16.4%
Ages 65 & Above	Number	145,916	158,646	181,416	220,113	269,439
	Increase		12,730	22,770	38,697	49,326
	% Increase		8.7%	14.4%	21.3%	22.4%
	Cumulative Increase		12,730	35,500	74,197	123,523
	% Increase		8.7%	24.3%	50.8%	84.7%
All Ages	Number	1,293,953	1,407,060	1,517,291	1,630,045	1,741,333
	Increase		113,107	110,231	112,754	111,288
	% Increase		8.7%	7.8%	7.4%	6.8%
	Cumulative Increase		113,107	223,338	336,092	447,380
	% Increase		8.7%	17.3%	26.0%	34.6%

Source: U.S. Census Bureau.

A second age cohort of concern in the analysis of medical school access is the young adult population. Residents between the ages of 22 and 30 make up the vast majority of medical school applicants. Changes in the numbers in this cohort are likely to translate into fluctuating numbers of students seeking to enroll in medical school. **Exhibit 3-3** shows that this age cohort is expected to grow at a slower than average rate between 2000 and 2020.

In summary, Idaho's population is increasing rapidly, and the growth pattern is projected to continue. Idaho is no longer among the nation's smallest states and is quickly becoming one of the middle-tier states in terms of population. Importantly, the state's elderly population, a group with increased demands for medical care, is growing at an exceptionally high rate and will stretch physician resources more tightly.

3.4 Student Access to Medical Education

Student access to medical education can be assessed in various ways. Perhaps the most common approach has been to compare all 50 states per capita on the number of seats in medical school for entering students. More sophisticated analyses also consider the numbers of traditional college-age residents and/or the numbers of college graduates. Also, adjustments for interstate programs (such as WWAMI) are required for a more accurate reflection of the number of medical school seats that are available to a state's residents. Further, comparisons to selected groups of states are often more informative than consideration of only the national average.

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A more difficult, but important, determination is the quality of the applicant pool. Since medical schools are highly selective by design, measurement of student access needs to consider the ability of *qualified* applicants to enter medical school.

The analyses in this section provide a variety of perspectives on whether Idaho students have adequate access to medical education.

3.4.1 National Benchmark Comparisons of Seats per Capita

The most basic measure of access to medical education is seats per capita. In **Exhibit 3-4**, various measures of entering seats per capita are listed for all 50 states:

- Seats per overall population.
- Seats per young adult population, ages 18-24.
- Seats per prior year college graduate at the baccalaureate level

In all cases, the numbers of entering seats per state have been adjusted to reflect known standing arrangements between states for students to attend medical school outside their home states.

As seen, Idaho (with 18 WWAMI seats and 8 Utah seats) had 1.82 seats per 100,000 total population in 2006. This rate was only 32 percent of the national average, resulting in Idaho ranking 48th on this measure among the states.

Similar results were also found when measuring access on the basis of the young adult population and recent college graduates. Idaho ranked 48th in entering seats per 10,000 population in the 18-24 age range (31 percent of the national average). Likewise, Idaho ranked 49th in entering seats per prior year baccalaureate graduates (31 percent of the national average).

States often seek other benchmarks in addition to the national average to assess their performance toward public goals. For the Idaho medical education study, we provide three additional benchmarks based on groupings of states that are similar in age, size, or geographic location:

- Mountain States
- Northwest States
- Small Population States

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-4
NATIONAL COMPARISONS AMONG STATES
ON ACCESS TO MEDICAL EDUCATION, 2005**

State	1st Year Medical School Seats per 100,000 Population		1st Year Medical School Seats per 10,000 Ages 18 24 Population		1st Year Medical School Seats in State per 100 Baccalaureate Graduates	
	Ratio	Rank	Ratio	Rank	Ratio	Rank
U.S.	5.65		5.75		1.17	
Alabama	4.94	30	5.28	27	1.04	28
Alaska	1.51	49	1.27	49	0.70	40
Arizona	1.88	47	1.93	47	0.38	48
Arkansas	5.21	27	5.46	24	1.29	16
California	3.02	40	2.90	42	0.74	39
Colorado	2.93	42	2.87	43	0.54	44
Connecticut	5.56	22	6.33	18	1.17	20
Delaware	0.00	50	0.00	50	0.00	50
District of Columbia	78.56	1	74.93	1	4.97	1
Florida	2.54	43	2.95	41	0.69	41
Georgia	4.43	33	4.46	33	1.14	23
Hawai'i	5.05	29	5.05	29	1.21	17
Idaho	1.82	48	1.76	48	0.36	49
Illinois	8.92	9	8.99	8	1.78	5
Indiana	4.60	32	4.72	32	0.79	38
Iowa	4.75	31	4.85	31	0.68	42
Kansas	6.36	18	6.17	21	1.08	25
Kentucky	5.90	19	6.17	20	1.38	13
Louisiana	9.51	5	8.85	9	1.99	4
Maine	0.00	50	0.00	50	0.00	50
Maryland	7.79	13	7.89	14	1.74	6
Massachusetts	9.59	4	10.09	4	1.35	14
Michigan	5.45	23	5.58	23	1.07	27
Minnesota	5.21	28	4.96	30	0.94	32
Mississippi	3.46	38	3.41	37	0.86	36
Missouri	7.85	12	7.95	12	1.32	15
Montana	2.14	46	2.20	45	0.39	47
Nebraska	13.65	3	13.48	3	2.00	3
Nevada	2.20	44	2.54	44	0.95	31
New Hampshire	5.80	20	6.30	19	0.93	34
New Jersey	3.78	37	4.41	34	1.03	29
New Mexico	3.89	35	3.79	36	1.02	30
New York	8.98	8	9.24	7	1.58	9
North Carolina	5.23	26	5.46	25	1.15	21
North Dakota	9.18	6	8.36	10	1.13	24
Ohio	7.70	14	8.03	11	1.55	10
Oklahoma	4.06	34	4.02	35	0.79	37
Oregon	3.01	41	3.10	39	0.65	43
Pennsylvania	9.07	7	9.69	6	1.45	11
Rhode Island	7.92	11	7.91	13	0.90	35
South Carolina	5.23	25	5.38	26	1.18	18
South Dakota	6.61	16	6.47	16	1.07	26
Tennessee	6.91	15	7.26	15	1.58	8
Texas	5.35	24	5.06	28	1.38	12
Utah	3.81	36	3.17	38	0.46	46
Vermont	16.63	2	16.35	2	2.12	2
Virginia	5.73	21	5.79	22	1.17	19
Washington	2.17	45	2.14	46	0.48	45
West Virginia	8.61	10	9.92	5	1.63	7
Wisconsin	6.45	17	6.41	17	1.14	22
Wyoming	3.14	39	3.00	40	0.94	33

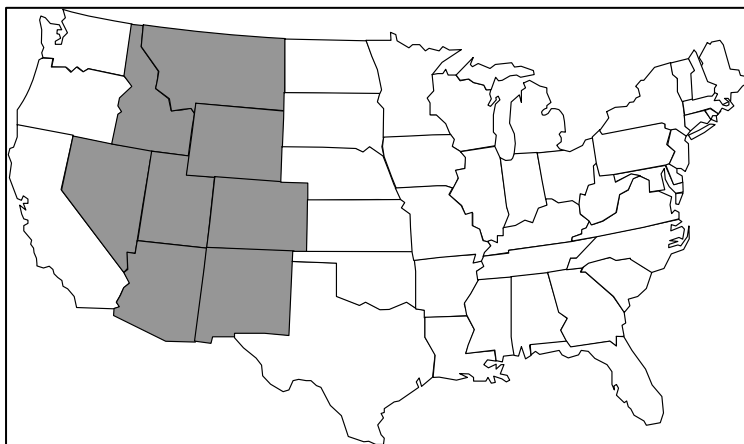
Source: Population—U.S. Census Bureau; Medical School Seats—Association of American Medical Colleges and Idaho State Legislature Budget Book; Graduates—U.S. Department of Education.

Analysis of Current and Projected Needs for Medical Education in Idaho

3.4.2 Mountain State Benchmark Comparisons of Seats per Capita

The Mountain State grouping is comprised of eight states in the western U.S., excluding those on the Pacific coast. These states, illustrated in **Exhibit 3-5**, share a number of characteristics such as relative age, population size and density, and economic capacity to support public goods and services.

**EXHIBIT 3-5
MOUNTAIN STATE GROUPING FOR ANALYSIS
OF ACCESS TO MEDICAL EDUCATION**



As indicated in **Exhibit 3-6**, Idaho ranked last among the eight Mountain States in the number of seats per 100,000 population in 2005, and was at 68 percent of the average of the other states. On the basis of young adult population, Idaho also ranked last among the Mountain States (66 percent of average). When comparing seats on a per baccalaureate degree basis, Idaho ranked last again, and was at 68 percent of the group average. Even though Idaho ranked at the bottom of this group on all three measures, it fell much nearer the Mountain State group average than the much higher national average.

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**EXHIBIT 3-6
COMPARISONS AMONG MOUNTAIN STATES
ON ACCESS TO MEDICAL EDUCATION, 2005**

State	1st Year Medical School Seats per 100,000 Population		1st Year Medical School Seats per 10,000 Ages 18-24 Population		1st Year Medical School Seats in State per 100 Baccalaureate Graduates	
	Ratio	Rank	Ratio	Rank	Ratio	Rank
Group	2.69		2.66		0.53	
Arizona	1.88	7	1.93	7	0.38	7
Colorado	2.93	4	2.87	4	0.54	4
Idaho	1.82	8	1.76	8	0.36	8
Montana	2.14	6	2.20	6	0.39	6
Nevada	2.20	5	2.54	5	0.95	2
New Mexico	3.89	1	3.79	1	1.02	1
Utah	3.81	2	3.17	2	0.46	5
Wyoming	3.14	3	3.00	3	0.94	3

Source: Population—U.S. Census Bureau; Medical School Seats—Association of American Medical Colleges and Idaho State Legislature Budget Book; Graduates—U.S. Department of Education.

3.4.3 Northwest State Benchmark Comparisons of Seats per Capita

A second set of states selected for comparison are those that are considered to be in the Northwest. These eight states are illustrated in the map in **Exhibit 3-7**. Like the Mountain States, these states share a number of characteristics that may play an important role in their ability to support expanded access to medical education.

**EXHIBIT 3-7
NORTHWEST STATE GROUPING FOR ANALYSIS
OF ACCESS TO MEDICAL EDUCATION**



Idaho ranked last among the eight Northwest States in the number of seats per 100,000 population in 2005, and was at 47 percent of the average of the other states (see **Exhibit 3-8**). On the basis of population ages 18-24, Idaho ranked last among the Northwest States (46 percent of average). When comparing seats per recent college graduate, Idaho ranked last again, and was at 50 percent of the group average. Even

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though Idaho also ranked last on all measures in this group of states, it was further below the Northwest State average than the Mountain State average.

**EXHIBIT 3-8
COMPARISONS AMONG NORTHWEST STATES
ON ACCESS TO MEDICAL EDUCATION, 2005**

State	1st Year Medical School Seats per 100,000 Population		1st Year Medical School Seats per 10,000 Ages 18-24 Population		1st Year Medical School Seats in State per 100 Baccalaureate Graduates	
	Ratio	Rank	Ratio	Rank	Ratio	Rank
Group	3.85		3.80		0.72	
Idaho	1.82	8	1.76	8	0.36	8
Iowa	4.75	4	4.85	4	0.68	4
Minnesota	5.21	3	4.96	3	0.94	3
Montana	2.14	7	2.20	6	0.39	7
North Dakota	9.18	1	8.36	1	1.13	1
Oregon	3.01	5	3.10	5	0.65	5
South Dakota	6.61	2	6.47	2	1.07	2
Washington	2.17	6	2.14	7	0.48	6

Source: Population—U.S. Census Bureau; Medical School Seats—Association of American Medical Colleges and Idaho State Legislature Budget Book; Graduates—U.S. Department of Education.

3.4.4 Small Population State Benchmark Comparisons of Seats per Capita

The final set of states selected for comparison is based solely on population size. A common perception revealed in the state leader interviews was that Idaho is too small to support expanded access to medical education. In 2005, the following seven states, like Idaho, had populations of more than 1 million, but less than 2 million:

- Hawai'i, population of 1.27 million
- Maine, population of 1.31 million
- Nebraska, population of 1.76 million
- New Hampshire, population of 1.31 million
- New Mexico, population of 1.93 million
- Rhode Island, population of 1.07 million
- West Virginia, population of 1.81 million

As shown in **Exhibit 3-9**, Idaho ranked seventh among the eight Small Population States in the number of seats per 100,000 population in 2005, and was at 27 percent of the average of the other states. On the basis of young adult population, Idaho again ranked 7th among the Small Population States (25 percent of average). When comparing seats on a per baccalaureate degree basis, Idaho ranked 7th again, and was at 30 percent of the group average. Maine, another state without an allopathic medical school, ranked below Idaho on all three measures. Even though Idaho did not rank last on any measure among this group of states, it was proportionately further below the group average for Small Population States than any of the other three benchmark averages.

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**EXHIBIT 3-9
COMPARISONS AMONG SMALL STATES
ON ACCESS TO MEDICAL EDUCATION, 2005**

State	1st Year Medical School Seats per 100,000 Population		1st Year Medical School Seats per 10,000 Ages 18- 24 Population		1st Year Medical School Seats in State per 100 Baccalaureate Graduates	
	Ratio	Rank	Ratio	Rank	Ratio	Rank
Group	6.65		6.91		1.19	
Hawai'i	5.05	5	5.05	5	1.21	3
Idaho	1.82	7	1.76	7	0.36	7
Maine	0.00	8	0.00	8	0.00	8
Nebraska	13.65	1	13.48	1	2.00	1
New Hampshire	5.80	4	6.30	4	0.93	5
New Mexico	3.89	6	3.79	6	1.02	4
Rhode Island	7.92	3	7.91	3	0.90	6
West Virginia	8.61	2	9.92	2	1.63	2

Source: Population—U.S. Census Bureau; Medical School Seats—Association of American Medical Colleges and Idaho State Legislature Budget Book; Graduates—U.S. Department of Education.

Many interviewees expressed the view that Idaho was too small to operate its own medical school, especially one equal in quality to the schools with which the state currently contracts for entering medical student seats. While we are unable to provide meaningful information on the relative quality of medical schools across the nation (it should be noted that all U.S. medical schools are required to meet high standards of quality set forth in the accreditation criteria of the Liaison Committee on Medical Education [LCME]), we do provide details on the number of medical schools in states with populations of less than 2 million in **Exhibit 3-10**.

As seen, 10 of the other 14 states in this category have medical schools (3 of the other 4 without schools are also WWAMI states). It is important to note that in 2 of these 10 states (Rhode Island and New Hampshire), the schools are private rather than state universities. The public schools in small population states typically have entering classes of 60 to 100 students. Interestingly, West Virginia, with a population of 1.8 million, operates two state-supported allopathic medical schools as well as a state-supported osteopathic school. Idaho is the most populous state in the nation that does not operate its own medical school.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-10
MEDICAL SCHOOLS IN SMALL STATES
WITH LESS THAN 2 MILLION POPULATION**

State	Population 2005	Contract Programs	Medical Schools		
			Public	Private	Osteopathic
Wyoming	508,798	WWAMI			
Vermont	622,387		University of Vermont		
North Dakota	634,605		University of North Dakota		
Alaska	663,253	WWAMI			
South Dakota	774,883		University of South Dakota		
Delaware	841,741				
Montana	934,737	WWAMI			
Rhoda Island	1,073,579			Brown University	
Hawai'i	1,273,278		University of Hawaii		
New Hampshire	1,306,819			Dartmouth College	
Maine	1,318,220				University of New England [^]
Idaho	1,429,367	WWAMI			
Nebraska	1,758,163		University of Nebraska	Creighton University	
West Virginia	1,814,083		University of West Virginia & Marshall University		WV School of Osteopathic Medicine ^{^^}
New Mexico	1,925,985		University of New Mexico		

[^]The University of New England osteopathic school is private.

^{^^}The West Virginia School of Osteopathic Medicine is public.

Source: Population—U.S. Census Bureau; Medical School Information—U.S. Department of Education.

3.4.5 Projected Medical School Access in 2020

As noted in the introduction to this chapter, expansion of medical education necessitates long-term planning due to the time required for universities to develop or expand programs and for students to advance through the medical education pipeline. In **Exhibit 3-11**, we summarize results of our analyses of projected student access to medical education in the year 2020. These projections were based on announced plans of medical schools in the various states to expand their enrollment capacities and U.S. Census Bureau population projections for each state.

**EXHIBIT 3-11
PROJECTED ACCESS TO MEDICAL EDUCATION IN 2020
BASED ON PROJECTED POPULATION AND
MEDICAL SCHOOL EXPANSION PLANS**

Comparison Group	Projected 1st Year Medical School Seats	Projected Total Population 2020	Projected Seats per 100,000 Population	Projected Ages 18-24 Population 2020	Projected Seats per 10,000 Ages 18-24 Population
National Summary	21,784	335,804,546	6.49	29,338,501	7.42
Mountain State Summary	793	23,815,716	3.33	2,138,628	3.71
Northwest State Summary	878	23,068,580	3.81	1,953,434	4.49
Small Population State Summary	751	11,188,150	6.71	877,125	8.56
Idaho	28	1,741,333	1.61	142,208	1.97

Source: Population—U.S. Census Bureau; Projected Medical School Seats—AAMC reports on medical school expansion and individual medical school Web sites.

Nationally, the projected number of first-year seats in medical schools is expected to increase by 30 percent, compared to projected population growth of 13 percent. Projected growth in the Mountain States is even more dramatic, with the number of

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seats increasing by 56 percent (significant expansions have been announced in Arizona and Colorado). Growth at lesser rates is planned for the Northwest States and Small Population States. Overall, the seats per 100,000 population in 2020 are projected to total:

- 6.49 nationally
- 3.33 in the Mountain States
- 3.81 in the Northwest States
- 6.71 in the Small Population States
- 1.61 in Idaho

A similar pattern is projected for seats per population aged 18-24, with Idaho still well below any comparison average. The minimal increase in growth is based on the two additional WWAMI seats that were funded beginning in 2007.

3.4.6 Summary of Benchmark Comparisons

This section of the report provides data to assess Idaho students' relative level of access to medical school as compared to their peers across the nation. A variety of benchmarks based on different population cohorts and state groupings have been presented. **Exhibit 3-12** displays the results of these comparisons as well as the numbers of medical school seats that would be required to place Idaho students at parity with their various sets of peers.

Overall, Idaho ranks near the bottom of each comparison group for each population cohort. As compared to the 26 state-supported students from Idaho in 2006, a significantly larger number would be needed to achieve parity. Using the average of each measure across state groupings, the typical number of first-year medical school seats needed for parity in access ranges from 66 to 71 across the various comparisons for 2005, and from 86 to 89 seats for 2020.

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**EXHIBIT 3-12
SUMMARY OF BENCHMARK COMPARISONS
ON ACCESS TO MEDICAL EDUCATION**

Comparison Basis and Year	Idaho	National Average	Mountain State Average	Northwest State Average	Small Population State Average	Average of Four Comparison Groups
Seats per 100,000 Population						
2005	1.82	5.65	2.69	3.85	6.65	4.71
2020	1.61	6.49	3.33	3.81	6.71	5.08
<i>Total Idaho Seats to Achieve Parity</i>						
2005		81	38	55	95	67
2020		113	58	66	117	89
Seats per 10,000 18-24 Population						
2005	1.76	5.75	2.66	3.80	6.91	4.78
2020	1.97	7.42	3.71	4.49	8.56	6.05
<i>Total Idaho Seats to Achieve Parity</i>						
2005		85	39	56	102	71
2020		106	53	64	122	86
Seats per 100 College Graduates						
2005	0.36	1.17	0.53	0.72	1.19	0.90
<i>Total Idaho Seats to Achieve Parity</i>						
2005		85	39	52	87	66

3.4.7 Analysis of Sufficiency of Current Pool of Applicants

Our analyses of student access suggest that a significantly greater number of medical school seats would need to be available to Idaho students in order for them to have the same level of opportunity for medical education as their peers in other states. An obvious question is whether there are enough qualified applicants to fill such an expanded number of seats.

As national medical education leaders have become more concerned about the need for expanded training capacity over the past several years, the AAMC has called for a 30 percent increase in medical school enrollments. As part of its analyses, the AAMC examined the depth of the national applicant pool for medical education to determine whether there were adequate numbers of qualified students. Specifically, it addressed the question: Can applicant growth sustain higher enrollment at current levels of quality? It concluded:

We believe future applicant pools should be large enough to sustain a national first-year medical school enrollment of 21,434 students, equal to a 30 percent increase over the matriculating class of 2002. If 2 percent of college graduates continue to apply to medical school, the projected growth in numbers of college graduates will likely swell applicant pools by 2010 to levels needed to meet the minimum applicant-to-matriculant ratios that have sustained medical school admissions in the past.¹

To examine the implications of this question for Idaho medical education, we compared the medical school applicant pools from each of the states. As seen in **Exhibit 3-13**,

¹ Association of American Medical Colleges. *Analysis in Brief* (Volume 7, Number 3). 2007.

Analysis of Current and Projected Needs for Medical Education in Idaho

Idaho residents who apply to medical school exceed the national averages for each of the three components of the Medical College Admissions Test (MCAT) and have higher grade point averages (GPAs) in science courses, non-science courses, and overall.

Medical school admissions officers widely accept the composite MCAT score of 24 (8 in each of the three sections) to be the threshold score predictive of passage of the United States Medical Licensure Exam (USMLE) Part I. Evidence has shown that 95 percent of applicants scoring 24 on the MCAT will pass the USMLE Part I. In practice, many medical schools recruit students with the strongest MCAT scores, and class averages of 30 or higher are typical in America's most selective medical schools. Our interpretation of the data is that Idaho's applicant pool is well above the national average, approaching the average for students admitted to America's most selective medical schools.

With a state average combined score of 28.2, Idaho apparently has a disproportionately large number of well-qualified potential students who are not even applying to medical school due to the intense competition for the limited number of state-funded medical school seats.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-13
MCAT SCORES AND GPAs FOR APPLICANTS
BY STATE OF LEGAL RESIDENCE, 2006**

State of Legal Residence	MCAT Verbal		MCAT PhysSc		MCAT BioSc		GPA Science		GPA Other		GPA Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Alabama	9.0	2.1	8.7	2.2	9.1	2.0	3.42	0.44	3.67	0.31	3.53	0.36
Alaska	9.6	1.7	9.1	1.9	9.6	1.9	3.37	0.41	3.63	0.32	3.48	0.34
Arizona	8.8	2.2	8.6	2.1	9.1	2.0	3.34	0.47	3.62	0.34	3.47	0.37
Arkansas	8.7	2.2	7.9	2.0	8.6	2.0	3.38	0.48	3.67	0.32	3.52	0.36
California	9.1	2.2	9.8	2.2	10.1	2.1	3.34	0.45	3.57	0.31	3.44	0.36
Colorado	9.4	2.0	9.3	2.0	9.8	1.9	3.43	0.42	3.61	0.34	3.51	0.35
Connecticut	9.5	2.0	9.4	2.0	10.0	1.8	3.38	0.38	3.60	0.27	3.48	0.30
Delaware	8.6	2.5	8.6	2.8	9.1	2.6	3.33	0.48	3.60	0.33	3.44	0.41
District of Columbia	8.4	2.7	8.3	2.4	8.8	2.3	3.18	0.59	3.42	0.44	3.30	0.50
Florida	8.6	2.3	8.5	2.1	9.0	2.1	3.34	0.47	3.63	0.33	3.47	0.38
Georgia	8.6	2.2	8.4	2.3	8.9	2.3	3.32	0.47	3.58	0.33	3.44	0.37
Hawaii	8.5	2.1	8.7	2.3	9.2	2.1	3.28	0.52	3.58	0.33	3.43	0.39
Idaho	9.3	1.8	9.2	2.0	9.7	1.7	3.47	0.42	3.69	0.28	3.57	0.33
Illinois	9.0	2.1	9.1	2.2	9.4	2.0	3.34	0.46	3.59	0.35	3.45	0.37
Indiana	9.2	1.9	9.1	2.0	9.5	1.9	3.46	0.43	3.70	0.27	3.57	0.33
Iowa	9.5	1.9	9.3	2.1	9.9	1.8	3.50	0.39	3.73	0.25	3.60	0.31
Kansas	8.8	2.1	8.5	2.0	9.0	1.9	3.46	0.43	3.69	0.30	3.57	0.34
Kentucky	8.8	2.0	8.4	2.2	8.9	2.2	3.39	0.45	3.66	0.33	3.51	0.36
Louisiana	8.5	2.0	8.3	2.0	8.8	2.0	3.41	0.44	3.66	0.32	3.52	0.36
Maine	9.4	1.8	9.1	2.4	9.6	2.0	3.45	0.40	3.63	0.27	3.53	0.31
Maryland	8.9	2.4	9.1	2.5	9.6	2.3	3.34	0.46	3.60	0.31	3.45	0.36
Massachusetts	9.5	2.1	9.6	2.3	10.1	2.0	3.36	0.44	3.55	0.33	3.44	0.36
Michigan	8.9	2.1	9.3	2.3	9.7	2.1	3.37	0.47	3.61	0.32	3.48	0.38
Minnesota	9.3	2.0	9.4	2.0	9.7	1.9	3.42	0.42	3.64	0.30	3.52	0.33
Mississippi	8.6	2.2	7.8	2.1	8.4	2.2	3.42	0.49	3.69	0.32	3.54	0.38
Missouri	9.2	2.1	9.0	2.2	9.5	2.0	3.49	0.41	3.67	0.33	3.57	0.35
Montana	9.4	1.8	9.0	1.7	9.8	1.6	3.51	0.41	3.71	0.26	3.60	0.32
Nebraska	8.8	2.0	8.5	1.9	9.0	1.9	3.47	0.42	3.69	0.30	3.57	0.33
Nevada	8.4	2.2	8.3	2.2	9.0	2.4	3.26	0.53	3.57	0.37	3.40	0.41
New Hampshire	9.7	2.2	9.0	2.2	9.8	2.0	3.47	0.41	3.60	0.35	3.53	0.36
New Jersey	9.0	2.1	9.4	2.2	9.8	2.0	3.39	0.45	3.58	0.31	3.48	0.35
New Mexico	9.1	2.1	8.4	2.1	9.2	2.0	3.36	0.45	3.62	0.35	3.48	0.36
New York	9.0	2.2	9.3	2.3	9.6	2.1	3.35	0.45	3.58	0.32	3.46	0.36
North Carolina	9.1	2.2	8.8	2.3	9.2	2.3	3.33	0.47	3.55	0.34	3.43	0.38
North Dakota	9.0	1.7	8.8	1.8	9.3	1.7	3.51	0.37	3.73	0.28	3.61	0.30
Ohio	9.0	2.0	9.0	2.1	9.4	1.9	3.41	0.44	3.66	0.31	3.52	0.35
Oklahoma	8.8	2.1	8.2	2.1	8.7	1.9	3.44	0.42	3.69	0.29	3.55	0.32
Oregon	9.5	2.1	9.6	2.2	10.1	1.9	3.44	0.43	3.63	0.30	3.53	0.34
Pennsylvania	9.2	2.0	9.3	2.2	9.7	1.9	3.40	0.42	3.63	0.31	3.50	0.34
Puerto Rico	5.9	2.2	6.3	1.7	6.7	2.2	3.21	0.55	3.61	0.35	3.39	0.43
Rhode Island	9.2	2.3	9.1	2.4	9.6	2.2	3.34	0.43	3.60	0.31	3.46	0.35
South Carolina	8.8	2.1	8.2	2.1	8.8	2.0	3.39	0.45	3.59	0.34	3.48	0.37
South Dakota	9.1	1.8	8.7	2.2	9.3	2.0	3.51	0.42	3.70	0.32	3.60	0.36
Tennessee	8.6	2.1	8.3	2.2	8.8	2.1	3.33	0.50	3.61	0.34	3.46	0.39
Texas	8.9	2.2	9.1	2.3	9.5	2.1	3.41	0.44	3.63	0.33	3.47	0.37
Utah	9.2	1.7	9.3	1.9	10.0	1.7	3.46	0.38	3.69	0.28	3.56	0.30
Vermont	9.8	1.8	9.5	2.1	10.0	1.8	3.41	0.41	3.56	0.28	3.47	0.31
Virginia	9.2	2.1	9.1	2.3	9.5	2.1	3.31	0.45	3.54	0.34	3.41	0.37
Washington	9.5	1.9	9.8	2.0	10.2	1.8	3.44	0.37	3.65	0.27	3.53	0.30
West Virginia	8.7	2.0	8.2	2.1	8.6	2.0	3.40	0.39	3.70	0.27	3.54	0.30
Wisconsin	9.4	1.9	9.4	2.1	9.9	1.8	3.49	0.40	3.68	0.28	3.57	0.32
Wyoming	9.1	2.0	8.5	2.0	9.3	1.9	3.47	0.36	3.66	0.25	3.55	0.28
U.S. Territories	7.2	1.7	6.6	1.7	7.8	2.1	3.22	0.48	3.64	0.25	3.41	0.36
Canada	8.2	2.0	9.6	1.9	10.0	1.9	3.38	0.51	3.57	0.36	3.47	0.41
Other	8.8	2.2	10.1	2.3	10.2	2.2	3.45	0.48	3.60	0.34	3.52	0.39
All	9.0	2.2	9.1	2.2	9.5	2.1	3.38	0.45	3.61	0.32	3.48	0.36

Source: Association of American Medical Colleges.

Analysis of Current and Projected Needs for Medical Education in Idaho

We also analyzed applicant information for the WWAMI program from each of the participating states over the past five years. As seen in **Exhibit 3-14**, the ratio of applicants per entrant in Idaho was the highest among the five states. Idaho entrants ranked second on MCAT scores among the five states and were above average on GPA performance. Since the WWAMI applicant base is much stronger than the overall national applicant pool, the performance of Idaho students is especially impressive. Importantly, these analyses provide confidence that a significant expansion of medical school enrollment among Idaho students could occur without adverse impact on the quality of students.

**EXHIBIT 3-14
ANALYSIS OF WWAMI APPLICANT POOL
BY STATE, 2003-2007 ENTERING CLASSES**

Year Entered	State of Residence	Total Applicants	Number of Entering Students	Average MCAT Score	Average Undergraduate GPA	Applicants per Entrant
2007	Washington	731	105	10.746	3.67	6.96
2007	Wyoming	46	11	8.848	3.75	4.18
2007	Alaska	83	20	9.106	3.44	4.15
2007	Montana	87	20	9.519	3.54	4.35
2007	Idaho	150	20	10.433	3.73	7.50
2007	Total	1,097	176	10.266	3.64	6.23
2006	Washington	648	104	10.580	3.61	6.23
2006	Wyoming	54	14	8.852	3.67	3.86
2006	Alaska	78	10	10.500	3.61	7.80
2006	Montana	97	20	9.783	3.74	4.85
2006	Idaho	124	18	9.543	3.58	6.89
2006	Total	1,001	166	10.221	3.63	6.03
2005	Washington	623	103	10.534	3.62	6.05
2005	Wyoming	62	12	9.889	3.71	5.17
2005	Alaska	67	11	9.909	3.61	6.09
2005	Montana	98	20	10.150	3.72	4.90
2005	Idaho	140	18	10.037	3.71	7.78
2005	Total	990	164	10.344	3.65	6.04
2004	Washington	628	109	10.517	3.64	5.76
2004	Wyoming	47	10	9.567	3.78	4.70
2004	Alaska	66	10	10.367	3.69	6.60
2004	Montana	103	20	10.150	3.75	5.15
2004	Idaho	104	18	10.407	3.74	5.78
2004	Total	948	167	10.395	3.68	5.68
2003	Washington	651	107	10.504	3.67	6.08
2003	Wyoming	55	10	9.433	3.77	5.50
2003	Alaska	59	10	9.866	3.64	5.90
2003	Montana	95	20	9.883	3.76	4.75
2003	Idaho	103	18	10.204	3.71	5.72
2003	Total	963	165	10.292	3.69	5.84
5-Yr Sum	Washington	3,281	528	10.576	3.64	6.21
5-Yr Sum	Wyoming	264	57	9.297	3.73	4.63
5-Yr Sum	Alaska	353	61	9.811	3.57	5.79
5-Yr Sum	Montana	480	100	9.897	3.70	4.80
5-Yr Sum	Idaho	621	92	10.132	3.69	6.75
5-Yr Sum	Total	4,999	838	10.303	3.66	5.97

Source: WWAMI Program Office – Idaho.

Analysis of Current and Projected Needs for Medical Education in Idaho

Idaho Medical Students in Other Than State-Funded Seats. Idaho students, like those all over the nation, pursue medical education beyond the borders of their home states (even after adjusting for contracted seats in nearby states). Their reasons for doing so are varied and include a desire to graduate from a nationally prestigious school, to carry on a family tradition of attending a certain school, or simply to go wherever they can gain admission. For the entering class of 2006, data from the AAMC show that 61 Idaho residents began attending medical school—all at out-of-state locations (see **Exhibit 3-15**). After adjusting for the 26 state-funded seats in 2006 with the Washington and Utah programs, we determined that more than half the students left Idaho without state support for their medical educations.

Perhaps more importantly, Idaho applicants have one of the lowest rates of entrance among students across the 50 states. Nearly 60 percent of all applicants to medical school from Idaho failed to matriculate in 2006, compared to a national average of 55.6 percent. Given the previously noted stronger than average academic qualifications of Idaho applicants, a likely interpretation is that Idaho students were pursuing too few seats in the region to have a high probability of admission.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-15
MIX OF IN-STATE AND OUT-OF-STATE
MEDICAL SCHOOL ATTENDANCE, 2006**

State of Legal Residence	Applicants	Matriculation Status					
		Matriculated In State		Matriculated Out of State		NOT Matriculated	
		N	%	N	%	N	%
Alabama	542	226	41.7	56	10.3	260	48.0
Alaska	85	-	-	29	34.1	56	65.9
Arizona	574	110	19.2	113	19.7	351	61.1
Arkansas	305	132	43.3	17	5.6	156	51.1
California	4,452	808	18.1	1,160	26.1	2,484	55.8
Colorado	646	117	18.1	140	21.7	389	60.2
Connecticut	414	77	18.6	118	28.5	219	52.9
Delaware	78	-	-	38	48.7	40	51.3
District of Columbia	87	15	17.2	17	19.5	55	63.2
Florida	1,748	477	27.3	247	14.1	1,024	58.6
Georgia	1,154	315	27.3	167	14.5	672	58.2
Hawaii	214	56	26.2	37	17.3	121	56.5
Idaho	150	-	-	61	40.7	89	59.3
Illinois	1,844	627	34.0	216	11.7	1,001	54.3
Indiana	702	240	34.2	90	12.8	372	53.0
Iowa	341	94	27.6	43	12.6	204	59.8
Kansas	434	150	34.6	65	15.0	219	50.5
Kentucky	412	190	46.1	26	6.3	196	47.6
Louisiana	886	341	38.5	58	6.5	487	55.0
Maine	84	-	-	39	46.4	45	53.6
Maryland	913	147	16.1	266	29.1	500	54.8
Massachusetts	897	217	24.2	216	24.1	464	51.7
Michigan	1,347	394	29.3	212	15.7	741	55.0
Minnesota	761	193	25.4	132	17.3	436	57.3
Mississippi	314	110	35.0	28	8.9	176	56.1
Missouri	568	199	35.0	83	14.6	286	50.4
Montana	101	-	-	50	49.5	51	50.5
Nebraska	291	111	38.1	18	6.2	162	55.7
Nevada	165	49	29.7	20	12.1	96	58.2
New Hampshire	97	6	6.2	38	39.2	53	54.6
New Jersey	1,358	302	22.2	363	26.7	693	51.0
New Mexico	238	70	29.4	39	16.4	129	54.2
New York	2,702	883	32.7	434	16.1	1,385	51.3
North Carolina	962	270	28.1	124	12.9	568	59.0
North Dakota	134	41	30.6	13	9.7	80	59.7
Ohio	1,485	565	38.0	147	9.9	773	52.1
Oklahoma	383	140	36.6	42	11.0	201	52.5
Oregon	380	84	22.1	101	26.6	195	51.3
Pennsylvania	1,423	438	30.8	237	16.7	748	52.6
Puerto Rico	374	188	50.3	10	2.7	176	47.1
Rhode Island	80	13	16.3	26	32.5	41	51.3
South Carolina	503	210	41.7	29	5.8	264	52.5
South Dakota	142	44	31.0	28	19.7	70	49.3
Tennessee	682	227	33.3	67	9.8	388	56.9
Texas	3,279	1,160	35.4	174	5.3	1,945	59.3
Utah	488	75	15.4	149	30.5	264	54.1
Vermont	87	36	41.4	10	11.5	41	47.1
Virginia	913	241	26.4	195	21.4	477	52.2
Washington	694	103	14.8	187	26.9	404	58.2
West Virginia	241	119	49.4	22	9.1	100	41.5
Wisconsin	680	213	31.3	104	15.3	363	53.4
Wyoming	56	-	-	24	42.9	32	57.1
Other	1,218	-	-	222	18.2	996	81.8
Total	39,108	10,823	27.7	6,547	16.7	21,738	55.6

Source: Association of American Medical Colleges, Applicant Matriculant File as of October 27, 2006.

Analysis of Current and Projected Needs for Medical Education in Idaho

3.5 Residency Training

As introduced in Chapter 1.0, residency training (or graduate medical education—GME) is an essential step in the medical education process. Physicians are not allowed to practice without supervision until some residency training is completed.

Not only is the opportunity to pursue GME a key component of student access, it is very important for physician access as well. The location of a new physician's residency training is the best single predictor of where he or she will eventually practice.

For purposes of assessing adequacy of GME opportunity in a state, two major issues should be considered:

- The number of first-year residency seats offered in the state each year.
- The number and range of medical specialties in which residencies are offered.

Exhibit 3-16 provides a high-level summary of the opportunity for GME in Idaho compared to the same benchmarks used for considering medical school access.

**EXHIBIT 3-16
GRADUATE MEDICAL EDUCATION OFFERINGS
IDAHO AND BENCHMARK STATES**

Benchmark	Number of 1st Year GME Seats	Number of Accredited Programs	Programs in Core Clinical Specialties			
			Family Medicine	Internal Medicine	Obstetrics/ Gynecology	Pediatrics
Idaho	17	4	3	0	0	0
National Average	716	167	9	8	5	4
Mountain State Average	195	46	4	2	1	1
Northwest State Average	169	42	5	2	1	1
Small Population State Average	162	43	3	2	1	1

Source: *Graduate Medical Education Data Resource Book, 2005-2006*, Accreditation Council for Graduate Medical Education.

In terms of the number of seats available for medical school graduates to begin residency training, Idaho provided opportunities for 17 physicians in 4 accredited programs in 2005. By comparison, the national average of all 50 states was 716 first year seats, the Mountain State average was 195 seats, the Northwest State average was 169 seats, and the Small Population State average was 162 seats. The lack of opportunity for GME in Idaho is even more pronounced when considering the range of core program offerings. Idaho only offers three core programs (all in family medicine), while the other benchmark averages are significantly greater. Most other states provide coverage of all core clinical specialties.

Analysis of Current and Projected Needs for Medical Education in Idaho

To place the data above in greater perspective, **Exhibit 3-17** compares the number of residency seats to the population and the number of M.D. students for the various state benchmarks. On the basis of GME seats per 100,000 population, Idaho (with 1.16 only seats) ranks ahead of only Montana and trails all of the benchmarks by a considerable margin. When comparing first year residency seats per first year medical school seats, Idaho again ranks next to last.

At a minimum, a state needs to provide as many first-year residency seats as it has first-year medical school seats. Otherwise, some of the new M.D. graduates are forced to leave the state and the investment in the future medical workforce is devalued. Obviously, any state action to increase the number of medical school seats will need to be coupled with a decision to increase residency seats or slippage on this measure will occur.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-17
COMPARISON OF FIRST-YEAR GRADUATE MEDICAL EDUCATION (GME) SEATS
TO POPULATION AND FIRST-YEAR MEDICAL SCHOOL SEATS BY STATE**

State	Medical School First- Year Seats	GME First- Year Seats	GME Seats per Medical School Seat	Population	GME Seats per 100,000 Population
Alaska	10	12	1.20	670,053	1.79
Alabama	232	442	1.90	4,599,030	9.61
Arkansas	150	216	1.44	2,810,872	7.68
Arizona	115	453	3.94	6,166,318	7.35
California	1,109	3,155	2.85	36,457,549	8.65
Colorado	143	408	2.85	4,753,377	8.58
Connecticut	197	695	3.53	3,504,809	19.83
District of Columbia	483	581	1.20	581,530	99.91
Delaware	-	84	n.a	853,476	9.84
Florida	480	1,054	2.19	18,089,888	5.83
Georgia	416	684	1.64	9,363,941	7.30
Hawai'i	64	152	2.38	1,285,498	11.82
Iowa	143	238	1.66	2,982,085	7.98
Idaho	26	17	0.65	1,466,465	1.16
Illinois	1,164	1,935	1.66	12,831,970	15.08
Indiana	290	457	1.58	6,313,520	7.24
Kansas	173	215	1.25	2,764,075	7.78
Kentucky	250	332	1.33	4,206,074	7.89
Louisiana	432	496	1.15	4,287,768	11.57
Massachusetts	635	1,723	2.72	6,437,193	26.77
Maryland	444	876	1.97	5,615,727	15.60
Maine	-	90	n.a	1,321,574	6.81
Michigan	559	1,511	2.71	10,095,643	14.97
Minnesota	253	731	2.90	5,167,101	14.15
Missouri	458	837	1.83	5,842,713	14.33
Mississippi	103	149	1.44	2,910,540	5.12
Montana	20	7	0.35	944,632	0.74
North Carolina	457	938	2.05	8,856,505	10.59
North Dakota	61	42	0.69	635,867	6.61
Nebraska	245	212	0.87	1,768,331	11.99
New Hampshire	79	124	1.56	1,314,895	9.43
New Jersey	334	906	2.71	8,724,560	10.38
New Mexico	76	170	2.24	1,954,599	8.70
Nevada	54	81	1.49	2,495,529	3.25
New York	1,749	5,495	3.14	19,306,183	28.46
Ohio	896	1,703	1.90	11,478,006	14.84
Oklahoma	152	229	1.51	3,579,212	6.40
Oregon	119	261	2.19	3,700,758	7.05
Pennsylvania	1,137	2,507	2.20	12,440,621	20.15
Rhode Island	89	253	2.84	1,067,610	23.70
South Carolina	224	354	1.58	4,321,249	8.19
South Dakota	51	37	0.72	781,919	4.73
Tennessee	414	677	1.64	6,038,803	11.21
Texas	1,264	2,338	1.85	23,507,783	9.95
Utah	94	233	2.49	2,550,063	9.14
Virginia	431	706	1.64	7,642,884	9.24
Vermont	106	89	0.84	623,908	14.26
Washington	134	578	4.33	6,395,798	9.04
Wisconsin	357	579	1.62	5,556,506	10.42
West Virginia	161	205	1.28	1,818,470	11.27
Wyoming	16	14	0.88	515,004	2.72
US	17,045	36,493	2.14	299,398,484	12.19

Source: *Graduate Medical Education Data Resource Book, 2005-2006*, Accreditation Council for Graduate Medical Education.

Analysis of Current and Projected Needs for Medical Education in Idaho

3.6 Physician Access

As noted in the introduction to this chapter, the need to provide access for Idahoans to physician services is one of the primary reasons for the need to provide reasonable student access to medical education. In this section of the needs analysis, we assess the need for physicians in Idaho.

3.6.1 National Comparisons of Physicians per Capita

Our interviews with state leaders indicated that the need for more physicians in Idaho is a common perception. Our statistical analyses of physicians per capita across the states confirm this perception.

We compared Idaho to other states using two different counts of physicians. The *Total Physicians* count is what its name implies – the number of licensed physicians living in the state. The *Physicians Engaged in Patient Care* count is a subset of the first, and excludes those physicians who are retired or who serve primarily in administrative or academic capacities. According to the American Medical Association Masterfile, Idaho had 2,825 total physicians in 2005, and 2,321 of those were engaged in patient care (82 percent).

Comparisons based on both physician-counting methods are shown in **Exhibit 3-18**. Idaho ranks 49th among the 50 states (50th if the District of Columbia is considered) on the total physician measure and last on the patient care physician measure. The rate of 198 total physicians per 100,000 population is 66 percent of the national average, and 162 patient care physicians per 100,000 population is 68 percent of the corresponding national rate. Compared to the median (i.e., the middle ranking state), Idaho is 70 percent of that national benchmark on the total physicians measure and 72 percent of the patient care physician measure. In any of these cases, Idaho would need an approximate 40-50 percent increase in the number of physicians to be at parity with the rest of the nation in physician access.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-18
MEASURES OF PHYSICIAN ACCESS
BY STATE, 2005**

State	Physicians in State per 100,000 Population		Patient Care Physicians per 100,000 Population	
	Ratio	Rank	Ratio	Rank
Alaska	248	38	214	33
Alabama	238	42	198	41
Arkansas	228	45	189	45
Arizona	247	39	191	43
California	299	18	234	22
Colorado	296	19	236	19
Connecticut	407	6	319	7
District of Columbia	827	1	623	1
Delaware	282	25	225	25
Florida	294	20	224	26
Georgia	243	40	200	39
Hawaii	356	8	283	8
Iowa	213	48	166	48
Idaho	198	50	162	50
Illinois	302	17	244	13
Indiana	239	41	199	40
Kansas	254	36	203	38
Kentucky	255	35	212	35
Louisiana	281	26	233	23
Massachusetts	496	2	382	2
Maryland	456	3	345	3
Maine	311	12	244	14
Michigan	270	28	216	29
Minnesota	319	11	257	11
Missouri	264	32	215	31
Mississippi	202	49	166	49
Montana	267	31	212	34
North Carolina	285	24	228	24
North Dakota	270	29	224	27
Nebraska	269	30	218	28
New Hampshire	306	15	241	16
New Jersey	342	9	277	9
New Mexico	275	27	216	30
Nevada	215	47	176	47
New York	426	4	338	4
Ohio	293	21	234	21
Oklahoma	196	51	158	51
Oregon	311	13	242	15
Pennsylvania	333	10	258	10
Rhode Island	397	7	321	6
South Carolina	259	33	214	32
South Dakota	250	37	206	37
Tennessee	291	22	241	17
Texas	234	44	193	42
Utah	235	43	190	44
Virginia	305	16	245	12
Vermont	422	5	321	5
Washington	308	14	239	18
Wisconsin	287	23	234	20
West Virginia	258	34	209	36
Wyoming	219	46	177	46
US Average	300		239	
US Median	281		224	

Source: American Medical Association

Analysis of Current and Projected Needs for Medical Education in Idaho

Similar analyses of physicians per capita were developed for each of the three groups of comparison states. Since Idaho ranks last nationally, the obvious finding is that the state also ranks at the bottom of each comparison group. Compared to the group averages, Idaho's ratio of patient care physicians per capita is:

- 83 percent of the Mountain State average,
- 76 percent of the Northwest State average,
- 69 percent of the Small Population State Average.

Details of the comparisons with the selected groups of states are listed in **Exhibit 3-19**.

**EXHIBIT 3-19
PHYSICIAN ACCESS IN SELECTED
COMPARISON STATES, 2005**

State	Physicians in State per 100,000 Population		Patient Care Physicians per 100,000 Population	
	Ratio	Rank	Ratio	Rank
Mountain States				
Arizona	247	4	191	4
Colorado	296	1	236	1
Idaho	198	8	162	8
Montana	267	3	212	3
Nevada	215	7	176	7
New Mexico	275	2	216	2
Utah	235	5	190	5
Wyoming	219	6	177	6
Average	244		195	
Northwest States				
Idaho	198	8	162	8
Iowa	213	7	166	7
Minnesota	319	1	257	1
Montana	267	5	212	5
North Dakota	270	4	224	4
Oregon	311	2	242	2
South Dakota	250	6	206	6
Washington	308	3	239	3
Average	267		214	
Small Population States				
Hawai'i	356	2	283	2
Idaho	198	8	162	8
Maine	311	3	244	3
Nebraska	269	6	218	5
New Hampshire	306	4	241	4
New Mexico	275	5	216	6
Rhode Island	397	1	321	1
West Virginia	258	7	209	7
Average	296		237	

Source: American Medical Association

Analysis of Current and Projected Needs for Medical Education in Idaho

3.6.2 Age Distribution of Physicians

Another perception across our interviews is that the physician shortage in the state is likely to become more acute in the near future due to the aging of the workforce. That is, many of the state's doctors are expected to retire in the near future. Although reliable data do not exist on physicians' plans for retirement, data are available that categorize physicians in each state into ten year age groupings.

Using data from the American Medical Association, we determined that 40 percent of the state's physicians are age 55 years or older, and that 21 percent are 65 years or older. As shown in **Exhibit 3-20**, Idaho has the 6th oldest physician workforce among the 50 states. To the extent that an aging physician workforce is a contributing factor to the nation's impending physician shortage, the impact is likely to be more pronounced in Idaho.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-20
AGE DISTRIBUTION OF PHYSICIANS BY STATE, 2005**

State	Total	Age Categories					Age 55 & Over	
		< 35	35-44	45-54	55-64	65	%	Rank
Total Physicians	902,053	140,093	212,050	222,469	157,596	169,845	36.3%	
Alabama	10,809	1,672	2,576	2,974	1,880	1,707	33.2%	40
Alaska	1,643	143	460	463	350	227	35.1%	29
Arizona	14,699	1,709	3,575	3,686	2,584	3,145	39.0%	12
Arkansas	6,315	931	1,503	1,715	1,071	1,095	34.3%	33
California	108,053	14,594	23,204	24,522	21,731	24,002	42.3%	4
Colorado	13,816	1,762	3,512	3,520	2,528	2,494	36.3%	23
Connecticut	14,234	2,224	3,230	3,616	2,429	2,735	36.3%	25
Delaware	2,372	366	573	567	383	483	36.5%	21
Dist of Columbia	4,815	1,131	973	908	867	936	37.4%	18
Florida	52,324	4,939	11,101	13,419	9,245	13,620	43.7%	2
Georgia	22,222	3,212	5,813	6,002	3,636	3,559	32.4%	46
Hawaii	4,528	547	1,013	1,183	881	904	39.4%	9
Idaho	2,825	198	728	761	556	582	40.3%	6
Illinois	38,513	7,883	8,941	8,852	6,596	6,241	33.3%	37
Indiana	14,977	2,172	3,706	4,122	2,537	2,440	33.2%	39
Iowa	6,319	1,009	1,483	1,661	1,061	1,105	34.3%	34
Kansas	6,978	1,005	1,642	1,743	1,230	1,358	37.1%	19
Kentucky	10,646	1,628	2,704	2,770	1,841	1,703	33.3%	38
Louisiana	12,650	2,236	2,975	3,041	2,212	2,186	34.8%	31
Maine	4,095	374	889	1,130	798	904	41.6%	5
Maryland	25,498	3,979	5,961	6,273	4,579	4,706	36.4%	22
Massachusetts	31,908	6,293	7,964	7,325	5,115	5,211	32.4%	47
Michigan	27,316	5,106	6,465	6,340	4,583	4,822	34.4%	32
Minnesota	16,373	2,773	4,184	4,256	2,583	2,577	31.5%	50
Mississippi	5,872	750	1,471	1,520	1,036	1,095	36.3%	24
Missouri	15,322	2,957	3,709	3,788	2,468	2,400	31.8%	48
Montana	2,496	109	540	732	545	570	44.7%	1
Nebraska	4,727	834	1,180	1,215	733	765	31.7%	49
Nevada	5,196	519	1,457	1,270	874	1,076	37.5%	16
New Hampshire	4,003	410	952	1,102	705	834	38.4%	14
New Jersey	29,786	4,013	6,889	7,724	5,558	5,602	37.5%	17
New Mexico	5,292	647	1,196	1,354	1,139	956	39.6%	8
New York	82,301	15,818	18,117	18,788	13,686	15,892	35.9%	26
North Carolina	24,698	4,055	6,437	6,515	3,705	3,986	31.1%	51
North Dakota	1,712	188	435	463	339	287	36.6%	20
Ohio	33,618	6,420	8,267	7,823	5,288	5,820	33.0%	41
Oklahoma	6,950	933	1,501	1,804	1,329	1,383	39.0%	11
Oregon	11,301	1,241	2,748	2,817	2,244	2,251	39.8%	7
Pennsylvania	41,358	7,199	8,919	10,495	7,008	7,737	35.7%	28
Rhode Island	4,259	851	1,042	974	615	777	32.7%	43
South Carolina	10,992	1,726	2,837	2,673	1,829	1,927	34.2%	35
South Dakota	1,936	191	484	582	366	313	35.1%	30
Tennessee	17,349	2,560	4,341	4,783	2,888	2,777	32.7%	44
Texas	53,571	8,950	14,030	12,994	8,974	8,623	32.8%	42
Utah	5,857	881	1,527	1,463	1,032	954	33.9%	36
Vermont	2,624	368	574	687	470	525	37.9%	15
Virginia	23,049	3,561	5,482	5,763	3,974	4,269	35.8%	27
Washington	19,349	2,223	4,489	5,075	3,798	3,764	39.1%	10
West Virginia	4,681	739	1,043	1,075	941	883	39.0%	13
Wisconsin	15,855	2,222	4,157	4,316	2,508	2,652	32.5%	45
Wyoming	1,113	71	261	307	230	244	42.6%	3
Possessions	11,379	1,538	2,366	3,356	1,836	2,283	36.2%	
APO's and FPO's	991	229	422	158	90	92	18.4%	
Address Unknown	488	4	2	4	112	366	98.0%	

Source: American Medical Association

Analysis of Current and Projected Needs for Medical Education in Idaho

3.6.3 Number of Physicians by Idaho County

The number of physicians per capita in each of the state's counties varies significantly. Ada County, the state's most populous, had 2.68 patient care physicians per 1,000 residents in 2005 – a rate that placed it above the national average. By contrast, the statewide average for this measure was only 1.62. The numbers of patient care physicians in each of the state's 44 counties, along with the rate per 1,000 population for odd-numbered years over the past decade, are listed in **Exhibit 3-21**.

Over one-half of the state's counties (23 counties) had fewer than 10 physicians, and 17 of those counties had 5 or fewer physicians. By contrast, six counties had 100 or more physicians in 2005. The ratio of physicians per 1,000 population was below 1.00 in 30 of the 44 counties.

**EXHIBIT 3-21
PATIENT CARE PHYSICIANS BY COUNTY, 2005**

Region Name	1997		1999		2001		2003		2005	
	Number	Per 1,000 Populatio	Number	Per 1,000 Populatio	Number	Per 1,000 Populatio	Number	Per 1,000 Populatio	Number	Per 1,000 Populatio
Idaho	1739	1.44	1802	1.44	1957	1.48	2198	1.61	2321	1.62
Ada	586	2.19	620	2.19	731	2.34	862	2.65	925	2.68
Adams	1	0.26	10	2.64	0	-	1	0.29	2	0.56
Bannock	146	1.97	139	1.86	132	1.74	150	1.94	153	1.97
Bear Lake	5	0.77	6	0.91	7	1.09	6	0.95	6	0.97
Benewah	7	0.78	7	0.77	8	0.89	10	1.11	7	0.76
Bingham	21	0.51	21	0.50	25	0.59	21	0.49	24	0.55
Blaine	60	3.49	67	3.87	70	3.54	69	3.33	65	3.07
Boise	NA	NA	NA	NA	1	0.14	2	0.28	1	0.13
Bonner	36	1.04	37	1.03	43	1.15	55	1.40	60	1.47
Bonneville	152	1.90	157	1.93	159	1.90	185	2.12	182	1.98
Boundary	6	0.61	8	0.80	7	0.71	7	0.69	8	0.76
Butte	2	0.65	2	0.66	1	0.35	1	0.35	3	1.08
Camas	NA	NA	NA	NA	NA	NA	0	-	0	-
Canyon	136	1.17	130	1.04	140	1.01	160	1.05	149	0.90
Caribou	3	0.41	3	0.41	3	0.41	3	0.42	5	0.70
Cassia	27	1.26	23	1.07	25	1.16	25	1.16	24	1.12
Clark	NA	NA	NA	NA	NA	NA	0	-	0	-
Clearwater	11	1.17	12	1.28	14	1.62	14	1.66	12	1.44
Custer	2	0.47	2	0.49	3	0.70	1	0.24	1	0.24
Elmore	9	0.36	17	0.66	22	0.76	22	0.77	25	0.88
Franklin	4	0.37	4	0.35	5	0.43	5	0.42	5	0.40
Fremont	2	0.17	3	0.25	3	0.25	2	0.16	2	0.16
Gem	7	0.48	6	0.40	7	0.45	8	0.51	9	0.55
Gooding	4	0.29	2	0.15	4	0.28	4	0.28	5	0.35
Idaho County	12	0.80	14	0.93	15	0.97	14	0.91	14	0.89
Jefferson	3	0.16	1	0.05	2	0.10	4	0.20	4	0.19
Jerome	10	0.57	9	0.50	8	0.43	12	0.63	12	0.61
Kootenai	157	1.59	163	1.56	186	1.66	211	1.79	263	2.06
Latah	38	1.15	41	1.26	35	1.00	39	1.12	47	1.34
Lemhi	4	0.50	2	0.25	2	0.26	7	0.90	6	0.76
Lewis	0	-	1	0.25	0	-	0	-	0	-
Lincoln	1	0.26	1	0.26	1	0.24	1	0.23	1	0.22
Madison	28	1.13	30	1.21	31	1.11	30	1.01	27	0.87
Minidoka	12	0.59	8	0.39	9	0.46	9	0.47	8	0.42
Nez Perce	78	2.12	83	2.25	73	1.97	79	2.10	79	2.08
Oneida	0	-	1	0.25	1	0.24	1	0.24	1	0.24
Owyhee	NA	NA	1	0.10	2	0.18	1	0.09	1	0.09
Payette	8	0.40	8	0.38	12	0.58	10	0.47	11	0.50
Power	4	0.49	2	0.24	3	0.40	2	0.27	2	0.26
Shoshone	12	0.86	11	0.81	10	0.74	9	0.69	12	0.92
Teton	4	0.76	5	0.88	6	0.93	5	0.71	8	1.07
Twin Falls	125	2.03	126	2.00	135	2.09	134	2.00	130	1.87
Valley	15	1.86	15	1.91	13	1.69	15	1.93	19	2.29
Washington	1	0.10	4	0.39	3	0.30	2	0.20	3	0.30

Source: American Medical Association

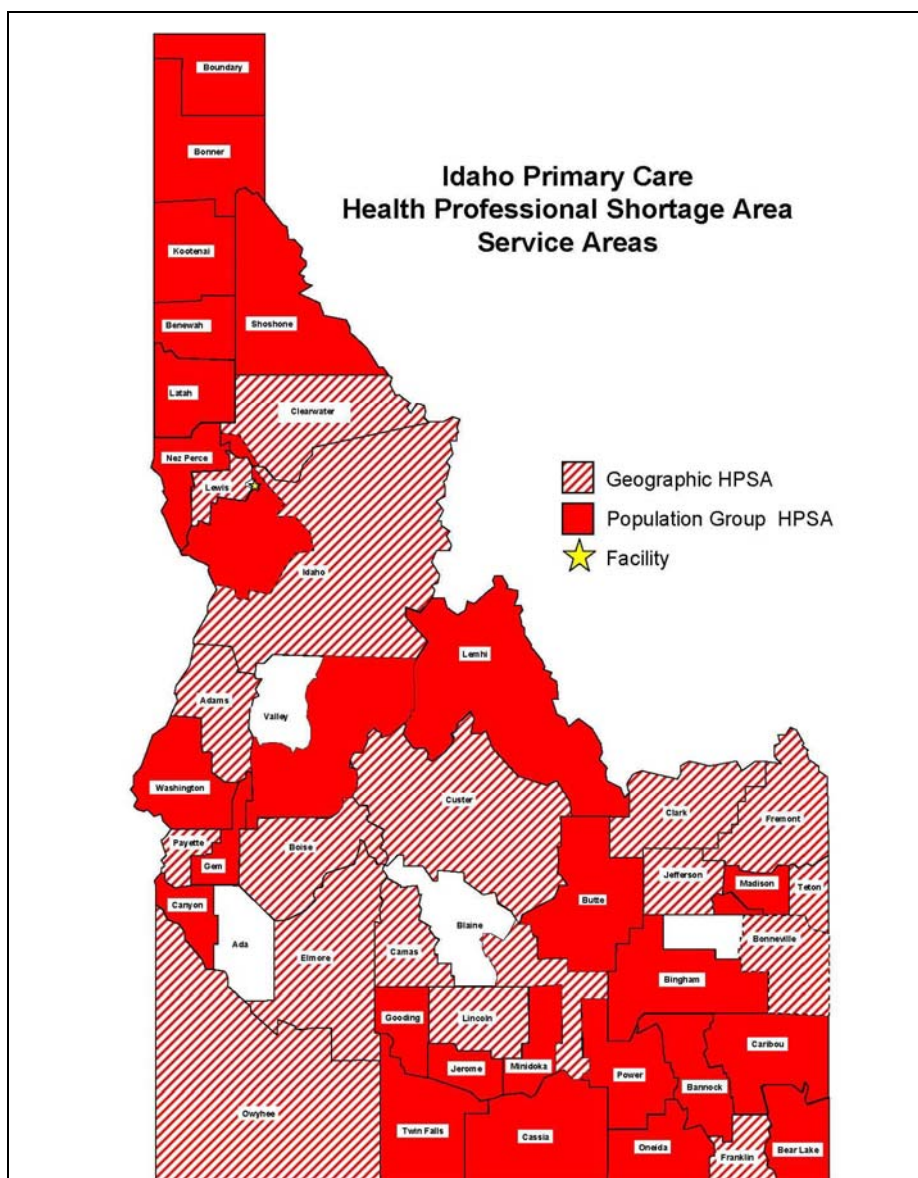
Analysis of Current and Projected Needs for Medical Education in Idaho

3.6.4 Health Professions Shortage Areas

The federal government reviews health workforce and population data for areas across the nation and, based on its analyses, designates certain areas as a “health professions shortage area” or HPSA. One use of the HPSA designation is to determine eligibility for federal funds

About 20 percent of the nation’s population lives in HPSA areas for primary care physicians. A map of the HPSAs in Idaho is illustrated in **Exhibit 3-22**.

**EXHIBIT 3-22
HEALTH PROFESSIONS SHORTAGE AREAS – IDAHO, 2006**



Source: HPSA State Office of Rural Health and Primary Care, Division of Health, Department of Health and Welfare, 2007.

Analysis of Current and Projected Needs for Medical Education in Idaho

3.7 Economic Impact

Some of the state's leaders we interviewed felt that the lack of access to medical education and physician services in the state has an adverse economic impact. A report from the American Academy of Family Physicians found that the economic impact of each family physician in Idaho is \$812,189 per year.² The adverse economic impact can be based on healthcare dollars leaving Idaho as its residents go to other states for needed care. Additionally, it can come from the inability to participate fully in the growing bio-tech industry.

3.7.1 Growth of Healthcare Industrial Sector

The healthcare sector is among the fastest growing components of the U.S. economy. Based on data in **Exhibit 3-23**, the healthcare component of the gross domestic product grew by more than 44 percent nationally between 2000 and 2005. By contrast, the overall gross domestic product in the United States increased by approximately 27 percent during the same period.

In 2005, the healthcare component comprised 6.9 percent of the economy, compared to only 6.1 percent in 2000. Healthcare ranked second among nineteen components in the rate of growth over the five year period.

² *Economic Impact of Family Physicians in Idaho*. American Academy of Family Physicians. 2007.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-23
GROWTH OF THE HEALTHCARE INDUSTRY**

Industry	Current Dollars				Change 2000-2005	
	2000	2003	2004	2005	% Change	Rank
Gross domestic product^	9,817	10,971	11,734	12,487	27%	-
Private industries	8,614	9,557	10,251	10,935	27%	-
Agriculture, forestry, and fishing	98	114	142	119	21%	17
Mining	121	142	172	214	77%	1
Utilities	189	223	235	239	26%	12
Construction	436	501	550	594	36%	5
Manufacturing	1,426	1,369	1,420	1,497	5%	19
Wholesale trade	592	633	695	733	24%	16
Retail trade	662	751	790	829	25%	15
Transportation and warehousing	302	322	333	362	20%	18
Information	458	492	539	578	26%	14
Finance and insurance	741	885	927	1,012	37%	4
Real estate and rental and leasing	1,191	1,375	1,486	1,563	31%	8
Professional, scientific, & technical services	675	727	784	862	28%	11
Management of companies & enterprises	183	192	221	231	26%	13
Administrative and waste management	282	317	347	376	33%	6
Educational services	79	100	106	113	43%	3
Health care and social assistance	599	751	803	864	44%	2
Arts, entertainment, and recreation	89	106	112	118	33%	7
Accommodation and food services	261	293	313	338	30%	9
Government	1,203	1,415	1,483	1,552	29%	10

^Includes industries not shown separately.

Source: U.S. Census Bureau, Statistical Abstract of the U.S., 2007.

3.7.2 Healthcare as Percent of State Domestic Product

Although healthcare is becoming an increasingly important component of the economy, it is relatively underrepresented in the Idaho gross state product. As seen in **Exhibit 3-24**, healthcare represents 6.7 percent of the gross product of Idaho compared to 6.9 percent nationally (Idaho ranks 35th). This suggests that a disproportionate share of spending on healthcare is leaving the state rather than being retained in Idaho to help build the economy.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-24
HEALTHCARE AS PERCENT OF STATE GROSS PRODUCT, 2004**

State	Total	Health Care and Social Assistance	Health Care and Social Share of State GDP	Rank
United States	11,655.3	802.7	6.9%	-
Alabama	141.4	9.8	6.9%	29
Alaska	36.0	2.0	5.6%	46
Arizona	194.2	13.4	6.9%	30
Arkansas	82.7	6.1	7.4%	19
California	1,519.2	89.4	5.9%	41
Colorado	201.4	11.7	5.8%	42
Connecticut	182.5	13.7	7.5%	17
Delaware	52.3	2.7	5.2%	48
District of Columbia	77.5	3.5	4.5%	50
Florida	609.4	44.8	7.4%	20
Georgia	339.7	19.5	5.7%	44
Hawaii	50.2	3.4	6.8%	32
Idaho	43.5	2.9	6.7%	35
Illinois	533.7	34.0	6.4%	38
Indiana	229.4	16.2	7.1%	26
Iowa	110.2	7.4	6.7%	34
Kansas	98.9	7.0	7.1%	25
Kentucky	133.0	10.6	8.0%	13
Louisiana	160.2	10.4	6.5%	36
Maine	43.3	4.5	10.4%	1
Maryland	230.7	16.7	7.2%	21
Massachusetts	312.7	26.4	8.4%	8
Michigan	366.6	26.3	7.2%	24
Minnesota	224.6	17.6	7.8%	14
Mississippi	77.1	5.4	7.0%	27
Missouri .	205.8	15.2	7.4%	18
Montana	27.6	2.5	9.1%	6
Nebraska	68.0	4.9	7.2%	23
Nevada	99.1	5.0	5.0%	49
New Hampshire	52.1	4.2	8.1%	12
New Jersey	410.3	28.5	6.9%	28
New Mexico	63.6	4.1	6.4%	37
New York	906.8	68.8	7.6%	16
North Carolina	324.0	20.3	6.3%	39
North Dakota	22.7	2.0	8.8%	7
Ohio	425.2	33.2	7.8%	15
Oklahoma	111.8	7.6	6.8%	31
Oregon	134.6	9.7	7.2%	22
Pennsylvania	463.8	42.3	9.1%	3
Rhode Island	41.8	3.8	9.1%	4
South Carolina	131.5	7.6	5.8%	43
South Dakota	29.7	2.5	8.4%	9
Tennessee	216.8	17.9	8.3%	10
Texas	903.2	53.7	5.9%	40
Utah	82.5	4.6	5.6%	45
Vermont	22.0	2.0	9.1%	5
Virginia	327.0	17.2	5.3%	47
Washington	253.1	17.1	6.8%	33
West Virginia	49.9	4.7	9.4%	2
Wisconsin	207.7	16.8	8.1%	11
Wyoming	24.1	1.0	4.1%	51

Source: U.S. Census Bureau, Statistical Abstract of the U.S., 2007.

Analysis of Current and Projected Needs for Medical Education in Idaho

3.7.3 Trends in Funding for Biomedical Research

Federal funding for biomedical research has increased significantly over the past two decades. In fact, as widely known in the academic community, funding more than doubled between 1999 and 2004 for the National Institutes of Health, which is the primary federal agency that sponsors biomedical research and development. The twenty year trend of federal funding for health research and development (R&D), by agency, is depicted in **Exhibit 3-25**.

Roughly three-quarters of federal funding for health-related research is awarded to colleges and universities. Two-thirds of the university amount (or one-half of all funds) go to the 126 allopathic medical schools in the United States. Thus, a state greatly increases its probability of attracting federal biomedical research funding if it has a medical school.

EXHIBIT 3-25 TRENDS IN FUNDING FOR BIOMEDICAL RESEARCH (EXPRESSED IN MILLIONS OF DOLLARS)

Funding Sponsor	Fiscal Years					Percent Increase		
	1985	1990	1995	2000	2005^	85-95	95-05	85-05
Total, All Federal Agencies	6,790.8	9,790.6	13,430.1	19,516.3	31,733.3	98%	136%	367%
Department of Health & Human Services	5,411.4	8,341.2	11,417.9	17,562.9	28,798.9	111%	152%	432%
<i>National Institutes of Health</i>	4,827.7	7,136.5	10,681.8	16,918.3	27,665.3	121%	159%	473%
<i>Other HHS Programs and Agencies</i>	583.7	1,204.7	736.1	644.6	1,133.6	26%	54%	94%
Other Federal Agencies (total)	1,379.4	1,449.4	2,012.3	1,953.3	2,934.4	46%	46%	113%

^Preliminary Estimate

Source: National Institutes of Health

3.7.4 Sponsored Research at Distributive Medical Schools

The federal funding for biomedical research that goes to medical schools is by no means equally distributed across the schools. In fact, the top five schools received 17 percent of all funding in 2005. The top 20 schools received 49.3 percent of the funding, while the bottom 20 schools received only 1.1 percent.

A number of factors influence the success of a medical school in being able to attract federal R&D funding. Size of the institution (in terms of the numbers of faculty) and reputation are undoubtedly major considerations. Community-based medical schools (of which distributive schools are a subset) typically are not as competitive for federal research funds as major academic medical centers. As seen in **Exhibit 3-26**, the 17 medical schools that are considered by the AAMC to be community-based schools were awarded an average of \$9.6 million per school while the other 106 schools received an average \$107.9 million. Recent policy changes at NIH are expected to result in a more equitable distribution in the future.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-26
NIH FUNDING FOR US MEDICAL SCHOOLS**

Recipients of NIH Funding	Amounts
Total Funding for 123 Medical Schools	\$ 11,604,771,157
Average Funding per School	\$ 94,347,733
Percent of Total Granted to 5 Highest Funded Schools	17.0%
Average Funding for 5 Highest Funded Schools	\$ 394,861,362
Percent of Total Granted to 20 Highest Funded Schools	49.3%
Average Funding for 20 Highest Funded Schools	\$ 286,156,801
Percent of Total Granted to 20 Lowest Funded Schools	1.1%
Average Funding for 20 Lowest Funded Schools	\$ 6,588,060
Percent of Total Granted to 17 Community-Based Schools	1.4%
Average Funding for 17 Community-Based Schools	\$ 9,621,474

Source: National Institutes of Health

3.8 Summary of Demand Analysis

Qualitative as well as quantitative data related to demand for physicians and medical education in Idaho were analyzed in preparation for estimating potential state goals for medical access. The qualitative data, primarily perceptions from nearly 200 interviewees, are supported by quantitative data for a number of issues and not supported on other issues.

For example, perceptions of interviewees consistently held that shortages exist in the physician workforce outside the Treasure Valley, especially in rural areas, and in selected medical specialty areas. Quantitative data that support these perceptions include:

- Idaho ranks last or near last among the states in physicians per population measures, nationally and among Mountain States, Northwest States, and Small Population States.
- Further analysis reveals that 30 of Idaho's 44 counties are below a 1 physician per 1,000 population ratio, supporting the perception that access to physicians is uneven throughout the state.
- Idaho ranks high in the number of physicians age 55 and over—suggesting that retirements over the next 10 years will further reduce access to physicians at the same time that a national shortage of physicians occurs.

Another perception frequently expressed was that access to medical education is more restricted for Idahoans than for students residing in other states. Quantitative data that support this perception include:

- Nationally, Idaho ranks 48th in number of 1st year medical school seats per 100,000 population, 48th in 1st year medical school seats per 10,000 ages 18-24 population, and 49th in 1st year medical school seats in states per 100 baccalaureate graduates.

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- Even when compared to similar groups of states, access to medical education ranks last or next to last (Mountain States, Northwest States, and Small Population States).
- Projections of medical education seats based on population estimates for 2020 and medical school expansion plans suggest a further decline in access.

Other perceptions held by some interviewees are not supported by quantitative data. For example, a number of interviewees stated their beliefs that Idaho's population base is not large enough to support the clinical components of a medical education program. Quantitative data analysis revealed:

- Idaho's population growth has been rapid, consistent, and projected to continue, especially for the 65 and older age cohort—an age cohort that places high demand on medical services.
- A number of states with populations less than that of Idaho have supported medical schools for many years, and Idaho is the largest state without its own medical school.
- Although healthcare is becoming an increasingly important component of the economy, it is relatively underrepresented in the Idaho gross state product. It appears that a disproportionate share of spending on healthcare is leaving the state rather than being retained in Idaho to help build the economy.

Qualitative data related to the quality of a potential Idaho medical education program varied. Some interviewees expressed their beliefs that Idaho could not develop a quality medical education program. On the other hand, during site visits to the three universities in Idaho, the consultant team learned that baccalaureate graduates applying to medical education programs have had high qualifications; a strong presence of quality related academic and health education programs and research activities exists across the state; and healthcare providers deliver quality services. Available quantitative data support the reports of high quality among applicants to medical school:

- Idaho residents who apply to medical school exceed the national averages for scores on each of the three components of the Medical College Admissions Test (MCAT) and have higher grade point averages (GPAs) in science courses, non-science courses, and overall.
- Idaho apparently has a disproportionately large number of well-qualified, potential students who are not even applying to medical school due to the intense competition for the limited number of state-funded medical school seats.
- In 2006, despite restricted access to medical education programs, 61 Idaho residents entered medical school (all at out-of-state locations), more than one-half without support from the state (WWAMI and UU contracts).
- Idaho applicants have one of the lowest rates of entrance among students across the 50 states. Given the previously noted stronger than average academic qualifications of Idaho applicants, a likely interpretation is that Idaho

Analysis of Current and Projected Needs for Medical Education in Idaho

students are pursuing too few seats in the region to have a high probability of admission.

- Idaho ranks ahead of only one state in number of residency seats per capita and in the residency seats per first year medical school seats. The lack of opportunity for GME in Idaho is even more pronounced when considering the limited range of core program offerings. Most other states provide coverage of all core clinical specialties.

In summary, evidence from qualitative and quantitative analyses reveals that:

- Access to physicians and medical education rank extremely low in Idaho compared to the nation and selected state groups.
- The Idaho population base is sufficient to support the clinical components of a medical education program.
- Highly qualified Idahoans are applying to medical schools in greater numbers than can be served by programs in other states.
- Idaho is ill-prepared to compete for its share of the rapidly expanding biomedical industry.

These analyses are used in the following section to estimate the potential state goals for medical education access.

3.9 Potential State Goals for Medical Access

A state investment to expand medical education, like any investment, should be made in light of the specific goals to be achieved. In the case of student access to medical school, some of the alternative strategies are likely to be impractical if the numbers of additional students to be served is relatively small, but may become much more attractive if there is believed to be significant unmet need. Thus, a goal for training the state's future physicians will be invaluable in determining the most appropriate course of action for medical education.

To assist in the goal-setting process, we suggest that the state consider an informal goal of meeting two-thirds of its annual requirement for new physicians through its own educational programs. The two-thirds rate is based on the current national proportion of medical school students who are in public institutions (or in schools that receive substantial state grants). That is, we offer that Idaho should be responsible for educating its own pool of physicians who are trained in state schools and expect to be able to compete with other states for its share of private school graduates.

To determine the number of physicians needed, we suggest that Idaho adopt a goal of reaching the national median rate of physicians per capita. The use of the national median (281), instead of the national average (300), removes the distorting effect of the major destination medical centers in several large urban areas and more closely approximates the averages of the three groupings of specially selected comparison

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states (244, 267 and 296). Idaho would have needed 4,009 physicians in 2005 to have reached the national median.

Although it is not reasonable to quickly close the gap between Idaho's current 2,825 physicians and the 4,009 need to match the national median, it is feasible to set the 4,009 as a baseline for keeping pace with general turnover rates. Therefore, the annual new openings needed to keep pace with turnover is pegged to the national benchmark.

To determine the annual rate at which new physicians would need to be added to the workforce to maintain the goal of 4009 doctors, we assume a 3 percent annual turnover. This is based on the assumption that the typical new physician enters the workforce at the age of 30-35 and works for 30-35 years until he or she is approximately 65 years of age. Applying the 3 percent rate to the 4009 physician goal, approximately 120 new doctors would be needed per year just to handle turnover. If the state's policy is to accommodate two-thirds of its new doctors per year through state-funded programs, provisions should be made to support the training of roughly 80 medical students per year.

The 4,009 total physicians and 80 medical graduates per year are based on the state's population in 2005. Data shown earlier in **Exhibit 3-2** indicate that a 26 percent growth in population is projected in Idaho between 2005 and 2020. Just over 100 state-funded medical graduates per year would be needed to apply the goal to the projected population. Details of how the goal might be calculated and its impact are illustrated in **Exhibit 3-27**.

As previously discussed, residency training (or graduate medical education) is an essential step in the overall medical education pipeline. Further, the location of residency training is the best predictor of a physician's practice location. At a minimum, we suggest that Idaho set a goal of having an equal number of residency seats available in the state as it has seats for first year medical students.

Analysis of Current and Projected Needs for Medical Education in Idaho

**EXHIBIT 3-27
POTENTIAL STATE GOALS FOR MEDICAL ACCESS**

Current Status			
Total Current Active Physicians in Idaho (2005)			2,825
Idaho Physicians per 100,000 Population			198
US Median Physicians per 100,000 Population			281
Percentage Increase Required to Reach Median			42%
Percentage Population Increase from 2005 to 2020			26%
Goals	Potential Policy	Potential Current Goal	Potential Goal for 2020
<u>Physician Access Goal</u>		4,009	5,052
Assumed Annual Turnover Rate	3%		
New Physicians per Year to Fill Turnover		120	152
<u>Student Access to Medical School Goal</u>			
Percentage Share per State-Funded Programs	67%		
New Physicians to be Trained per Year		80	101
<u>Graduate Medical Education Access Goal</u>			
First-Year Seats		80	101

Category	Value
Annual number of physicians needed to keep pace with goal (2007)	120
Two-thirds of goal to be trained through state-funded MD program (2007)	80
First year GME seats needed to keep pace with state-funded medical school seats (2007)	80
Projected annual number of physicians needed to keep pace with population growth and goal (2020)	152
Two-thirds of annual goal to be trained through state-funded MD program (2020)	101
First year GME seats needed to keep pace with state-funded medical school seats (2020)	101

Source: Population—U.S. Census Bureau; Physicians—American Medical Association; MGT calculations.

4.0 APPROACH TO ASSESSING ALTERNATIVES

4.0 APPROACH TO ASSESSING ALTERNATIVES

Each of the alternatives under consideration has the potential to expand access to medical education for Idaho residents. Each also has its relative disadvantages. To gain a better understanding of how the alternatives compare to one another, we assessed them using a set of seven criteria.

4.1 Criteria Employed

The first two criteria relate directly to the ability of the alternative to effect state goals related to medical education.

- Impact on Opportunity for Idaho Students
- Impact of State Physician Workforce

The second two criteria address implementation challenges and, to some degree, consider the likelihood of success.

- Challenges to Gaining Accreditation
- Time Required for Full Implementation

The final three criteria relate to financial concerns—both the cash outlays that would be required to fund the alternative and the economic benefits that would derive from its implementation.

- Start-Up Investment Required
- Annual Operating Support Required
- Economic Impact on State

Each of the criteria is described in greater detail in the sections that follow.

4.2 Criterion A – Impact on Opportunity for Idaho Students

Description and Rationale. This criterion relates to the number of students that could be optimally served under the alternative. Some approaches for expanding access to medical education that are available to Idaho leaders have limited potential to handle large numbers of students, while others would be excessively expensive if only a limited number of students were to be served. The rationale for this criterion is self-evident given that the goal of the study is to address ways to expand access to medical education.

Information Sources. To gather the information necessary to apply this criterion, we conducted interviews with experienced medical educators at several out-of-state medical schools and with officials involved in interstate contracts for medical education. We also reviewed information on the size and finances of medical schools in other states.

Measures to Be Considered. For each of the alternatives for expanding access to medical school, we developed a range of numbers of first-year students that could be served.

4.3 Criterion B – Impact on State Physician Workforce

Description and Rationale. A major part of Idaho's interest in expanding student access to medical education is the need to ensure the adequacy of the state's future physician workforce. The "impact on workforce" criterion relates to the likelihood with which each alternative will supply future physicians for the state. This criterion concerns not only the absolute number of potential future physicians, but also their potential for practicing in Idaho in needed medical specialties or in communities with physician shortages.

Information Sources. Key information for applying this criterion comes from Association of American Medical Colleges' (AAMC) analyses of data from the American Medical Association Physician Masterfile. Of special focus in these analyses was the pattern of graduates' practice locations for medical schools in similar states or under similar program delivery models. Additional information comes from the University of Washington and University of Utah reports on the practice locations of Idaho-sponsored graduates of their medical education programs.

Measures to Be Considered. The key metric to be applied for the physician workforce criterion is the predicted number of physicians practicing in Idaho who were products of the state-funded program for access to medical education.

4.4 Criterion C – Challenges to Gaining Accreditation

Description and Rationale. Medical education programs, at both the undergraduate (i.e., medical school) and the graduate (i.e., residency) levels, must be accredited in order for their graduates to seek licensure and board certification. While we assume that any of the alternatives under consideration would become appropriately accredited, our concern in the accreditation criterion is whether implementation of the program would be unduly delayed or whether the alternative, as currently defined, would need to be modified.

Information Sources. The various accrediting bodies for medical education have well-documented standards for accreditation. Members of the project team are experienced in the accreditation process and are aware of trends in the expectations of visitation teams regarding what constitutes compliance with the standards.

Measures to Be Considered. Unlike the measures for the first two criteria, those for the accreditation criterion will not be quantitative. Instead, they will be observations on likely issues to be faced if the alternative is to be pursued.

4.5 Criterion D – Time Required for Full Implementation

Description and Rationale. Different alternatives for expanding access to medical education take different amounts of time to plan, implement, and reach full capacity. As Idaho leaders feel a sense of urgency in producing additional physicians for the state's medical workforce, the time required before new physicians are entering practice is a concern.

Information Sources. To develop a better understanding of the time required to fully implement the various alternatives, we conducted interviews with experienced medical education leaders who were familiar with each access strategy. Additionally, we reviewed recent efforts to expand access in other states to determine how long it took to implement programs.

Measures to Be Considered. The key metric to be applied is the number of years that will likely be required before the full planned complement of new physicians are in practice.

4.6 Criterion E – Start-Up Investment Required

Description and Rationale. Idaho's public officials take pride in their abilities to make efficient use of taxpayer dollars and are likely to demand that any program to expand access to medical education be cost-effective. The various alternatives for expanding access to medical education require significantly different amounts of funding for initial program planning and development and for capital investment.

Information Sources. Since no specific proposals based on detailed business plans have been presented, we obtained information relating to the start-up investment criterion from analyses of the costs (or budgets) of several new (or recently planned) medical schools or medical education programs (e.g., the new Spokane program for WWAMI).

Measures to Be Considered. We developed an estimate of all one-time start-up costs likely to be incurred in the implementation of each alternative. Major components of these estimates include facility construction and/or renovation costs, operating costs before students enroll, and costs incurred during the enrollment build-up phase that are above the average cost-per-student rate assumed for annual operating support.

4.7 Criterion F – Annual Operating Support Required

Description and Rationale. Over the long term, the major cost to the state for supporting a medical education program will be related to appropriations to help offset annual operating expenditures. While the state funding requirements for annual operating support per student across the various medical school alternatives fall within a relatively constrained range, the differences become greater as larger numbers of students are considered over an extended period.

Approach to Assessing Alternatives

Information Sources. Data used to assess the alternatives comes from the budget plans of several recently planned and new medical schools and the budgets of established medical schools of similar size and/or mission. For contracted programs, current funding rates and the budget plan for the new expanded WWAMI program in Spokane were considered.

Measures to Be Considered. The primary metric to be considered is the operating support for student instruction on a per student basis once the program reaches full capacity. Additional estimates to be considered are the projected annual requirements for 200 and 400 students (the total enrollment equivalents of first-year classes of 50 and 100 entrants). The focus will be on general fund requirements - the sum of state appropriations and student tuition - since the relationship between these two amounts is a state policy choice that can be modified at any point in the future.¹

4.8 Criterion G – Economic Impact on State

Description and Rationale. While the first two financial criteria concern how much the state might need to invest in medical education, the last criterion considers the potential off setting economic impact that expanded medical education might have on the state. The various expansion alternatives have differing potential for contributing to the growth of the state economy.

Information Sources. Data from reports periodically published by the AAMC on the economic impact of medical schools will be augmented by analyses of in-state versus out-of-state spending and economic impact analyses of similar programs.

Measures to Be Considered. Detailed economic impact estimates of the various alternatives are beyond the scope of the current study, but we will be able to introduce information about the relative potential levels of economic impact.

¹ Funding of medical schools typically involves a complex array of resources, including appropriations, tuition, research grants, gifts and clinical income. Our focus on general fund revenue recognizes that state decision makers have little influence over other sources of revenue.

**5.0 ALTERNATIVES FOR
EXPANDING ACCESS TO
MEDICAL EDUCATION**

5.0 ALTERNATIVES FOR EXPANDING ACCESS TO MEDICAL EDUCATION

The state of Idaho is fortunate to have a choice among several alternative strategies for expanding student access to medical education. In this chapter, we identify a number of different opportunities and then focus on the four alternatives that we think merit serious consideration by state leaders.

5.1 Alternatives Considered

The State of Idaho faces a wide array of approaches for expanding access to medical education for the state's current and potential students. Most alternatives focus on opportunities to earn a professional degree (e.g., the M.D.). Other alternatives address educational opportunities for advanced training in medicine through residency and fellowship programs.

Chapter 6.0 of this report offers our analyses of the four most promising alternatives that we believe state leaders should consider:

- Alternative I – Establishment of a New, University-Operated Medical School Based on the Distributive Model of Medical Education
- Alternative II – Expansion of the Package of Contracted Programs With Medical Schools in Other States
- Alternative III – Development of a New Joint Medical School From Current Medical Education Resources at the Three State Universities
- Alternative IV – Expansion of Graduate Medical Education Programs Based in the State

These alternatives and their variations are described in the remainder of this chapter.

In early phases of the study, we considered an even greater number of alternatives. Although nearly all of the approaches that we considered could be found in practice somewhere in the U.S., we determined that some had less potential for success in Idaho, namely:

- **Establishment of a free-standing health sciences university.** The Oregon Health and Science University (OHSU) is an example of this approach, which was dropped from consideration due to the excessive cost of building and operating a large teaching hospital that would be in competition with established healthcare providers in the community (the overall OHSU budget is more than \$1.2 billion). Another significant disadvantage is the need to establish duplicative programs in several other health professions (e.g., pharmacy, nursing) or to transfer existing programs from other institutions in the effort to build a comprehensive health sciences university.

Alternatives for Expanding Access to Medical Education

- **Establishment of an osteopathic medical school.** The Oklahoma State University College of Osteopathic Medicine in Tulsa and the Ohio University College of Osteopathic Medicine in Athens are examples of an osteopathic medical school at a state university. This alternative, which relies heavily on support from the osteopathic medicine community within the host state, was dropped from consideration due to the limited presence of D.O.s practicing in Idaho and the relative lack of research and economic impact.
- **Development of a four year branch of an existing medical school.** The new Phoenix campus of the Tucson-based University of Arizona and the new El Paso campus of the Texas Tech Health Sciences Center are examples of this model, which was dropped from consideration due to lack of known interest of an existing out-of-state program to expand into Idaho.

While the cited programs clearly do, or will, meet the needs of the residents of the states where they are located, different circumstances in Idaho make these models less attractive for potential implementation in the state.

5.2 Alternative I – Establishment of a New, University-Operated Medical School Based on the Distributive Model of Medical Education

Description. The new medical school would admit approximately 80-100 new students per year to a four year training program leading to the Doctor of Medicine (M.D.) degree. The first two years of the four year curriculum would take place on the campus of an established university, where the students would concentrate on developing the knowledge of the basic sciences that is needed to understand human medicine. Additionally, students would begin their clinical training and would have weekly exposure to patients, with physicians from nearby communities serving as preceptors.

During the third and fourth years of the curriculum, students would be “distributed” among several clinical campuses in communities across the state for clinical training. The current clerkship sites in Boise used by the WWAMI program would likely form the basis for the first clinical campus. Each clinical campus would be staffed by a small cadre of full-time university personnel and a larger number of local physicians who would be retained as community faculty and compensated on a part-time basis. Extensive use of video conferencing and other technology-assisted forms of instruction and internal communication would be employed.

The third year would focus on the core clinical rotations in family medicine, internal medicine, pediatrics, obstetrics-gynecology, surgery, and psychiatry. Elective rotations would be served during the fourth year with students either staying at their third year sites or relocating to other clinical campuses. Additionally, the new school would offer a rural track, which would provide opportunities during the third and fourth year for those students seeking to develop an understanding of the challenges and rewards of practicing in rural areas.

Examples. Sixteen of the 22 most recently accredited medical schools in the U.S. rely on the community-based or distributive model of medical education. Notable examples include the programs at Michigan State University, Texas A&M University, the University

Alternatives for Expanding Access to Medical Education

of North Dakota, and the University of South Dakota. The College of Medicine at Florida State University (the newest program to be accredited by the Liaison Committee on Medical Education [LCME]) also has successfully implemented the distributive model with community-based partners in six locations across the state.

Many long-established medical schools now operate a traditional program on campus and support one or more tracks on a distributive basis. The WWAMI program of the University of Washington (UW) is a prime example of a medical school employing both a traditional and a distributive approach to medical education. Similarly, the University of Illinois medical school operates several smaller distributed sites in addition to its large academic medical center in Chicago. Many other established medical schools are now adapting the distributive model to enable enrollment growth without the need to expand their teaching hospitals.

Typical Start-up Investment and Operating Support Requirements. A new distributive model medical school would require both capital investment and start-up operating support before the first class was admitted and ongoing financial support once fully operational. The new medical school at Florida State University, with 120 students per class, recently occupied a new 330,000-gross-square-foot facility that cost \$60 million to construct.¹ The original business plan estimated that expenditures would average approximately \$80,000 per student per year when the school became fully operational and be funded from a combination of state appropriations, student charges, and other sources. During the first six years of the new school's existence, approximately \$40 million was expended above the \$80,000 per student rate to support operations before students arrived, provide advance funding and start-up support for faculty positions in anticipation of enrollment growth, establish clinical campuses, and undertake similar developmental activities.

Several new medical schools based on the distributive model are currently in the planning phase in Florida, California, and Pennsylvania. Expected operating costs at these schools typically range from \$60,000 to \$80,000 per student per year. The one exception is found in the preliminary plan for the University of California Merced, where significant resources are planned for research programs. Capital investment plans call for buildings and equipment in the \$60 million range and above. It is important to note that the budget data for the planned programs are subject to further funding actions and the assessment of adequacy of resources by LCME accrediting teams.

The annual operating support requirements for more established distributive model medical schools follow a similar pattern and range from roughly \$60,000 to \$100,000 per student with one exception. The operating support and initial capital investments for selected medical schools are summarized in **Exhibit 5-1**. Higher costs at the University of Nevada are likely based on expansion plans that call for duplicating many functions in Las Vegas that are already found on the Reno campus.

¹ Costs of building materials and labor have increased considerably since that construction contract was bid, and costs of a similar facility in Idaho could be expected to be greater.

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**EXHIBIT 5-1
FINANCIAL COMPARISONS OF COMMUNITY-BASED MEDICAL SCHOOLS**

Medical Schools	Operating Support per Student	Capital Investment
<i>New Medical School</i>		
Florida State University	\$ 80,000	\$ 60,000,000
<i>Recently Planned Medical Schools</i>		
Northeast Pennsylvania	\$ 64,222	\$ 71,000,000
University of Central Florida	\$ 77,789	\$ 58,000,000
Florida International University	\$ 67,145	\$ 64,000,000
University of California, Merced	\$ 173,689	\$ 56,000,000
<i>Established Medical Schools</i>		
Eastern Virginia Medical School	\$ 64,451	<i>n.a.</i>
Northeastern Ohio Universities College of Medicine	\$ 60,031	<i>n.a.</i>
University of Nevada Reno	\$ 142,790	<i>n.a.</i>
University of North Dakota	\$ 84,914	<i>n.a.</i>
University of South Dakota	\$ 102,727	<i>n.a.</i>
<i>Summary</i>		
Average	\$ 91,776	\$ 61,800,000
Median	\$ 78,895	\$ 60,000,000

Assumptions. If this alternative were to be pursued, the Idaho Board of Education would assign one of the three universities the responsibility for developing the new school. The selection process would take into account campus missions, experience in medical education, availability of appropriately qualified faculty already in place, availability of suitable campus facilities, plans to recruit clinical partners, availability of clinical facilities, availability of clinical material, opportunities for development of integrated graduate medical education programs, community support, and similar criteria.

If approved and funded by the Legislature, the development of the new medical school would require 3-5 years of planning before provisional accreditation would be granted and the first students could be admitted. During this period, the new school would hire the founding dean and faculty, design the curriculum, establish formal operating agreements with community teaching partners, develop both on-campus and off-campus facilities, implement a student admissions process, and seek provisional accreditation.

The initial classes would likely enroll a smaller number of students than the school's eventual planned capacity during the first few years of operation. The WWAMI and the

Alternatives for Expanding Access to Medical Education

University of Utah (UU) contracts would be continued in the interim, but would begin to be phased out when the new school was able to admit an equivalent number of first-year students.

Variations. The major variations of this alternative relate to the number of students to be served. A smaller class size would likely require a somewhat lower capital investment in facilities, but perhaps a higher expenditure per student due to less economy of scale. A larger class size would likely require greater capital investment and annual financial support, and might result in more difficulty in recruiting sufficient numbers of qualified applicants. These potential issues, however, could be offset by making some of the slots available to students from other states.

5.3 Alternative II – Expansion of the Package of Contracted Programs With Medical Schools in Other States

Description. The state of Idaho currently provides funding for 28 entering medical students per year with continued support over the four year curriculum for each entering class. Under this alternative, Idaho would provide access to medical education for an additional 32 students (resulting in 60 new students each year) through expansion of existing contracts with UW, UU, and, as necessary, additional schools of medicine.

The medical education programs at UW and UU have each expressed a willingness to consider expansion of the numbers of students served under existing contracts. While no specific proposals are pending, officials at UW would likely consider increasing the number of Idaho students from 20 to 40 per class, and UU could consider increasing its complement of Idaho students from 8 to 12 if its own expansion program is approved by the Utah State Legislature.

New partners are also a potential under this alternative. The OHSU has indicated its potential interest in contracting with Idaho for approximately 10-20 seats per year. Also, officials at the Western Interstate Commission on Higher Education (WICHE) have contacted medical schools in the region and believe Idaho students could be accommodated by the expanding programs at the University of Colorado and the University of Arizona through the Professional Student Exchange Program (PSEP).

Examples. The concept of contracted programs is well understood by the state's leaders and medical students. Idaho has been a member of the WWAMI medical education compact since the 1970s, and the UU contract has existed since the 1980s. Additionally, Idaho participated in the WICHE PSEP for a number of years prior to entering into the UU contract.

Typical Start-up Investment and Operating Support Requirements. As described in Chapter 2.0, the dollar amounts for the WWAMI (UW) and UU medical education contracts are adjusted annually to reflect the number of students enrolled and inflationary increases. Although the state funds allocated to the two programs are in total dollar amounts, the rate per student per year can be readily computed. Additionally, Idaho students pay tuition to their respective medical schools.

Alternatives for Expanding Access to Medical Education

For the current 2007-08 academic and fiscal year, the average rates per student at the two schools are as follows:

- University of Washington
 - \$48,210 state support per student²
 - \$17,902 tuition and fees per student³
 - \$66,112 total supported cost per student
 - * (new WWAMI Spokane program is budgeted at \$69,306 per student)
- University of Utah
 - \$34,025 state support per student⁴
 - \$20,692 tuition and fees per student⁵
 - \$54,717 total supported cost per student

The potential rate for students contracted with OHSU is assumed to be in the same range as the WICHE rate since the institution is a participant in that program for students from other states.

- WICHE (OHSU as example)
 - \$26,500 state support through PSEP per student
 - \$20,184 tuition and fees per student
 - \$46,684 total supported cost per student

Assumptions. Since this alternative involves an expansion of the overall package of contracted programs, a number of assumptions are necessary.

- Students per class
 - WWAMI – 40 (up from current 20)
 - Utah – 12 (up from current 8)
 - OHSU or WICHE – 8 (all additions to current package)
- Cost per student
 - WWAMI – \$66,112
 - * Start-up operating cost of \$5 million for new site
 - Utah – \$54,717
 - OHSU or WICHE – \$46,684
- Program delivery model
 - WWAMI – The contract would continue to offer the first year in Idaho, but an additional location with 20 students (in either Boise or Pocatello) would

² FY 2008 appropriation is \$3,664,000 for 76 students. Idaho Legislature, *Senate Bill 1201*
<http://www3.state.id.us/oasis/S1201.html>

³ Total reflects resident tuition plus health/immunization fee. UW School of Medicine Financial Aid Office
 Web site <http://www.uwmedicine.org/uwmed>

⁴ FY 2008 appropriation is \$1,088,800 for 32 students. Idaho Legislature, *Senate Bill 1201*
<http://www3.state.id.us/oasis/S1201.html>

⁵ Total reflects resident tuition and fees. UU Income Accounting and Student Loan Services
<http://www.acs.utah.edu/tuition/t-med1234.html>

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be established to match the current location in Moscow. Second-year students would attend classes in Seattle. Additional opportunities for third- and fourth-year students would be made available in Idaho, with the goal of providing 40 slots within the state in each of the clerkship years.

- Utah – The program would continue to operate under the current model, with virtually all components being delivered in Salt Lake City.
- OHSU or WICHE – The program would be delivered at the main site of the medical school selected, with only minimal instructional experiences being offered in Idaho.

Variations. An unlimited number of variations on this model are possible, including:

- A smaller number of seats being contracted.
- A different mix in the number of seats offered through each partner school of medicine.
- Establishment of two additional locations instead of one under the WWAMI alternative.

A significant variation that state leaders might want to consider under the contracted programs alternative is the development of one or more incentive programs to encourage graduates of the program to return to Idaho for their medical practice. Such a feature is part of Wyoming's participation in the WWAMI program, though evidence of the success of the strategy is mixed given the state's relatively recent entry into the WWAMI compact.

5.4 Alternative III – Development of a New Joint Medical School From Current Medical Education Resources at the Three State Universities

Description. The new medical school would admit approximately 100 new students per year to a four year training program leading to the M.D. degree. Rather than assigning sole responsibility to one of the state universities to develop the program (as in Alternative I), a consortium of the three state universities would be created to establish and operate the new medical school. Like Alternative I, however, the new school would be based on the distributive model.

The first two years of the four year curriculum would be based at each of the three cooperating universities, where separate cohorts of approximately 20-40 students each would concentrate on developing the knowledge of the basic sciences that is needed to understand human medicine. Additionally, students would participate in an introduction to medicine program that would involve weekly exposure to patients, with physicians from nearby communities serving as preceptors.

During the third and fourth years of the curriculum, students would be further “distributed” among several communities in the state for clinical training, with each university providing oversight for 1-2 clinical campuses. Each clinical campus would be staffed by a small cadre of full-time medical school personnel and a larger number of local physicians who would be retained and compensated on a part-time basis. The third

Alternatives for Expanding Access to Medical Education

year would focus on the core clinical rotations in family medicine, internal medicine, pediatrics, obstetrics-gynecology, surgery, and psychiatry. Elective rotations would be served during the fourth year, either at the same location or elsewhere. Additionally, the school would offer a rural track, which would provide opportunities during the third and fourth year for those students seeking to develop an understanding of the challenges and rewards of practicing in rural areas.

Examples. No existing programs are an identical match to the model described above, but examples of all of the essential elements can be found elsewhere. For instance, the Indiana University School of Medicine's first two years are spread among nine sites in cooperation with other universities such as Purdue and Notre Dame. The third and fourth years of the Michigan State University program are offered in their entirety at six campuses across the state.

Variations. The Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM) is a community-based, public institution that provides interdisciplinary training in the health professions, including the M.D. degree. The NEOUCOM educational consortium, based at its Rootstown, Ohio campus, includes the University of Akron, Kent State University, and Youngstown State University, eight community teaching hospitals, ten associated hospitals, and two health departments. Unlike Alternative III, however, NEOUCOM is a separately accredited *institution* as well as having an accredited medical education *program*, and is independent from the accreditation of the three sponsoring state universities. NEOUCOM and the three universities have a joint early admissions, accelerated M.D. program and several joint Ph.D. programs in the biomedical sciences.

Typical Start-up Investment and Operating Support Requirements. The cost per student at the joint medical school would likely exceed the costs under the first alternative due to the need to coordinate multiple locations and possibly duplicate some of the program support and infrastructure.

Given the limited number of additional students to be accommodated at either Boise State University or Idaho State University (30-40 students each), the need for investment in new buildings would likely be minimal since existing facilities might be available. The University of Idaho would be expected to continue to serve at least 20 students using the current WWAMI facilities.

The NEOUCOM is perhaps the closest comparator with three universities jointly operating the medical school. Its general fund cost per student in FY 2007 was \$60,031.

Assumptions. If approved by the Board of Education and the Legislature, the development of the new medical school would require 3-5 years of planning before the first students could be admitted. The initial classes would probably enroll a smaller number of students during the first few years of operation than the school's eventual capacity. Most likely, only one additional location would be placed into service at a time. The WWAMI and UU contracts would be continued in the interim, but would begin to be phased out when the new school admitted its first students.

5.5 Alternative IV – Expansion of Graduate Medical Education Programs Based in the State

The fourth alternative differs from the first three in that it would expand access to graduate medical education (GME) rather than increasing the number of medical seats available to Idaho students. *This option should not be considered as mutually exclusive of the first three alternatives. Indeed, Alternative IV should be considered in tandem with the preferred option for expanding medical school access.*

Description. The most efficient response to the national deficit of physicians is an increase in GME and an increase in the number of residency positions. GME comprises the second phase of the formal education process that prepares physicians for the practice of medicine and includes residencies and fellowships. Increasing residencies is also the best way to retain doctors in specific areas, with more than 47 percent of residents staying in the place of training.⁶

Medicare is the major funding source for residency programs. Medicaid also funds some residency programs, and the Veterans Administration funds residents who are trained in its hospitals. Currently, Medicare funding of GME prevents those hospitals that already have programs from starting new programs or adding new positions. Hospital residency programs do not need considerable hospital resources. Moreover, residency programs are an important added benefit to patient care and hospital growth.

Examples. In 2003, some 713 institutions sponsored 7,954 different specialty programs that trained over 100,000 residents. As described in Chapter 2.0, the only residency programs currently based in Idaho are the Family Medicine Residency of Idaho (Boise) and the Idaho State University Family Medicine Residency (Pocatello). Additionally, rotations of several UW residency programs occur in the state, including the Internal Medicine Residency Program (Seattle and Boise), Psychiatry Residency Program (Seattle and Boise), and the Pulmonary/Critical Care Fellowship Training Program (Seattle and Boise).

Typical Start-up Investment and Operating Support Requirements. GME programs are difficult to fund because of the very heavy reliance on restricted federal funds. GME is primarily financed by Medicare and Medicaid. Some states also make small contributions, as do a number of hospitals and medical schools, which in some areas contribute to satisfying the needs of the programs in different ways. There is a cap on new residency positions for hospitals that already receive federal money. There is no cap for hospitals and universities that do not have existing residency programs or that are willing to finance the direct and indirect costs of training. And for a window of three years, these institutions can develop and fund as many residency slots as they wish, subject always to Accreditation Council for Graduate Medical Education (ACGME) approval.

Medical and surgical services furnished by residents outside of their training programs or outside of the facilities where they train are covered as physician services and are paid on a fee schedule or reasonable basis. Medical and surgical services provided by residents within the scope of their training programs are covered as provider services. It

⁶ Association of American Medical Colleges. *Key Physician Data by State*. 2006. Figure 7.

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is generally accepted that residents can generate between two and three times their stipends in clinical revenues. Residents may perform diagnostic and therapeutic procedures (e.g., start intravenous lines, insert catheters or tubes, assist at surgery, transport patients, collate patient information, participate in patient resuscitation).

Medicare funds GME in two ways: direct and indirect payments. Direct GME payments cover the direct education cost of residents and fellows and include salary and fringe benefits, supervising physicians' compensation, etc. The total amount of Medicare funding for direct costs in 2004 was \$2.7 billion. The U.S. average standard salary per resident is approximately \$55,000 with 20 percent fringe benefits, but may vary according to geographic region.

Indirect GME payments from Medicare are for costs associated with residents. Such expenses include ordering of additional tests, extra supplies, longer patient stays, and sicker patients. The total amount of Medicare funding for indirect payments in 2004 was \$5.8 billion. Indirect funding also helps offset the care of indigent patients, who are more commonly found in teaching hospitals.

The amount of indirect payment to hospitals per resident varies widely across the country, and many hospitals consider indirect payments as other revenue streams. It is impossible to estimate what a given hospital will generate in indirect payments without knowing the number of residents, number of Medicare patients, number of total patients, and other components of the reimbursement formula.

During the past several years, attitudes have begun to change among many healthcare organizations, which are now more interested in exploring the development of other sources of funding, including hospitals' own budgets and direct state appropriations. Physician recruitment is a problem everywhere and is becoming increasingly costly, with some institutions spending hundred of thousands of dollars per doctor. Also, because the physician shortage is a national problem, the competition among institutions is becoming more intense. Many healthcare executives now understand that residency programs not only improve quality of care and the marketing of institutions, but also may be a cost-efficient alternative to the traditional way of recruiting physicians. Residents trained in an institution will tend to remain there and are prepared to begin delivery of health services as soon as they become certified.

The state of Idaho has a 30+ year history of supporting residency training programs. For the 2007-2008 fiscal year, the two Idaho-based family medicine residency programs received approximately \$1.57 million in state appropriations. This amount averages about \$32,000 per resident.

6.0 ANALYSIS OF ALTERNATIVES

6.0 ANALYSIS OF ALTERNATIVES

In Chapters 4.0 and 5.0, we introduced seven criteria that we would use to assess the four alternatives to expand access to medical education in Idaho. In this chapter, we examine how well the various alternatives meet each criterion.

6.1 Impact on Opportunity for Idaho Students

For the student access criterion, our concern is how many first-year medical students can be accommodated by the alternative. Although we suggested a state goal of supporting 80-100 new medical students per year, the student access criterion also can be applied to other target numbers of students that are determined by state leaders.

A new medical school based on the distributive model could easily be designed to handle 80-100 entrants per class. Current first-year enrollments at the existing community-based schools average 81 students, and the median is 72 students. If the state's student access goal fell below this range, the new school alternative would be less viable.

The current package of contract programs for medical education could be expanded to support up to 60 students in neighboring states (Washington, Utah, and perhaps Oregon). Expansion beyond this number would require the development of numerous contracts, which would likely become cumbersome to administer and a challenge to market to students.

Like the new distributive model medical school alternative, a joint medical school that evolved from existing university resources could be designed to handle 80-100 entrants per class. This model becomes less attractive if the total number of students to be served is not large enough to support multiple locations for the first two years of the curriculum.

Expanding access to graduate medical education (GME) programs would have no direct impact on increasing access for students seeking the Doctor of Medicine degree. If plans for providing clinical training to M.D. students were integrated with plans for expanding graduate medical education, stronger clinical training sites for both programs would result. Proposals to expand GME, of course, will compete for dollars that could be used to increase access to undergraduate medical education.

6.2 Impact on State Physician Workforce

The physician workforce criterion relates to the number of physicians who are expected to practice in the state after completing the program.

A new state medical school based on the distributive model would permit greater control over how to align educational investment and workforce needs. For instance, Idaho medical educators would oversee the selection of medical students and develop the

curricula, enabling them to design the program in ways that might encourage students to pursue careers in primary care or rural medicine.

The impact of contract programs on physician access would vary according to which medical schools were selected as partners and how the contracts were structured. For instance, an expanded WWAMI program in one or more additional locations, and especially with more in-state clerkship opportunities, would increase the likelihood that graduates would practice in Idaho. The WWAMI program also has had favorable impact on the Idaho physician workforce through placement in Idaho of graduates from other member states. Contracts with other medical schools would have relatively modest impacts on the Idaho workforce unless those schools provided significant instructional opportunities in Idaho or the state developed new incentive programs to encourage medical graduates to return to the state.

A new joint medical school potentially would permit many students to retain connections to their home regions of the state and make them more likely to choose to practice in those areas. Like the new distributive medical school model, a new joint medical education program could design the admissions process and the curricular experiences in ways that would increase the likelihood of graduates practicing in Idaho.

The location of a physician's GME program (i.e., residency training) is thought to be the single most important predictor of practice location. Further, the state could influence the composition of its physician workforce by the types of medical specialties that it chose to sponsor for residency programs.

6.3 Challenges to Gaining Accreditation

The accreditation criterion is an assessment of the perceived difficulty the proposed program would face in gaining needed professional accreditation. In one sense, this criterion addresses the practicality of the alternative.

Recent experiences with the Liaison Committee on Medical Education (LCME) suggest that a new state-supported medical school based on the distributive model of medical education could become accredited after a 3-5 year planning effort. The vast majority of medical schools that have become accredited over the past several decades employ variations of the distributive model, and the merits of this educational approach are recognized by accreditation officials. The difficulty of gaining accreditation could vary somewhat based on which state university was selected to develop the medical education program and the resources that it had available.

No significant accreditation challenges would be expected if the state decided to expand its package of contract programs for medical education. All of the partner schools are already accredited and would face only minimal issues in expanding modestly to accommodate additional Idaho students. The most significant challenge would be for the University of Washington if it agreed to establish an additional site in Idaho. Given the long history of success of the WWAMI program, this challenge would likely prove easy to overcome.

A new joint medical school would probably face considerable challenges, even after the typical 3-5 year planning effort. Barriers to accreditation would be most likely to arise if the new school could not articulate a clear governance relationship among the sponsoring state universities and/or could not assure LCME that equivalent educational experiences were available at multiple sites during both the first two years of the curriculum and the final two years (existing accredited programs have at least some common experiences, such as the second year of the WWAMI program in Seattle).

The state-supported expansion of GME programs into additional areas of medical specialization would require multiple accreditations since each program is separately accredited. Nonetheless, no major obstacles are likely to be encountered.

6.4 Time Required for Full Implementation

The time required criterion refers to the number of years that would be required before the planned program produced a full complement of graduates. This includes both the time spent planning and gaining accreditation and the time spent phasing in the program to full planned capacity.

A new state medical school would probably take 12-15 years to reach full capacity. This estimate is based on the sum of 3-5 years for planning, 4 years for a student to progress through the curriculum, and several years of ramping up entering class sizes to full planned capacity. The time required to reach full size is especially related to the time-consuming endeavor of setting up multiple clinical campuses and selecting community faculty in multiple locations.

By contrast, the time required to expand the number of students served through contract programs would likely be relatively brief, perhaps in the 6-8 year range. Modest growth could be handled almost immediately by WWAMI and the University of Utah. Reaching the full planned capacity of 60 entrants per year would take somewhat longer as WWAMI developed an additional site in Idaho, or as the University of Utah gained its legislative approval for overall expansion of the School of Medicine. The time required to develop a totally new relationship with additional partner institutions would likely be only a couple of years unless the partner institution's ability to handle Idaho students was contingent on completion of its own expansion program.

A new joint medical school would take at least as long to develop as a new distributive school operated by a single state university. Additional time would likely be needed to articulate how the three universities would work together on the joint endeavor and share oversight responsibility for numerous community-based training locations. Moreover, accreditation issues could cause further delay.

The time required to expand GME programs would likely be 2-3 years for start-up for program development, accreditation, and listing with the National Residency Matching Program. Depending on the medical specialties covered by the residencies, an additional 3-5 years would be necessary for a cohort of students to complete the cycle of training.

6.5 Start-Up Investment Required

We define start-up costs as the dollar amount of capital investment that would be required for buildings and major equipment as well as a variety of one-time operating expenses that might be needed for program planning and implementation until full enrollment capacity was reached.

A new state-supported medical school based on the distributive model would likely require a significant investment for program start-up. The average start-up costs of recently opened or planned new programs are in the \$60 million range for facilities and an additional \$25-\$50 million for planning and program development costs above the typical per-student funding rate. The actual amount required from state appropriations for an Idaho university to start a medical school would depend on the possible availability of existing facilities and potential for private giving. Experience elsewhere suggests that the need for start-up support should not be underestimated.

Start-up costs for an expanded package of contract programs would be comparatively limited. Depending on the partner medical schools and the nature of the contracts, relatively modest legal and travel expense might be incurred. If the WWAMI agreement were modified to serve the increased number of students in a new location, approximately \$5 million in start-up funding for operations and \$1 million for facility renovations could be needed.

A new joint medical school would face a similarly high requirement for start-up funding as a new distributive medical school. Depending on the availability of space at the three universities, the capital investment required might be lower than for developing a larger program at a single location. That is, any of the three universities would be more likely to be able to accommodate 30-35 additional students within existing facilities than it could 100. Moreover, coordination among the three universities would require extra operating expenditures for start-up.

Expansion of GME programs would probably require approximately \$2 million in state support for start-up costs. Relatively little dedicated space would need to be developed with state dollars since the programs would be delivered in existing healthcare settings.

6.6 Annual Operating Support Required

The unit of measurement for assessing annual operating support requirements is the projected general fund revenue per student once the program reaches full enrollment capacity. For the purposes of this analysis, we consider the sum of required state appropriations and student tuition and fees.

The annual funding per student from state appropriations and tuition in a new state-supported medical school based on the distributive model is projected to be in the \$65,000 - \$85,000 range. This projection draws on the experience of established community-based medical schools, recently opened schools, and those that are in the advanced stages of planning. The overall amount of funding for operating support would likely grow in a stair-step fashion, with significant increments of new dollars being

required each time an increase in the entering cohort took place or a new community clinical campus began operation.

Each partner in the package of contract medical education programs has its own set of operating support requirements. The current rate for the University of Utah program is \$54,717 per student per year, and the current rate for the WWAMI program is \$66,112. Contracts with other medical schools would likely fall in the same price range. One advantage of contract programs is that the state investment can be scaled to a specific number of positions each year rather than involving a long-term commitment for a fixed production level.

The operating support requirements for a joint medical education program would likely be similar to those for a new distributive-model program at a single university. As noted earlier, the typical cost per student per year for these programs is in the \$65,000 - \$85,000 range. The costs of a joint program might be minimally higher due to additional costs of program coordination.

The funding to expand GME programs are based on the *net* cost per resident instead of the cost per medical student. Residents receive stipends and fringe benefits, and instructional costs (e.g., faculty and program administration) also are incurred. However, these costs are partially offset by revenue generated from the clinical services residents perform. The requirement for state support of the two residency programs based in Idaho averages approximately \$32,000 per resident per year.

6.7 Economic Impact on State

The final criterion is based on our assessment of the relative level of positive impact that each alternative might have on the state economy. The economic impact might come from job growth directly related to the instructional program, from the ripple effect as spending by the additional students and employees enters the state economy, from the ability to attract federal and other out-of-state dollars for sponsored research, and eventually from the spin-off activities that would develop based on research results. Additional economic impact would come from the increased numbers of physicians practicing in the state, which has been projected to be in the \$800,000 and above range.

The economic impact of a new state-supported medical school based at a single university would likely have the greatest impact of any of the three alternatives to expand access to M.D. training. Not only would most of the state and student dollars be expended in Idaho (either directly or through the ripple effect), but the potential to attract sponsored research dollars would be greatest if the basic scientists could benefit from the synergy of being located in proximity from one another. Unfortunately, schools using the distributive model for clinical training have not been as successful in attracting research support for clinical research as have major academic health science centers. Recent policy changes at the National Institutes of Health, however, are expected to result in a more equitable distribution in the coming years.

By contrast, an expanded package of contract medical education programs would probably have the least economic impact. Since a significant portion of the instruction would take place in other states, much of the faculty and student spending would also

Analysis of Alternatives

take place outside of Idaho. Importantly, any research activity and spin-off business start-up would likely occur at the home campus of the partner institution. The WWAMI contract leads to more economic activity within Idaho than the University of Utah contract, but its economic impact still falls short of that which would be possible from an in-state medical school.

A new joint medical school should contribute about the same amount of direct and indirect in-state spending for the instructional program as would one based at a single university. Due to the inherent inability to develop large numbers of faculty researchers in a single location, the joint medical school would likely have less potential to attract external research funding.

Expanded GME programs would help keep the dollars spent on the healthcare needs of state residents in the state as the numbers and areas of specialization of the state's physicians developed. If the development of GME programs were closely coordinated with the development of a new in-state medical school, the GME faculty and residents would likely become much more active in research activity.

7.0 SUMMARY OF FINDINGS

7.0 SUMMARY OF FINDINGS

In response to the Idaho Legislature's directive to "engage the services of an external, independent consultant to undertake a comprehensive study of the feasibility and viability of offering a medical degree," the State Board of Education enlisted MGT of America, Inc., to assist in the analysis of various approaches to meet student demand for medical education and the state's need for physicians. This report has provided an overview of American medical education, described medical education resources available in the state, and presented comparative statistics on the state's needs for both increased student access to medical education and a larger physician workforce.

In this summary, we review potential state goals related to medical education, describe alternatives for expanding access and the criteria that we used to assess them, and summarize the advantages and disadvantages of the four most promising alternatives.

7.1 Findings Related to Need for Access

As documented in previous chapters, we analyzed both qualitative and quantitative data on the demand for physicians and medical education in Idaho in preparation for formulating potential state goals for medical access. In summary, evidence from these qualitative and quantitative analyses reveals that:

- Access to physicians and medical education is *extremely* limited in Idaho, as compared to the nation as a whole and selected state groups.
- Idaho ranks high in the number of physicians age 55 and over, suggesting that retirements over the next ten years will further reduce access to physicians at the same time that a national shortage of physicians occurs.
- The Idaho population base is sufficient to support the clinical components of a medical education program.
- Highly qualified Idahoans are applying to medical schools in greater numbers than are now served by contracted programs in other states.
- Idaho applicants have one of the lowest rates of entrance among students across the 50 states. Given the stronger than average academic qualifications of Idaho applicants, a likely interpretation is that Idaho students are pursuing too few seats in the region to have a high probability of admission.
- Nationally, Idaho ranks ahead of only one state in number of residency seats per capita or in the residency seats per first-year medical school seat. The lack of opportunity for graduate medical education (GME) in Idaho is even more evident when one considers the limited range of core program offerings.
- A number of states less populous than Idaho have supported medical schools for many years, and Idaho is the most populous state without its own medical school.

Summary of Findings

- Although healthcare is becoming an increasingly important component of the national economy, it is relatively underrepresented in the Idaho gross state product. It appears that a disproportionate share of spending on healthcare is leaving the state rather than being retained in Idaho to help build the state economy.
- With its limited investment in medical education, Idaho is ill-prepared to compete for its share of the rapidly expanding biomedical industry.

7.2 Review of Numeric Goals

Based on our analysis of qualitative and quantitative data, we recommend that Idaho's leaders consider establishing state goals for its:

- Physician workforce.
- Sponsorship of medical school students.
- Sponsorship of medical residents.

Based on an extensive analysis of trends in Idaho's population and comparisons of medical school seats, GME seats, and physicians per capita across the 50 states, we suggest the following goals for consideration:

- Idaho should seek to increase its physician workforce to reach the median of the 50 states. As the state's population ages, the current physician shortage will become even more acute. At recent population and workforce levels, achieving this goal would require a 42 percent increase in the number of physicians. Projected population growth would require additional new physicians to maintain the median rate per capita.
- Idaho should provide medical education opportunities that are adequate to fill two-thirds of the expected vacancies in the physician workforce each year, with the balance being recruited from an increasingly tight national market. Once the workforce reaches the national median, accomplishment of this goal will require support for 80-100 new medical students each year as the state's population continues to increase. This number of medical school seats not only would be aligned with physician workforce needs, but also would provide opportunities for talented Idaho students who are now excluded from medical education.
- Idaho should provide GME (i.e., residency) opportunities at a level commensurate with its support of physician graduates. Otherwise, the state's investment in medical education will be placed at risk as graduates go to other states for residency training with no guarantee that they will return. Support for 80-100 new residency slots will be required each year to achieve this goal.

We recognize that these goals are aggressive and represent significant increases over current levels. Even if state leaders determine lesser goals are more appropriate, we believe the adoption of goals is a critical step in measuring progress toward achieving desired levels of student and physician access in a rapidly growing state.

7.3 Review of Criteria and Alternatives

A number of potential alternatives for expanding access to medical education were considered, and four were evaluated in greater depth:

- **Establishment of a new, university-operated medical school based on the distributive model of medical education.** This approach assumes that a single state university would be assigned responsibility to develop a new medical education program that would enroll 80-100 students per class. Students would take introductory courses on the university campus for the first two years of the curriculum and would then be distributed to several clinical training sites across the state for clerkships during the third and fourth years.
- **Expansion of the package of contract programs with medical schools in other states.** This approach is an expansion of the current contracts with the WWAMI program of the University of Washington and the medical school at the University of Utah. The current number of seats per year for program entrants would increase from 28 to 60. Contracts with additional medical schools would likely be necessary to handle the increased number of students.
- **Development of a new joint medical school from current medical education resources.** This approach would draw on the medical education resources of the three state universities which would work cooperatively to create a new medical education program. Under this model, 80-100 new students per year would be admitted. Other than the cooperative governance arrangement and the offering of the first two years of the curriculum in multiple locations, the resulting medical education program would be similar to the distributive model described as the first alternative.
- **Expansion of graduate medical education programs based in the state.** This approach should be considered regardless of the alternative selected to serve undergraduate medical (M.D.) students. It calls for the state to support the establishment of residency programs across 5-10 of the medical specialties in greatest demand in the state and to sponsor 80-100 new residents per year in these and the existing programs. The residency programs should be integrated closely with the selected alternative for medical school training.

To provide a structured assessment of the four alternatives, we applied a series of seven criteria. The first two criteria relate directly to the ability of the alternative to have impact on state goals related to medical education:

1. **Impact on Opportunity for Idaho Students** – as measured by the potential number of first-year seats that could be made available in an accredited medical school to Idaho residents.
2. **Impact on State Physician Workforce** – as measured by the potential number of graduating physicians who would practice in the state, especially in areas of geographic shortage and in needed specialties.

Summary of Findings

The second two criteria address implementation challenges and, to some degree, consider the likelihood of success.

3. **Challenges to Gaining Accreditation** – as measured by the study team’s insight into the likely challenges that a medical education program would encounter in gaining status to admit medical students.
4. **Time Required for Full Implementation** – as measured by the likely number of years that would be required for the medical education program to produce the planned number of graduates each year.

The final three criteria relate to financial concerns—both the cash outlays that would be required to fund the alternative and the economic benefits that would derive from its implementation.

5. **Start-Up Investment Required** – as measured by the expected dollar amount needed for facilities construction and renovation, major equipment, and costs of program development and ramp-up before full enrollment levels are reached.
6. **Annual Operating Support Required** – as measured by the combined amount of state appropriations and student tuition that would be required per student per year.
7. **Economic Impact on State** – as measured by the study team’s assessment of the relative amount of economic activity that would occur in Idaho as a direct or indirect result of the expansion of medical education in the state.

7.4 Advantages and Disadvantages of Each Alternative

Through the establishment of a new, university-operated medical school based on the distributive model of medical education, Idaho would be able to meet a potential state goal of sponsoring 80-100 school students per class. Importantly, the state would gain the ability to implement admissions practices and to develop special curricular and support programs that would be designed to meet Idaho’s physician workforce needs and to keep a higher proportion of state-funded students in the state to practice. No major accreditation issues would be expected, but the process of establishing a new medical school is relatively time consuming, and the program would not be fully implemented for 12-15 years. A new medical school, even using the distributive model, could be expected to require a significant start-up investment and to have reasonable demands for ongoing state appropriations and student tuition. A new medical school hosted by a single university would likely have the most favorable economic impact on the state through attracting private and federal research dollars and developing the healthcare infrastructure.

Expansion of the package of contracted programs with medical schools in other states would permit the state to support approximately 60 students per class, assuming the current WWAMI and University of Utah contracts could be expanded and at least one additional relationship be developed with another medical school. This strategy would

Summary of Findings

entail only minimal accreditation issues, be fastest to implement, involve \$5-6 million in start-up investment, and require reasonable levels of state appropriations and student tuition to offset operating costs. The primary shortcoming of this strategy would be the difficulty of linking state investment in medical education to state workforce needs since it is often difficult to attract students back to Idaho after they train in other states and to implement educational experiences targeted at physician shortage areas. Further, this approach would likely result in the least economic growth for Idaho since a substantial portion of the state's investment would be expended in neighboring states.

A new joint medical school that would be developed from current medical education resources in the state's three universities could also meet the potential state goal of 80-100 entering seats per year. Moreover, it would help keep Idahoans in the state after they complete medical school and address the state's physician workforce needs since many students might not even need to leave their own regions of the state to attend college and then medical school. A joint medical education program would likely face the most difficulty in gaining accreditation and, as a result, require the longest time to implement fully. Due to the need to offer introductory courses in multiple locations, significant start-up investment should be expected, and the annual requirement for state appropriations and tuition support would also be somewhat greater than for a medical school hosted by a single university. Finally, the dispersed nature of the delivery model would make it more difficult to assemble a core of faculty sufficient to attract large research grants.

While the expansion of Idaho GME programs would make little direct contribution to any state goal regarding medical school seats, this strategy would have the most favorable impact on the size and composition of the state's physician workforce. Accreditation issues would be unlikely, and the time to implement the programs and see results would be the shortest among the four alternatives. The expansion of residency training programs would entail relatively minimal start-up investment (perhaps \$2 million per program area) since current healthcare facilities would serve as the primary training sites. The requirement for state appropriations to offset program operating costs would be modest, due to clinical income generated by the residents and the potential for reimbursement from Medicare and other sources. Expanded GME programs would help build the healthcare infrastructure of Idaho and retain a greater portion of current healthcare spending in the state.

Exhibit 7-1 presents a summary comparison of the key features of the current and potential approaches to medical education.

Summary of Findings

**EXHIBIT 7-1
SUMMARY COMPARISON OF CURRENT AND
ALTERNATIVE MODELS OF MEDICAL EDUCATION**

Characteristic	Current Programs	New Distributive Model	Expanded Medical Education Contract Programs	New Joint Medical School	Expanded Graduate Medical Education Programs
<u>M.D. Programs</u>					
Number of Students per Class Supported	20	80-100	60	80-100	n.a.
Total Number of Medical Students Supported	74-80	320-400	240	320-400	n.a.
Annual Appropriations and Tuition	\$53-\$70K per student per year	\$65-85K per student per year	\$65-70K per student per year	\$65-85K per student per year	n.a.
Start-Up Operating Support	n.a.	\$10-20 million	\$5 million	\$10-20 million	n.a.
Start-Up Capital Investment	n.a.	\$60-75 million	\$1 million	\$60-75 million	n.a.
<u>GME Programs</u>					
Number of 1st-Year Medical Residents Supported	17	n.a.	n.a.	n.a.	80-100
Total Number of Medical Residents Supported	49	n.a.	n.a.	n.a.	320-400
Annual Appropriations	\$1.5 million	n.a.	n.a.	n.a.	\$10-12 million
Start-Up Investment	n.a.	n.a.	n.a.	n.a.	\$8-10 million
<u>Access to Physicians</u>					
Impact on State Physician Workforce	Less Than Half Graduates Return	Greater Impact	Similar to Current Impact	Greater Impact	Greatest Impact
<u>Economic Impact</u>					
Potential Growth in State Economy	Minimal Current Impact	Greatest Impact	Least Impact	Greater Impact	Greatest if Integrated with M.D. Program

Note: GME program expansion should be considered in concert with M.D. program expansion.

7.5 Observations on Optimizing Each Alternative

In order to assess each of the alternatives, we needed to make certain assumptions about how the program would operate. These assumptions were based on how similar programs in Idaho and elsewhere currently operate and on interviews with state leaders and medical educators who are familiar with potential program activities.

The potential number of variations within each alternative is infinite. Each alternative, as described, represents a relatively straightforward approach to implementing the model with few optional features. Each one, however, might be made more attractive from Idaho's perspective through changes in the current or planned program delivery model once the state determines its desired course of action.

Should the state choose to pursue a new medical education program to be hosted by a single university, the selected university should work with WWAMI officials to develop a long-term contractual and financial relationship whereby the new program could be supported by the resources of the University of Washington (UW). Idaho has made a significant investment in the WWAMI program over the years, and the UW school of medicine is highly regarded. To the extent possible, Idaho and the new program should continue to capitalize on this relationship.

Summary of Findings

If the further expansion of contracted programs is to be pursued, Idaho should negotiate for its leaders to play a greater role in admissions and programming decisions, including further expansion of the third- and fourth-year clerkships available in the state. Furthermore, Idaho should consider providing more incentives for graduates of the contracted programs to return to practice in the state.

Should the state opt for a new joint medical education program to be offered cooperatively by the three state universities, one university should somehow be made the first among equals in order to provide strong leadership for the program and the efficient administration of program-wide functions. Additionally, the universities should work with the University of Washington School of Medicine to develop a long-term contractual and financial relationship, as discussed above.

While any approach to expanding GME in Idaho would likely be beneficial, the new and expanded residency programs should be developed in tandem with plans to expand medical school access. An integrated approach to undergraduate medical education and resident training will result in stronger training sites, be more efficient, and contribute to research competitiveness and, in turn, economic development.

APPENDIX:

***KEY MEMBERS OF MEDICAL
EDUCATION STUDY TEAM***

APPENDIX

KEY MEMBERS OF MEDICAL EDUCATION STUDY TEAM

J. Kent Caruthers, Ed.D., Project Director. Dr. Caruthers is director of MGT's higher education practice and has a distinguished career in college and university planning and financial analysis. He has directed or played a key role in medical school feasibility studies in four other states. Dr. Caruthers also has an extensive background in state-level higher education and policy analysis. He holds his bachelor's and master's degrees in finance and his doctorate in higher education administration.

Nancy Stepina-Robison. Ms. Robison is a partner in MGT's higher education practice. She joined MGT after serving as vice chancellor for the Florida Board of Regents. During her tenure with MGT, she has served numerous clients, including roles as director for our medical education projects with the University of Central Florida and North Broward Hospital District and as a senior member of the project teams for Florida State University, Carilion Health System and the Synergy Medical Education Alliance.

Cynthia Balogh, Ph.D. Dr. Balogh is a partner in MGT's higher education practice and has a broad knowledge of planning, budgeting, and public policy issues. Prior to joining MGT, she dealt with a multitude of higher education related issues for the state of Florida including health professions education programs, workforce preparation, and economic development. At MGT, she has served on medical education projects for the University of Connecticut and Florida State University. Her Ph.D. is in Higher Education.

Myra Hurt, Ph.D. Dr. Hurt is currently associate dean of the college of medicine at Florida State University, after serving as the interim founding dean for more than a year when the college was first established. During her tenure with the FSU college of medicine and its predecessor, the joint UF-FSU Program in Medical Sciences, Dr. Hurt has been responsible for the basic science and clinical curriculum for first-year medical students, admissions, research administration, and outreach for underserved populations.

Carlos Martini, M.D. An independent consultant, Dr. Martini was formerly was the vice president for medical education at the American Medical Association where he was responsible for medical school accreditation. He is currently assisting the University of California, Merced on its medical school initiative. He previously directed the efforts of Florida International University in gaining approval for a new medical school and was the founder/developer of medical schools in Saudi Arabia, Argentina, Uruguay and England.

Leela Hebbar. Ms. Hebbar is a consultant in MGT's higher education practice. She has served on numerous project teams with an emphasis on program planning for workforce needs. Her project assignments include those related growth in the healthcare workforce, minority participation in the healthcare workforce, planning for a new medical school in California, and examining the feasibility of a new higher education center in rural Minnesota. She holds a master's in economics from Rutgers.

Leah Ewing Ross, Ph.D. Dr. Ross is a consultant in MGT's higher education practice. She has worked in a variety of education settings, including private colleges, state universities, and a national higher education association, and has extensive writing and editing experience. In addition, she recently completed studies of the American graduate student experience and of college presidential leadership. Dr. Ross earned her Ph.D. in Educational Leadership and Policy Studies at Iowa State University.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

IN THE SENATE

SENATE BILL NO. 1210

BY FINANCE COMMITTEE

AN ACT

1 APPROPRIATING MONEYS FROM THE IDAHO MILLENNIUM INCOME FUND AND DIRECTING THE
2 STATE CONTROLLER TO TRANSFER MONEYS FOR THE PURPOSES AND PROGRAMS SPECI-
3 FIED FOR FISCAL YEAR 2008; APPROPRIATING MONEYS FROM THE IDAHO MILLENNIUM
4 INCOME FUND TO THE STATE TREASURER FOR THE PURPOSES AND PROGRAMS SPECIFIED
5 FOR FISCAL YEAR 2008; CLARIFYING THE USE OF FUNDS PROVIDED TO THE STATE
6 BOARD OF EDUCATION FOR A MEDICAL EDUCATION STUDY; AND PROVIDING THAT CER-
7 TAIN UNEXPENDED AND UNENCUMBERED MONEYS SHALL BE REVERTED TO THE IDAHO
8 MILLENNIUM INCOME FUND.
9

10 Be It Enacted by the Legislature of the State of Idaho:

11 SECTION 1. There is hereby appropriated and the State Controller is
12 hereby directed to make cash transfers from the Idaho Millennium Income Fund
13 to the following programs, at the request of the State Treasurer, not to
14 exceed \$2,230,700 for the period July 1, 2007, through June 30, 2008:

15 (a) \$500,000 for the Public Health Districts to continue tobacco use ces-
16 sation programs statewide through the Public Health Districts of Idaho and
17 other nonprofit entities such as hospitals, primary care clinics and vol-
18 untary organizations. The tobacco use cessation programs should be avail-
19 able to any Idaho citizen, with primary emphasis on youth and pregnant
20 women.

21 (b) \$500,000 for the Physical Health Services Program in the Department
22 of Health and Welfare for targeted tobacco counter-marketing programs,
23 specific to Idaho, and to be matched by private industry funds on at least
24 a one-to-one basis.

25 (c) \$420,000 for the Idaho Supreme Court for its youth courts and status
26 offender services programs as they relate to addressing tobacco and/or
27 substance abuse issues.

28 (d) \$94,000 for Law Enforcement Programs in the Idaho State Police to
29 offset the cost of youth tobacco investigations.

30 (e) \$300,000 for the State Board of Education for a medical education
31 study to determine the need and feasibility of increased medical education
32 opportunities in Idaho.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to proceed with the planning and design of an aquatics addition to the Student Recreation Center for an amount not to exceed \$800,000

REFERENCE

April 1996	Board approves request for graduated recreation facility fee for future construction of a Student Recreation Center.
March 1998	Board approves request for construction of Student Recreation Center.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2

BACKGROUND

In 1996, Boise State University's student body leadership initiated a recreation facility fee to support construction of a new Student Recreation Center ("Rec Center"). Original design plans for the Rec Center included an aquatics complex. However, because of cost increases and problems with construction, the University elected to delay construction of the aquatics complex until sufficient recreation facility fees could be accumulated to fund the project. Accordingly, design plans for the Rec Center were modified to accommodate the addition of an aquatics complex at a future date.

In January of 2007, Boise State University initiated a feasibility study to examine a series of options for constructing an aquatics complex connected to the current Rec Center. The study process involved a planning team with broad representation from all areas of the campus community. Outside architects and consultants were retained to conduct a comprehensive assessment of campus aquatics needs. Once compiled, these needs were translated into a program of proposed facilities, alternative concept designs and cost estimates for the various options. The University used this information to evaluate its options and determine the most appropriate course of action.

Five (5) alternative concepts were developed, each addressing different aspects of the desired aquatics program. Cost estimates were developed for each of the concept schemes. After reviewing all of the needs expressed in the programming process, the planning team selected the option (referenced as Option 2B, Version 2) that best addresses the program needs in light of the available funding. This option will serve as the basis for a complete design to be undertaken by a consultant design team.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

DISCUSSION

The proposed addition consists of a 17,000 square foot aquatics complex to be constructed on the south side of the existing Rec Center. As currently envisioned, the aquatics complex will include a 6-lane, 25 yard indoor lap pool, a 3,200 square foot indoor recreation pool with an adjacent spa, and associated support spaces. The project also includes the construction of new locker rooms to serve the aquatics complex and to alleviate the demand on locker rooms in the Rec Center. Locker facilities will include additional lavatories and showers. As planning proceeds, the University will also consider the feasibility of increasing the lap pool to 8 lanes to provide practice space for the women's swimming team with funding provided by the athletics department.

IMPACT

The cost of planning and design of the aquatics addition is between \$700,000 and \$800,000. Total project costs, including construction costs, contingency, design and engineering fees, equipment costs, miscellaneous testing, surveying, and reports is estimated to be between \$7,500,000 and \$8,500,000. The range of costs relates to continued uncertainty in the current construction marketplace, especially for competitively bid public sector work. This estimate also includes escalation costs for 18 months, the minimum duration for project approval and design. A project schedule is attached. The source of funds for this project is revenue bond fund reserves. A final budget will be presented to the Board when the project is brought for construction approval.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet	Page 3
Attachment 2 – Project Schedule	Page 5
Attachment 3 – Design Concept Descriptions	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The bond reserves are from the \$65 Rec Center fee of which a portion of the fee pays for the bonds already issued on the Center and a portion was set aside (into a reserve account) to save up for the Aquatics Complex that could not be built at the time, but was part of the original plan. The Aquatics Complex was delayed due to construction problems with the Rec Center that have since been settled and resolved. Staff recommends approval.

BOARD ACTION

A motion to approve the request of BSU to proceed with the planning and design of the aquatics complex addition to the Student Recreation Center for a cost not to exceed \$800,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

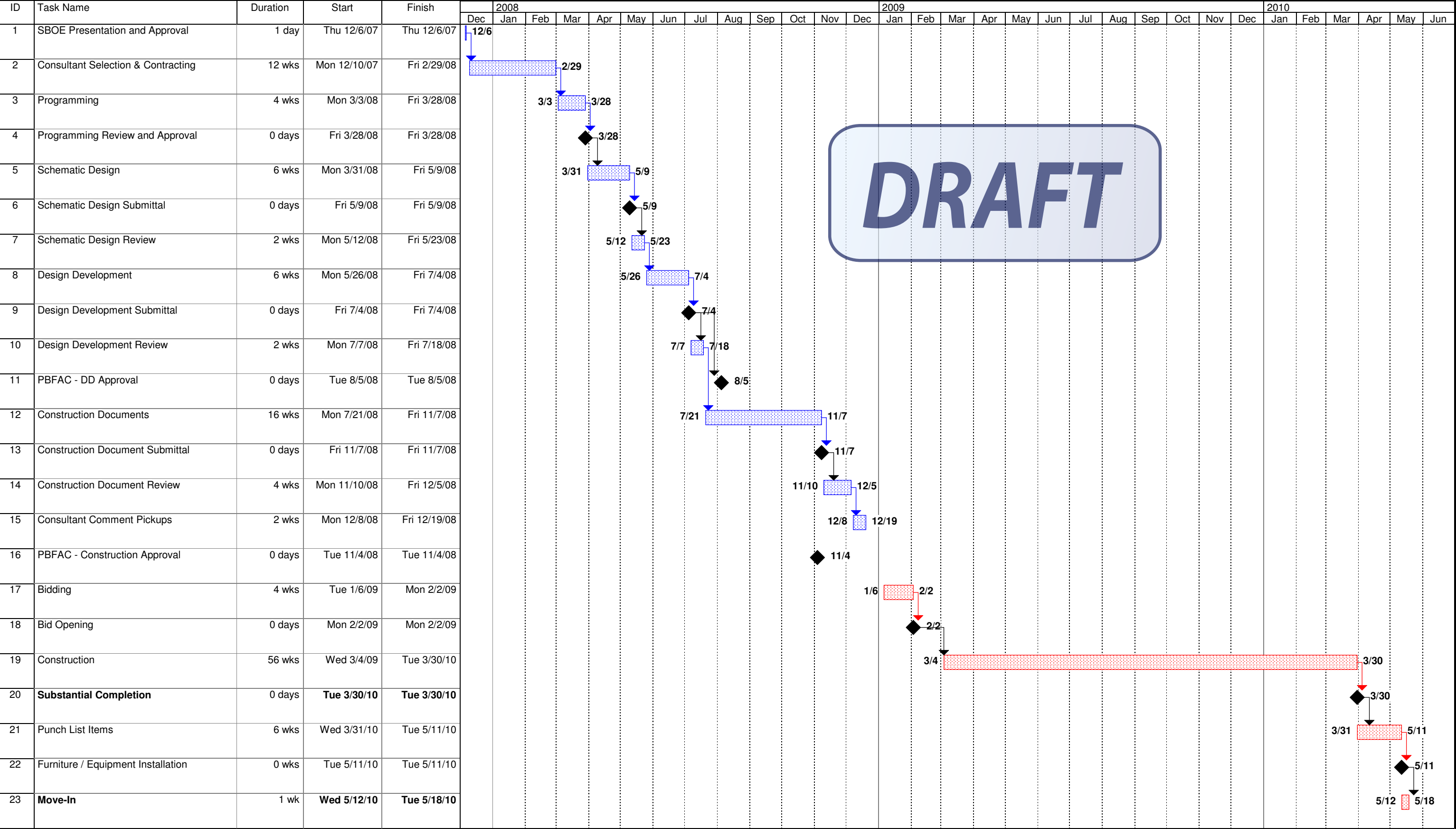
1 Institution/Agency:	Boise State University	Project:	Aquatics Complex addition to Student Recreation Center
2 Project Description:	Planning and design of an aquatics complex addition to the existing Student Recreation Center. The proposed addition consists of a 6-lane, 25-yard indoor lap pool, a 3,200 square foot indoor recreation pool and spa, as well as locker rooms to serve the aquatics complex.		
3 Project Use:	Recreational swimming for students, faculty, and staff		
4 Project Size:	Approximately 17,000 square feet.		

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Aquatic Center, Student Recreation Center

Project Schedule



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Pool Option 2B Version 2
Design Concepts
February 5, 2007

OPTION 2B – Version 2

Option 2B – Version 2 features an indoor lap pool with dimensions of approximately 75'-1 ½" x 45' with a minimum depth of 4 feet and a maximum depth of 10 feet. Six 7' - 0" wide lanes will be marked with black floor markers across the pool. An 18" deep rollout gutter system will be provided around the perimeter of the pool for recirculation of pool water. Wall targets and floor markers will be provided for a competitive race course. Race courses will have buffer lanes at the sides measuring at least 1'-0". Rope anchors will be provided in the pool for floating lane lines. Under deck storage containers will be provided for storage of the floating lane lines. A stair alcove system for easy entry and exit will also be provided. Equipment to be provided will include (not all inclusive): starting blocks, deck mounted water polo goals, movable guard stands, pace clocks, handicap lift, maintenance equipment, and safety equipment.

Option 2B – Version 2 features an indoor recreation pool that will be approximately 3,165 Sq Ft and have the following amenities: water volleyball, water basketball, rock climbing wall, vortex, and numerous social spaces. The pool will have a minimum depth of 3'-0" and a maximum depth of 6' - 0". A 12" deep deck level gutter system will be provided for recirculation of pool water. A large stair system will be provided. Equipment to be provided will include (not all inclusive): movable guard stands that are 42" tall, one handicap lift, maintenance equipment, and safety equipment. An emergency shut off switch will be provided near the pool to control the recirculation pump. The water temperature in this pool will be kept between 84-86 degrees.



Example Photo



Option 2B – Version 2 also features a spa that will be approximately 180 Sq Ft and accommodate approximately eighteen users. The spa will be 2'-8" deep. The spa will be raised approximately 18" above the deck level. Skimmers will be provided for recirculation of spa water. An emergency shut off switch and timer will be provided near the spa. The water temperature in the spa will be kept between 100-104 degrees.

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

K. Construction Projects

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.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to replace the artificial turf in Bronco Stadium for a total cost not to exceed \$750,000.

REFERENCE

October 2001	Board approved request to replace artificial turf for a cost not to exceed \$800,000.
--------------	---

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.

BACKGROUND

Bronco Stadium was built in 1970 with an Astroturf surface. Weather, maintenance costs, and frequency of use played into the decision to install turf rather than a natural surface. While Astroturf is superior to a natural playing surface in many respects, it must be replaced, on average, every six to eight years. The Board last approved a request to replace the turf in October of 2001. Because installation can only be done during the off season, the turf was replaced in the summer of 2002. That turf now shows excessive wear in the heavy traffic areas near the center of the field. To ensure player safety, the existing turf should be replaced during the next off season, the summer of 2008.

DISCUSSION

Turf replacement is necessary to ensure that the institution is providing a high quality, safe playing surface for Division I-A football, post season bowl games, and local high school games and playoffs. The replacement turf is a mat of grass-like material made from high-tech plastics in-filled with small rubber granules to provide loft for the imitation grass blades while providing cushion to the playing surface. This type of turf is of the highest industry standard with respect to playing conditions and player safety.

The replacement project will also address the condition of the materials underlying the field. The existing "E-Layer" rubberized pad directly beneath the turf, and the asphalt layer below, will be evaluated and repaired or removed based on specifications and warranty requirements of the new turf being installed.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

IMPACT

Estimated total project costs range from \$600,000 to \$750,000. This estimate includes the cost of removing the existing turf and will vary in range depending on the exact turf and field specifications. A formal bid process for the project will occur through the State Department of Administration, Division of Public Works.

Funding is available from the institution's Bond Fund reserve account. No appropriated funds will be used for this project.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to approve Boise State University's request to replace the artificial turf in Bronco Stadium for a cost not to exceed \$750,000.

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: B. Budget Policies

April 2002

B. Budget Policies

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (NIC and CSI), the State Historical Society, and the State Library are included, except as noted in V.B.8.b. (2).

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

(1) Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the executive director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

(2) Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the executive director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, school and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests authorization to redirect certain bond proceeds from the Series 2007A.

REFERENCE

October 2003	Approval to spend \$450,000 to proceed with planning and design of an Environmental Science and Policy Center
October 2005	Board approved 2005 Campus Master Plan Update
June 2006	Approval of project planning, design and architectural services for a total project authorization of \$1,680,000
January 2007	Authorization to Issue General Revenue Bonds, Series 2007A

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.5.
Idaho Code Title 33, Chapter 38

BACKGROUND

In anticipation of building the Student Health, Wellness, Counseling and Nursing Building, Boise State University issued approximately \$22,900,000 in General revenue Bonds in January of 2007 as Series 2007A.

As noted in the Norco Naming Request item in the Planning, Policy & Governmental Affairs Consent agenda, the University received donations for the project in addition to the bond funds. In order to comply with the donor's intent and with provisions of the IRS tax code regarding the tax-free nature of the University Bonds, the donations have been allocated to the Student Health, Wellness, Counseling and Nursing Building. The result is that the University has to reallocate approximately \$3,000,000 of bond proceeds to another State Board of Education (SBOE) approved bond eligible project.

The only current capital project that has SBOE approval is the Center for Environmental Science and Economic Development (CESED). CESED was approved for planning and design by SBOE in October 2003 and June of 2006 under its previous title of Environmental Science and Policy Center.

Reallocations of Bond proceeds such as this occur periodically. In August 2006, SBOE approved the University's request for reallocation of bond proceeds from the Student Services Center to the new parking deck.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

DISCUSSION

The University is requesting approval to allocate the remaining \$3,000,000 in bond proceeds from the Series 2007A issuance to the CESED project. No funds will be expended until further SBOE approval is received to do so. This is only approval to allocate such funds to the project.

In order to make such an allocation, SBOE needs to find that the CESED project is a qualified project, meaning a finding under the Bond Act that the project is necessary for the proper operation of the University and is economically feasible.

Under the University's master bond resolution and the supplemental resolutions for the Series 2007A Bonds, bond proceeds may be reallocated to a different project subject to 1) the Board's designation of the new projects as a "project" under the Revenue Bond Act and 2) the reallocation of bond proceeds not having an adverse effect on the tax exempt status of the Series 2007A Bonds.

The motion below will satisfy point (1). The University has already obtained an opinion of bond counsel to satisfy point (2).

IMPACT

Redirecting the proceeds will allow the University to allocate those funds to the CESED project. If SBOE approves the project to proceed to construction phase, then the redirected proceeds can be used for the project. If SBOE does not approve the CESED project for eventual construction, SBOE can redirect the proceeds to a different project in the future.

ATTACHMENTS

Attachment 1 – Bond Counsel Memo

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

According to the university, the building is estimated to cost between \$35 and \$42 million. The previous ten-year debt projection provided by BSU showed a cost of \$35 million. \$31 million of the cost will be financed using currently available debt capacity. The remainder will be from federal funds and anticipated state appropriation. In October 2007, the Permanent Building Fund Advisory Council recommended that the State provide \$10 million funding in the 2008 session for this building. Therefore, BSU would not finalize the construction cost until after it is determined if the State funds are appropriated.

The CESED project was the number three priority in the University's 10-year debt projection in January 2007 after the Stadium Suites. The projection showed the project was economically feasible using the Strategic Facility Fee, and the projected debt service as a percentage of operating budget was under 8%.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

BOARD ACTION

A motion that the Board finds that the Center for Environmental Science and Economic Development is a project that is necessary for the proper operation of the University and is economically feasible; and to authorize the allocation of \$3,000,000 in bond proceeds from Series 2007A Bonds, and related interest earnings, originally allocated to the Student Health, Wellness, Counseling and Nursing Building to the Center for Environmental Science and Economic Development project.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

[Roll call vote required.]

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CHAPMAN AND CUTLER LLP
MEMORANDUM

April 13, 2007

To: Stacy Pearson
Jo Ellen Dinucci
Kevin Satterlee

RE: Boise State University
General Revenue and Refunding Bonds, Series 2007A–
Nursing Building Naming Rights

We understand that you have recently become aware that, before the above-referenced bonds (the “*Bonds*”) were issued, Boise State University (the “*University*”) entered into a naming rights agreement (the “*Agreement*”) with respect to the nursing building that was financed with a portion of the Bond proceeds. The University entered into the Agreement with Norco in consideration for a \$2 million donation. The Agreement requires the nursing building to be named after Norco (a private medical company), to include signage indicating the name, and to include a display area in the lobby or other prominent area for the purpose of displaying Norco products and advertising. The Agreement also requires the University to recognize the donation in various forms of media and provides certain other rights with respect to the building. Accordingly, the Agreement clearly gives rise to private use. Excluding the Agreement, the expected combined private use for the nursing building and the Student Union Building projects was 7.3% under the original allocation, which provided a cushion of approximately \$1.5 million. Assuming that \$2 million reflects the fair market value of the naming rights, the additional private use would, absent a reallocation, cause the total private use for the two projects to exceed the 10% limit under the tax rules.

We also understand that the University has received, or will receive, an additional \$2.3 million of donations that were not previously included as equity in the private use analysis. Since the Bond proceeds have not been spent, the University can correct the situation (without having to redeem Bonds under the remedial action rules) by allocating the additional donations as equity to be used for the cost of the private use portion of the nursing building and reallocating an equivalent portion of the Bond proceeds to additional qualified projects. This conclusion is based on the following assumptions, adjustments and recommendations:

- The value of the naming rights does not exceed \$2.8 million (such amount represents the maximum amount of the (i) additional \$2.3 million of donations, plus (ii) the \$500,000 donation that was previously allocated to public use costs of the nursing building that can be allocated to nursing building private use without affecting the original 7.3% private use percentage (we previously allocated the \$500,000 to public use because the donation is restricted to use for the nursing building and we previously thought the nursing building would be 100% public use).
- The cost of space allocated to the Norco display area will not exceed \$2.8 million or cause the value of the naming rights to exceed \$2.8 million. (This assumption is

CHAPMAN AND CUTLER LLP
MEMORANDUM

presumably easy to satisfy since, for example, a 100-square-foot display area would only cost approximately \$37,000 based on a total project cost of \$26.1 million and total square footage of 70,000.)

- Because the Supplemental Resolution specifies the projects on which the Bond proceeds may be spent, the University should obtain SBOE approval of \$2.8 million of additional qualified projects (*i.e.*, projects, or portions thereof, that are 100% public use). Since the University will need the SBOE to adopt a Supplemental Resolution in connection with the Series 2008 Bonds in any case, approval of the additional projects could easily be included in the Supplemental Resolution in order to avoid the need for a special resolution. The University could reduce the amount of 2008 Bonds to reflect the additional \$2.8 million of available Bond proceeds. Alternatively, the University could obtain special approval for the additional projects outside the context of the Series 2008 Bonds.

The net result would be that the same percentage of Bond proceeds (7.3%) would be used for private use as under the original allocation. A revised copy of the first page of the private use allocation based on these assumptions is enclosed.

Please do not hesitate to call me or Jim with any questions you may have.

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

F. Bonds and Other Indebtedness

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.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY – continued

Idaho Statutes

TITLE 33

EDUCATION

CHAPTER 38

STATE INSTITUTIONS OF HIGHER EDUCATION BOND ACT

33-3805. Authorization, issuance, maturity, interest and sale of bonds. When the board shall find the proposed project or projects to be necessary for the proper operation of the institution and economically feasible and such finding is recorded in its minutes, the bonds therefore shall be authorized by resolution of the board. The bonds may be issued in one or more series, may bear such date or dates, may be in such denomination or denominations, may mature at such time or times, not exceeding forty (40) years from the respective dates thereof, may mature in such amount or amounts, may bear interest, at such rate or rates to be determined by the board, may be in such form, either coupon or registered, may carry such registration and such conversion privileges, may be executed in such manner, may be payable in such medium of payment, at such place or places, may be subject to such terms of redemption, with or without premium, as such resolution or other resolutions may provide. The bonds may be sold at a public or private sale at not less than par and accrued interest, in a manner to be provided by the board. The bonds shall be fully negotiable within the meaning and for all purposes of the Uniform Commercial Code.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to enter into a contract to purchase a Nuclear Magnetic Resonance spectrometer upon completion of the solicitation process for an amount not to exceed \$836,000.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND

Nuclear Magnetic Resonance (NMR) spectroscopy is an essential tool for determining the structures of molecules and materials, examining the folding and intramolecular interactions of biomolecules, and evaluating the intermolecular interactions of two or more compounds. NMR spectroscopy is widely used for applications that range from characterizing synthesized compounds and materials to solving the three dimensional structures of proteins and other macromolecules. Accordingly, NMR instrumentation has become fundamental to research in the disciplines of chemistry, molecular biology, materials science, polymer science, and engineering. At Boise State University (BSU), there are currently twelve faculty members in four different departments who have used or are using NMR spectroscopy as part of their research programs.

DISCUSSION

The use of NMR spectroscopy at BSU is foundational to several research projects dealing with organic synthesis, materials development, polymer chemistry, and protein structure/function studies. The sophistication and quantity of such research is experiencing enormous growth at BSU due to the overall growth in research and the receipt of infrastructural grants, including the Idaho INBRE from the NIH.

This instrument will support students in emerging and existing Bachelors, Masters, and Ph.D. programs at BSU in Chemistry, Biology, Biomolecular, Physics, Electrical and Computer Engineering, and Materials Science Engineering. In addition, there is a growing need for faculty at BSU to foster ties with the industrial community. This instrument exceeds the capabilities of any other in the state and can benefit researchers at Micron Technologies, Boise Technologies Inc., VA Medical Center, and Idaho National Laboratory to name a few. Thus, the new NMR spectrometer will provide training to undergraduate and graduate students, facilitate collaboration with local industry, and assist Boise State faculty in becoming more competitive at securing external funding for projects of increased quality and scope.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

IMPACT

Upon approval, the Department of Purchasing will initiate the solicitation process for the NMR spectrometer. The primary funding source for the spectrometer is a National Science Foundation grant of \$500,000. Other funding sources include a \$10,000 ESPCoR Grant and \$326,000 of institutional funds.

STAFF COMMENTS AND RECOMMENDATIONS

This purchase will use grant and institutional funds. Staff recommends approval.

BOARD ACTION

A motion to authorize Boise State University to enter into a contract to purchase an NMR spectrometer for an amount not to exceed \$836,000.

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

I. Real and Personal Property and Services

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.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to enter into a contract to purchase an x-ray photoelectron spectrometer for an amount not to exceed \$564,000

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND

An x-ray photoelectron spectrometer (XPS) is a highly sensitive elemental analysis tool with the capacity to determine the chemical/oxidation states of elements, chemical bonding, and diffusion of atoms and ions. Several Boise State University researchers who use this equipment must travel to centers with this technology to support their research in highly promising areas of spintronics, semiconductors, nanotechnology, ceramic oxides, polymers, magnetic materials, nano-biotechnology and nanomedicine.

Some of the crucial problems that require the use of the XPS include (1) determination of the oxidation state and concentrations of doped transition metals ions and their surface diffusion in magnetic semiconductors; (2) characterization of the interfaces of materials during processing, coating deposition, and interfacial reactions during oxidation and corrosion; (3) mechanism of sensing reactive gases magnetically using antiferromagnetic oxides; (4) chemical and physical phenomena at the polymer-biomolecule interface; (5) development of novel nanosensors, antibacterial agents and nanomedicinal applications using the size-dependent properties of nanoparticles; (6) surface characterization of the biomolecular nanowires/nanosensors; (7) dopant states of titania electrodes in dye-sensitized solar cell; (8) dopants, defects and ion diffusion in pure and doped chalcopyrite materials and devices; and (9) characterization of conductive polymer surfaces of chemical sensors.

DISCUSSION

XPS is a technique covered in several graduate and undergraduate courses offered at BSU and its availability will allow efficient integration of research and education through hands-on student training. Availability of this technology at the University will strengthen developing PhD programs and enhance active research and training collaborations with numerous microelectronic companies, including Micron Technology and Hewlett Packard, and bio-medical centers, such as the Veteran's Affairs Medical Center and Mountain State Tumor Research Institute. Furthermore, because there is no multi-user XPS facility in the Pacific Northwest, researchers from Idaho State University (ISU), University of Idaho (UI), Northwest Nazarene University (NNU) and Washington State University (WSU) have expressed interest in collaborated research using the XPS.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

IMPACT

Upon Board approval, the Department of Purchasing will initiate the formal solicitation process for BSU. The source of funds is a National Science Foundation grant. In accordance with the terms of the grant, the maximum cost of the equipment cannot exceed \$564,000. Outside institutions who wish to use the XPS will pay a fee commensurate with their level of use.

STAFF COMMENTS AND RECOMMENDATIONS

This purchase will use grant funds. Staff recommends approval.

BOARD ACTION

A motion to authorize Boise State University to enter into a contract to purchase an x-ray photoelectron spectrometer for an amount not to exceed \$564,000.

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

I. Real and Personal Property and Services

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.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Capital Project Design Phase Authorization Request, Kibbie Dome Life Safety Improvements

REFERENCE

First hearing for Capital Project Design Phase Authorization

August 2006	Information Item, Technical Assessment & Feasibility Study, Proposed University of Idaho Events Pavilion and ASUI Kibbie Activity Center Improvements.
November 2006	Discussion, Replace Artificial Turf, ASUI Kibbie Activity Center
February 2007	Information Item, UPDATE: Technical Assessment & Feasibility Study, Proposed UI Events Pavilion and ASUI Kibbie Activity Center Improvements. Notification of the Immediate Code Compliance, Guest and Participant Safety Issues Documented in the Technical Assessment & Feasibility Study.
April 2007	Capital Project Authorization, Replace Artificial Turf, ASUI Kibbie Activity Center

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND

In 2006, the University initiated a Technical Assessment & Feasibility Study of a proposed Events Pavilion and of the ASUI Kibbie Activity Center (KAC). A team of consultants headed by Opsis Architecture and Hastings-Chivetta conducted a technical evaluation of the facility and identified a series of life safety improvements necessary for the KAC.

One safety improvement authorized by the Board in April 2007, and subsequently completed, was the installation of a new turf play surface in the KAC. Further improvements are needed to address the collection of code deficiencies identified in the report.

A further series of needed renovations identified as part of the technical evaluation will serve to significantly improve the 35 year old facility, enhancing the functionality and seating capacity of the facility, and improving spectator

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

comfort and revenue through concession and seating upgrades and expansions. These non-life safety renovations are the subject of a companion Board agenda item, presented separately.

DISCUSSION

Project Description

Life safety improvements to be implemented include replacement of the two timber end-walls, installation of a smoke exhaust system, expansion of the fire sprinkler and alarm system, enhanced exiting, and improvements to the air handling and electrical distribution systems. Code compliance improvements are also included for the north and south concourse restrooms. The life safety project costs are estimated in the range of \$16M to \$17M, subject to refinement and improvement in the course of project design and development. This element of the project is slated to be funded through a general revenue UI bond issue in 2008 as part of the University's strategic long term debt plan.

This project directly supports the University's Strategic Plan and its education and outreach goals. It is fully consistent with the University's Long Range Campus Development Plan (LRCDP), and the Campus Infrastructure Master Plan. The KAC is an iconic structure which serves a wide variety of campus and community needs, supporting general education, recreational, athletic, and community events. It also serves as a staging and response center in regional emergencies.

Project Design

The design phase for the life safety element is anticipated to cost approximately \$2,000,000 and will be developed over the course of 2008. The University intends to initially fund the design effort through an internal loan, with intent to repay the self-funded loan once the bond sale is executed. The internal loan will come from existing UI resources in the plant fund reserve accounts. The loan funds are available as the result of the bond refunding approved by the Board in October 2007 which will result in a debt service savings for FY 2008 of approximately \$2,000,000.

The University seeks Board authorization for the design phase at a value of up to \$2000,000 for the life safety element. The University will proceed with design of the life safety element immediately, using the internal loan.

Project Implementation

The life safety improvements could potentially be implemented as a single project with the non-life safety renovations, or could be carried out separately, depending on the timing and availability of private funding. This holds true for both the design and construction phases of the project. The University intends to proceed with correction of the life safety needs, fully funded through the bond

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

measure, regardless of our success in private fundraising in support of the non-life safety renovations.

The tentative design and construction timeline for the life safety element is as follows:

Milestone	Date
SBOE Authorization for \$2M Design Phase for Life Safety Improvements	Dec, 2007
Initiate RFQ and design process	Dec, 2007
Complete construction bid package	Dec, 2008
SBOE Authorization for \$17M Bonding and Construction Contract	Dec, 2008
Initiate Bid and Construction process	Dec, 2008
Construction complete	Dec, 2009

The projected timeline for life safety improvements is tentative and subject to change as the project is better defined through the design process. A revised set of milestones will be reviewed with the Board prior to authorization of the construction phase for life safety needs.

IMPACT

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 0
Federal (Grant):	\$ 0	A/E & Consultant Fees	\$ 2,000,000
Other (UI/Bond)	\$ 2,000,000	Contingency	\$ 0
Private	\$ 0		
Total	\$ 2,000,000	Total	\$ 2,000,000

UI will pay for the design phase using debt service savings from the 2007A Series refinancing as an internal loan: \$1,864,000 in FY08 and \$176,000 in FY09 (if needed). This totals \$2.04 million in available and unencumbered funding for the internal loan. UI will repay this internal loan from project financing proceeds in FY09 as a reimbursement from the anticipated bond proceeds. UI anticipates issuance of \$14 to \$17 million in Bonds for the Kibbie Life Safety project in the December 2008 to April 2009 time frame. Since the internal loan funding from bond interest savings is unencumbered, delays in issuance of Kibbie Life Safety bonds will not adversely affect UI's finances.

ATTACHMENTS

Capital Project Tracking Sheet

Page 5

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

STAFF COMMENTS AND RECOMMENDATIONS

The life safety issues addressed above have also been identified by the Division of Building Safety, which prioritized the exit doors at the west end of the dome as the highest priority. This item has been included by the University as “enhanced exiting” in the Project Description.

The \$14 to \$17 million bond issuance is in line with the estimate of \$14 million contained in the 10-year debt projection provided to the Board at the October meeting. Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to implement the design phase for the life safety improvements in the ASUI Kibbie Activity Center, at a cost not to exceed \$2m.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of October 25, 2007

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Kibbie Dome Life Safety Improvements, Moscow, ID
- 2 **Project Description:** Implement upgrades and improvements to the Dome. Life safety improvements include replacement of timber end walls, installation of a smoke exhaust and fire sprinkler system, and enhancements to the HVAC and electrical distribution systems.
- 3 **Project Use:** Corrects code deficiencies within the Dome.
- 4 **Project Size:** N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial design phase authorization - Dec2007	\$ -	\$ -	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	\$ -	\$ 2,000,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Project Costs	\$ -	\$ -	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	\$ -	\$ 2,000,000

History of Funding:	PBF	ISBA	Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other			
Initial Authorization Request - design phase life safety element - Dec 2007	\$ -		\$ 2,000,000				\$ 2,000,000	\$ 2,000,000
	\$ -		\$ -				\$ -	\$ -
	\$ -		\$ -				\$ -	\$ -
							-	-
							-	-
Total	\$ -	\$ -	\$ 2,000,000	\$ -	\$ -		\$ 2,000,000	\$ 2,000,000

25 * UI will seek construction authorization from the Regents prior to initiating construction for life safety improvements.

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

K. Construction Projects

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', school's or agencies' six-year capital plan must receive Board approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Capital Project Design Phase Authorization Request, Kibbie Dome Non-Life Safety Improvements

REFERENCE

First hearing for Capital Project Design Phase Authorization

August 2006	Information Item: Technical Assessment & Feasibility Study, Proposed University of Idaho Events Pavilion and ASUI Kibbie Activity Center Improvements
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November 2006	Discussion: Replace Artificial Turf, ASUI Kibbie Activity Center
---------------	--

February 2007	Information Item: UPDATE: Technical Assessment & Feasibility Study, Proposed UI Events Pavilion and ASUI Kibbie Activity Center Improvements. Notification of the Immediate Code Compliance, Guest and Participant Safety Issues Documented in the Technical Assessment & Feasibility Study
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April 2007	Capital Project Authorization: Replace Artificial Turf, ASUI Kibbie Activity Center
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND

In 2006, the University initiated a Technical Assessment & Feasibility Study of a proposed Events Pavilion and of the ASUI Kibbie Activity Center (KAC). A team of consultants headed by Opsis Architecture and Hastings-Chivetta conducted a technical evaluation of the facility and identified a series of life safety improvements necessary for the KAC, as well as recommended renovations.

One safety improvement authorized by the Board in April 2007, and subsequently completed was the installation of a new turf play surface in the KAC. Further improvements are needed to address the collection of code deficiencies identified in the report. These life safety issues are the subject of a companion Board agenda item, presented separately.

The series of recommended renovations identified as part of the technical evaluation will serve to significantly improve the 35 year old facility, enhancing

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

the functionality and seating capacity of the facility, and improving spectator comfort and revenue through concession and seating upgrades and expansions. These renovations will extend the useful life of the KAC, the most often and widely used facility on campus, and will generate important, reoccurring revenue streams.

DISCUSSION

Project Description

Non-life safety facility renovation needs identified in the technical audit include (1) lowering the playing field to improve sight lines and adding an additional 3,600 seats, bringing capacity in the KAC to over 20,000; (2) improving and expanding concourse concessions and restrooms facilities; (3) improving the pressbox; (4) creating Hall of Fame and Clubroom spaces; and (5) creating new seating configurations that include suite, loge, and club seating. The University intends to fund these non-life safety renovations and expansion elements with private contributions. By funding the project through private contributions, the University will be able to direct the additional incremental revenue generated by expanded and premium seating to support and enhance programs that utilize the KAC, rather than having to direct such revenue to debt service on bonds. Such additional revenue for Athletics, for example, will enhance its ability to attract and retain coaches, support student scholarships, and to be competitive in the 16 Division 1A sports in which they compete. Furthermore, the expanded seating allows the Athletic Department to comply with the Western Athletic Conference (WAC) requirement to increase revenues by 8%. Achieving this goal will require bringing in nationally competitive opponents who require larger stadiums and the larger revenues those stadiums generate. This project will also support the Lionel Hampton International Jazz Festival by allowing the festival to use premium seating as a way to generate revenue for the festival. Athletics only uses the KAC 22% of the time. The other 78% of the time, the KAC is used for important campus activities like Vandal Friday and Commencement as well as a variety of community activities.

These renovations and enhancements will cost an estimated \$35 million; the cost estimate is subject to further refinement through the design process. Again, the University intends to fund these renovations entirely through private donations.

This project directly supports the University's Strategic Plan and its education and outreach goals. It is fully consistent with the University's Long Range Campus Development Plan, and the Campus Infrastructure Master Plan. The KAC is an iconic structure that serves a wide variety of campus and community needs, supporting general education, recreational, athletic, and community events. It also serves as a staging and response center in regional emergencies.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

Project Design

The design fees for the amenity renovation element are expected to be in the range of \$4.2 - \$4.5 million. Design phases such as schematic design, or design development or the subsequent preparation of construction documents would only be initiated if private funding were in hand to fully cover the cost of the respective design phase.

The University seeks Board authorization for the design phase at a cost not to exceed \$4.5M, subject to availability of private funding.

Project Implementation

The non-life safety renovations could potentially be implemented as a single project with the life safety improvements, or could be carried out separately, depending on the timing and availability of private funding. This holds true for both the design and construction phases of the project. The University intends to proceed with correction of the life safety needs, subject to Board authorization under a separate, but related board agenda item, regardless of our success in private fundraising in support of the non-life safety renovations. There are cost savings to be captured by doing these projects in tandem.

The tentative design and construction timeline for non-life safety renovations is as follows:

Milestone	Date
SBOE Authorization for \$4.5M Design Phase for Life Safety Improvements	Dec, 2007
Initiate RFQ and design process (subject to funding availability)	Dec, 2007
Complete construction bid package	Jan, 2009
SBOE Authorization for Construction Contract (subject to funding availability)	Feb, 2009
Initiate Bid and Construction process	Feb, 2009
Construction complete	Dec, 2010

The projected timeline for non-life safety renovations is tentative and subject to change as the project is better defined through the design process. A revised set of milestones will be reviewed with the Board prior to authorization of the construction phase for non-life safety renovations.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

IMPACT

8*

State	\$	0	Construction	\$	0
Federal (Grant):	\$	0	A/E & Consultant Fees	\$	4,500,000
Other (UI/Bond)	\$	0	Contingency	\$	<u>0</u>
Private	\$	<u>4,500,000*</u>			
Total	\$	4,500,000	Total	\$	5,400,000

* Private funding yet to be developed

The University will initiate each design phase (e.g., schematic design, design development, etc.) only once the necessary private funds are available, and in hand. Thus, the design phases will not adversely affect the University's budget.

ATTACHMENTS

Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

This project will use private funds when available. Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to implement the design phase for non-life safety renovations in the ASUI Kibbie Activity Center, at a cost not to exceed \$4.5M, and subject to availability of private funding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of 7 November 2007

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Kibbie Dome Non-Life Safety Renovations, Moscow, ID
- 2 **Project Description:** Implement upgrades and improvements to the Dome. Renovations include lowering of the play field, installation of additional seating, concessions improvements, and construction of a Hall of Fame and Clubroom.
- 3 **Project Use:** Improves sightlines and comfort amenities for spectators. Increased seating capacity supports additional revenue income
- 4 **Project Size:** N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial design phase authorization - Dec2007*	\$ -	\$ -	\$ 4,500,000	\$ 4,500,000	\$ 4,500,000	\$ -	\$ -	\$ 4,500,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Project Costs	\$ -	\$ -	\$ 4,500,000	\$ 4,500,000	\$ 4,500,000	\$ -	\$ -	\$ 4,500,000

History of Funding:	PBF	ISBA	Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other			
Initial Authorization Request - design phase amenity renovations - Dec 07*	\$ -		\$ 4,500,000				\$ 4,500,000	\$ 4,500,000
	\$ -		\$ -				\$ -	\$ -
	\$ -		\$ -				\$ -	\$ -
							-	-
							-	-
Total	\$ -	\$ -	\$ 4,500,000	\$ -	\$ -		\$ 4,500,000	\$ 4,500,000

* To be privately funded. UI will proceed with design for non-life safety renovations only once adequate private funding is in hand. UI will seek construction authorization from the Regents prior to initiating construction of non-life safety renovations.

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

K. Construction Projects

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', school's or agencies' six-year capital plan must receive Board approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Increase Request, HVAC and Roof Upgrades, the Joe Marshall Potato Research Building and Aberdeen Research & Extension Center

REFERENCE

June, 1999	Initial Authorization for Feasibility and Evaluation Study
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November, 1999	Initial Capital Project Authorization for Planning, Design and Construction Implementation
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section, V.K.1. & V.K.2.

BACKGROUND

This is a revised request for increased Regent's Authorization to implement upgrades and improvements to the HVAC and roofing systems at the Joe Marshall Potato Research Building and Aberdeen Research & Extension Center in Aberdeen, Idaho.

DISCUSSION

This project to make needed and required HVAC Improvements and Upgrades was included as a component of the 1999C Bond Issue. The intent of that bond issue was to make miscellaneous research infrastructure improvements at various University of Idaho sites distributed across the State of Idaho.

The Initial Regents' Authorization level was set at \$50,000 for Feasibility and Evaluation during the June 1999 Regular Board meeting. This was increased by \$350,000 to the current Regents' Authorization level of \$400,000 for Design and Construction Phase implementation during the November 1999 Regular Board Meeting.

During the course of the design of the project, it was determined that the scope of work was significantly greater than originally anticipated due to unforeseen conditions of the existing systems. This delayed the project significantly, as it was necessary to implement and complete the other projects intended as scope of the 1999C bond issue to verify if sufficient funds were available to cover the increase in scope.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 6-7, 2007**

At this time, the University and the College of Agricultural and Life Sciences have determined that sufficient series 1999C bond proceeds remain to allow the project to proceed. The University is therefore ready to proceed with the construction implementation of the full complement of all desired and recommended scope elements of the project. The project is design complete and ready to advertise for construction bids.

The current total project estimate based upon the Architect's recent estimate of construction costs for this effort is \$800,000. The University will report any variations or deviations from this project cost estimate based upon bids received.

The project is fully consistent with the University's Strategic Plan, specifically, Goal 2, Scholarly and Creativity Activity and Goal 3, Outreach and Engagement.

IMPACT

Immediate fiscal impact of this effort is \$800,000. The project fund source is remaining series 1999C bond proceeds.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 610,000
Federal (Grant):	0	A/E & Consultant Fees	65,000
Other (State & UI)	<u>800,000</u>	Contingency	<u>125,000</u>
Total	\$ 800,000	Total	\$ 800,000

ATTACHMENTS

Capital Project Tracking Sheet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This project will be funded from the remaining series 1999C bond proceeds under which the project was originally a component. Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to increase the Capital Project Authorization for the HVAC and Roof Upgrades, the Joe Marshall Potato Research Building and Aberdeen Research & Extension Center, University of Idaho, Aberdeen, Idaho, from \$400,000 to \$800,000 to allow for the full implementation of the construction phase.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of October 25, 2007

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** HVAC and Roof Upgrades, the Joe Marshall Potato Research Building, Aberdeen Research & Extension Center, University of Idaho, Aberdeen, Idaho
- 2 **Project Description:** Implement upgrades and improvements to the HVAC and Roofing systems at the Joe Marshall Potato Research Building, Aberdeen Research & Extension Center, Aberdeen, Idaho.
- 3 **Project Use:** Replaces and upgrades existing HVAC and Roofing systems that are at the end of their life cycle.
- 4 **Project Size:** N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds* Const	Other**	Total Uses
Initial Cost of Project (Feasibility & Evaluation)	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 50,000	\$ 50,000
History of Revisions:								
Initial Design & Construction Authorization (Nov 1999)			\$ 350,000	\$ 350,000	\$ 35,000	\$ 275,000	\$ 40,000	\$ 350,000
Revised Design & Construction Authorization (Dec 2007)			\$ 400,000	\$ 400,000	\$ 30,000	\$ 335,000	\$ 35,000	\$ 400,000
Total Project Costs	\$ -	\$ -	\$ 800,000	\$ 800,000	\$ 65,000	\$ 610,000	\$ 125,000	\$ 800,000

History of Funding:	* Other Sources of Funds-----						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other	Total Other	Total Funding
Initial Authorization Request - Feasibility & Evaluation, Jun 99	\$ -		\$ 50,000			\$ 50,000	\$ 50,000
Initial Capital Project Authorization Request, Nov 99	\$ -		\$ 350,000			\$ 350,000	\$ 350,000
Revised, Increased Capital Project Authorization Request, Dec 07	\$ -		\$ 400,000			\$ 400,000	\$ 400,000
						-	-
						-	-
Total	\$ -	\$ -	\$ 800,000	\$ -	\$ -	\$ 800,000	\$ 800,000

* Series 1999C Bond Funds. UI will report back to the Board of Regents any resulting revisions to the project estimate resulting from the bid process and seek additional project authorization as may be required.

** Initial Feasibility & Project Contingency

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

K. Construction Projects

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', school's 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.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 6–7, 2007**

TAB	DESCRIPTION	ACTION
1	PRESIDENTS' COUNCIL REPORT	Information Item
2	IDAHO STATE UNIVERSITY PROGRESS REPORT	Information Item
3	IDAHO SCHOOL FOR THE DEAF AND BLIND PROGRESS REPORT	Information Item
4	IDAHO HISTORICAL SOCIETY BOARD APPOINTMENTS	Motion to Approve
5	BOISE STATE UNIVERSITY – BUILDING NAME	Motion to Approve

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

SUBJECT

Presidents' Council Report.

BACKGROUND

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

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.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

SUBJECT

Idaho State University Progress Report

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 Idaho State University has supplied an overview of its status and accomplishments.

DISCUSSION

Art Vailas, President of Idaho State University, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the institution.

IMPACT

President Vailas' presentation will provide the State Board members and others with current status information about Idaho State University.

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.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

SUBJECT

Idaho School for the Deaf and the Blind Progress Report

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

Mary Dunne, from the Idaho School for the Deaf and the Blind (ISDB), will be in attendance at the meeting and present a summary of the accomplishments and future goals of ISDB.

IMPACT

Ms. Dunne's presentation will provide the State Board members and others with current status information about the Idaho School for the Deaf and the Blind.

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.

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IDAHO STATE HISTORICAL SOCIETY

SUBJECT

District 7 and District 1 appointments to the Idaho State Historical Society Board of Trustees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.1.b.(2)

BACKGROUND

The State Board of Education is responsible for appointing members to the Idaho State Historical Society Board of Trustees.

The Idaho State Historical Society is charged with responsibility for the preservation of the state's history and prehistory. This is done primarily in accordance with Chapters 41 of Title 67 of the Idaho Code, and through other statutory capacity, such as that provided under Titles 14, 33, 58, and 63. Chapter 41, Title 67 as above provides statutory authority for the Society to preserve and protect the state's historic, archaeological, architectural, and cultural resources.

DISCUSSION

Two vacancies on the Board of Trustees of the Idaho State Historical Society will occur on January 1, 2008, when Gene Place (District 7) completes his term (and is not eligible for another term), and Judy Meyer (District 1) completes her first term and is eligible for a second six year term.

The Idaho State Historical Society issued a news release to all media in District 1 which encompasses Benewah, Bonner, Boundary, Kootenai, and Shoshone counties, and to District 7 which encompasses Bingham, Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, and Teton counties. In addition, a notice was mailed to all historical societies and museums in each district.

The following actions were also undertaken:

- July 27, 2007 Board Meeting—ISHS Chairman Tom Blanchard appointed a nominating committee of board members that included Earl Bennett, Jess Walters, and Fred Walters.
- August 31, 2007 5 applications were received for District 7; 1 application was received for District 1.
- September 27, 2007 The Nominating Committee interviewed applicants by phone.
- October 9, 2007 The ISHS Board of Trustees took action on recommendations for new board members for District 7 and District 1.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

District 7 Board Appointment Recommendation: The Board of Trustees of the Idaho State Historical Society respectfully submits to the State Board of Education the following recommendation in prioritized order for consideration:

1. Hope Ann Benedict
2. Julie Braun

The ISHS Board of Trustees unanimously recommended two potential candidates for SBOE consideration. However, the consensus of the nominating committee and Board of Trustees was that Hope Ann Benedict was the best qualified of all of the applicants to be appointed to fill the District 7 vacancy.

District 1 Board Appointment Recommendation:

The ISHS Board of Trustees unanimously recommended that due to her outstanding qualifications, Judy Meyer be re-appointed to the Idaho State Historical Society Board of Trustees to serve a second six year term to fill the District 1 vacancy.

We look forward to the prompt appointment of these positions to the ISHS Board.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are made at this time.

BOARD ACTION

A motion to approve the appointment of _____ for District 7 and the reappointment of Judy Meyer for District 1 to the Idaho State Historical Society Board for a term starting January 1, 2008 to December 21, 2014.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Application for appointment as Trustee of the Idaho State Historical Society

Bio paragraph for Judy Meyer

Updated 9-15-07

Judy Meyer, Coeur d'Alene (District I), is a partner in Parkwood Business Properties, an office and industrial park development and investment firm she founded with her husband. She graduated from Kalamazoo College with a BA in Sociology and did graduate work at the University of Delaware. She began her working career as an elementary school teacher. She was appointed to the Idaho Commission on Women's Programs and has been elected twice to the Board of Trustees of North Idaho College. The Governor appointed her to a five-year term on the Idaho State Board of Education in 1994 and she served as President of the Board in 1998. She is a past director of Blue Cross of Idaho, the Coeur d'Alene Chamber of Commerce and Hospice of North Idaho. She is currently a trustee of the Kootenai County Library District, a vice chairman of the Idaho Business Coalition for Education Excellence and a member of the regional Idaho Public Television Board. She has been a trustee of the Idaho State Historical Society since 2001 and her term expires 12/31/2007.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

**Hope Ann Benedict
P.O. Box 909
Salmon, Idaho 83467
(208) 756-4334; (208) 756-7885
hbenedict@centurytel.net**

Education

Ph.D., History, University of Oregon, December 1996
Dissertation: "Place and Community in the Mining West, Lemhi County, Idaho, 1866- 1929"
MA, History, University of Oregon, June 1988
Thesis: "Social Commentaries and the Social Order in England, 1509-1714"
BA, History, Boise State University, May 1984

Research and Teaching Fields

American West
Idaho and the Pacific Northwest
Lemhi County, Idaho
U.S. Nineteenth- and Twentieth-Century Social History
Britain and Empire
Tudor and Stuart England

Courses Taught

History of Idaho, 300/400/500 levels
Idaho and the Pacific Northwest, 336
History of Women in the American West (through Skidmore College-no numerical designation given)
Old West-New West: The American West in Transition (currently being developed for Skidmore College for Spring 2008)
American West, 427/527
Independent Readings on the American West
Problems in U.S. History, 252
History of Multicultural America, 261
U.S. Surveys, 151 and 152
Britain and Empire, 311 and 312
Tudor and Stuart England, 432
Western Civilization, 101 and 102

Academic/Teaching

Adjunct Faculty Member, Skidmore College, Master of Liberal Studies program and University Without Walls, Saratoga Springs, New York, 2006-
Visiting Assistant Professor, History, Boise State University, 1999
Visiting Assistant Professor, History, Idaho State University, 1997-98
Adjunct Faculty Member, History, Boise State University, 1995-97; 1988
Graduate Teaching Fellow, University of Oregon, 1994-95; 1992-93; 1990-91; 1986-88
Visiting Assistant Professor, History, Boise State University, 1991-92

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

Professional Experience

Lemhi County Museum: research, interpretation, exhibits, management, grant administrator, 2002-
Water rights research, 2005-
Researcher and professional witness for public access issues in Lemhi County, 2004
Presentations in the "Let's Talk about It" series, sponsored by the Idaho State Museum, 2005-2006
Presentations in the "Let's Talk about It" series, sponsored by the Governor's Lewis and Clark Bicentennial Commemoration Committee, 2002
University of Montana: Western Montana State College, Elder Hostel. Presented history of Lemhi County, Idaho, from Mormon settlement through mining history, 1997, 2001, 2002
Idaho Humanities Council: Lecturer in the "Idaho and the American West" program for elementary and secondary educators; Presentation: "Migration and Settlement in Idaho," July 1998
"Place and Community in the Mining West," presented at the Pacific Northwest History Conference, Spring 1998
Guest Lecturer, "Idaho in the Pacific Northwest," University of Oregon, 1994

Publications

Images of America: *Lemhi County, Idaho*. Charleston, South Carolina: Arcadia Publishing Company, 2006.
"History of Salmon City" for the City of Salmon, 2006. Portions of this will be published in the County and City Comprehensive Plans.
Lemhi County Historic Preservation Calendar, 2001, 2003, 2005.
"Lemhi Homeland," in *Black Canyon Quarterly*, Spring 2003.
"History of Lemhi County" and "The Lemhi Indians" in *The Idaho Magazine*, November 2002.
Book Review of Mark Fiege's *Irrigated Eden: The Making of an Agricultural Landscape in the American West* (1999), published in the *New Mexico Historical Review*, April 2000.
Book Review of *The Automobile Gold Rush* for the University of Idaho's *Librarian*, 1997.
"The Promise of Abundance: Mining Towns, Sawmills, and Cowcamps on the Salmon National Forest." Salmon, Idaho: Salmon National Forest Service, 1994.
Idaho's Governors: Historical Essays on Their Administrations. Boise: Boise State University, 1992. Co-editor.
"Cecil Andrus (1987-)" in *Idaho's Governors*.
"Robert Smylie" in *Idaho's Governors*.
Harrison Boulevard: Preserving the Past in Boise's North End. Boise: Boise State University, 1990. Associate Editor.

Community/Professional/University Service

President, Lemhi County Historical Society and Museum, 2002-
Chair, Lemhi County Historic Preservation Committee, 2000-
Chair, Lemhi County Comprehensive Plan for Historical and Special Sites. 2006-

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

Docent Training for the Sacajawea Interpretive Center, 2003-
Member, Advisory Team for the new Sacajawea Interpretive, Educational, and Cultural
Center Master Plan, 2007
Member, Lemhi County Comprehensive Plan Transportation Committee, 2007-
Trustee, Board of Guardians for Lemhi County, 2005-
Tour and presentation on local mining history for the Governor's Lewis and Clark
Bicentennial Commemoration Committee, September 2004
Presentation for the Hailey PEO on Lemhi County history, September 2002
Faculty Commentator, Phi Alpha Theta Conference, 1997
University of Oregon, Women's History Search Committee Member, 1994-95
University of Oregon, Graduate Committee Member, 1992-93; 1987-88
Evaluator of Idaho history lecture series for Idaho Humanities Council, 1990
Boise State University: principal actress in the Morrison Center production of "John
Brown's Body" to benefit the Frank Church and Len B. Jordan chairs, 1985-86

Honors/Awards

Graduate Teaching Fellowship, University of Oregon, 1994-95; 1992-93; 1990-91;
1986-88
Idaho Humanities Council Grant in conjunction with the Salmon National Forest for
presentations on the mining, ranching, and lumber history of Lemhi County,
Idaho, 1993-94
Utah State University Fellowship, "A New Significance: Re-Envisioning the History of
the American West" research seminar at Utah State University, 1992
Haugse-Cossey Scholarship, 1986-88
Eugene and Lois Chaffee Scholarship, Boise State University, 1984
Phi Kappa Phi Honor Society Induction, 1983
Dean's List at Boise State University, 1978-84
Boise State Club Scholarship, 1978-79

Memberships

Idaho State Historical Society
Lemhi County Historical Society
Idaho Association of Museums
American Historical Association
Western History Association

Projects in Progress

Memoir/history of Gilmore, Idaho (an early mining community in Lemhi County)

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

Julie Braun

4398 E. 360 N.

Rigby, ID 83442

Home Phone (208) 745-0725

Work Phone (208) 526-0926

Cell Phone 520-7231

Experience :

1/90 to

Present Battelle Energy Alliance (BEA)
Idaho Falls, Idaho
Idaho National Laboratory
Cultural Resources Management -
Principal Investigator, INL Industrial Archaeology/History Program
Team Lead, INL Cultural Resource Management Office Architectural
Historian

Project Management: Founded and manage the INL Industrial Archaeology/History Program and act as Team Lead for the INL . Applied Cultural Research Management Program. As Principal Investigator, conceive, plan, control, and provide management direction/oversight for tasks associated with the History Program. As Team Lead, supervise archaeologists, historians, and anthropologists, identify, monitor, and control workscopes, associated program budgets and schedules to meet milestones negotiated with the Department of Energy-Idaho Office through annual work packages. Provide schedule and budget direction to support personnel, including administration of subcontracts, on-staff technicians and work direction and leadership to ancillary service personnel, such as records managers, photographers, printers, and graphic artists.

Document Development: Analyze documentation requirements for the INL History Program; define scope of work and coordinate and schedule program activities; coordinate with other program technical staff and subcontracted professionals to determine depth and detail of documentation; plan and schedule work to be accomplished to satisfy documentation requirements. Research and write and/or edit documentation such as technical reports, popular and journal articles for publication, documents for inclusion in the Library of Congress holdings, specifications, management plans, and agreements. troubleshoot and help resolve problems in all stages of the documentation process.

Compliance: Identify requirements and initiate and complete tasks to ensure compliance with historic preservation laws, regulations, and orders including but not limited to the National Historic Preservation Act, the Archaeological Resource Protection Act, and the Native American Graves and Repatriation Act. Advise and train DOE-ID and contractor project

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

personnel on their responsibilities associated with historic preservation laws, regulations, and orders.

Historic Architecture: Write context reports, conduct literature searches and surveys to identify historic buildings, structures, and objects and their significant features, evaluate integrity and eligibility to the National Register of Historic Places, and, when appropriate, prepare nomination packages.

Archaeology: Lead and assist in tasks associated with field surveys, including but not limited to, gridding, testing, mapping, excavating, and monitoring prehistoric and historic archaeological sites. Specialized education and archaeology. Recognized expert in training in historic EuroAmerican artifacts.

Additional Assignments: Apply for grants to fund INL historic preservation projects. participate as a member of the INL's Cultural Resources Working Group that includes representatives from the Shoshone-Bannock Tribes, DOE-ID, and INL Cultural Resource staff. Coordinate, conduct, and participate in public and private tours of prehistoric and historic sites. Consult with the Idaho State Historic Preservation Office, National Park Service, Shoshone-Bannock Tribes, the Advisory Council on Historic Preservation, and other stakeholders for and through DOE-ID. Develop and use databases for program needs. Assist and advise DOE-ID and DOE-HQ on DOE Landmark Theme Study; Provide assistance to professional consultants through research, records searches, document locating and identification, and resource coordination. Proficient in the use of personal computers. Acted as an INL Emergency Response Organization Media Monitor and an Area Warden. Assisted in several excavations of human remains, and conducted compliance activities for historic preservation for the Superconducting Super Collider (SSC) Project in Texas. Advocate for INL History book and Contractor Point-of-Contact and Advisor to author, INL 50th anniversary steering committee. Conduct oral histories in compliance with state guidelines and have recorded histories from former INL employees and others.

BEA assumed the U.S. Department of Energy contract from BBWI in February 2005. My duties remain the same as described above.

Bechtel Babcock Wilcox, Inc.
Idaho National Engineering and Environmental Laboratory
Cultural Resources Management Office
Senior Scientist/Engineer

Lockheed Martin Idaho, Inc.
Idaho National Engineering and Environmental Laboratory
Cultural Resources Management Office

Senior Communications Specialist/Senior Technical Specialist

EG&G Idaho, Inc. Idaho Falls, Idaho
Idaho National Engineering Laboratory
Chemical Services Unit, Chemical and Materials Research and Engineering Group

Senior Administrator

Project Support: Provided expertise to project managers in organizing, planning, and establishing management systems for their projects. Provided professional services and support in the execution of administrative functions including budgets, scheduling, milestone completion, requisition tracking, weekly financial reports to Project Investigators and Technical leaders and database development for tracking purposes. Analyzed performance measures, as established in unit performance models, for conformance with Group operational plan, Department five-year plan, and Company policies. Tracked required reading, oversaw records inventory management for the Chemical and Materials Research and Engineering Group.

Compliance: Developed tracking systems for compliance issues (i.e., Tiger Team, Performance Oversight & Assessment, internal findings) and issued status reports to upper management. Wrote and ensured implementation of Corrective Action Plans. Oversaw Unit and Group activities to ensure compliance with Company policies.

Document Control: Prepared complex standard and special documents and reports such as, management plans, performance measures reports, group and unit self surveillance plans, by compiling, evaluating, analyzing, and/or reporting information.

Additional assignments: Emergency Response Organization Media Monitor, ROB Area Warden.

EG&G Idaho, Inc. Idaho Falls, Idaho
Idaho National Engineering Laboratory
Process Technologies Unit, Chemical Sciences Group

Associate Lab Tech I1 (1/90-

Document Control/Training: Distributed project reports, papers, correspondence, etc. to sponsors and all other requestors. Implemented and maintained database on report tracking, training, requisitions. Scheduled all Unit training. Organized, implemented, and maintained the Unit library at North Holmes Laboratory Facility (NHLF). As part of a three person committee, wrote the NHLF Emergency Action Manual and the Emergency

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

Action Plan. Researched and co-authored a technical report on occupational radiation exposure to employees at the INL.

Additional Assignments: Developed work scopes, North Holmes Laboratory Area Warden, worked with subcontracted consultants to develop technical reports. Co-authored a report for DOE-ID on occupational radiation exposures at the INL.

10/91 to
present: Co-owner and Manager family cattle and wheat ranch east of Idaho Falls (resume addendum available upon request).

Education:

MA in Historic Preservation with emphasis on Historical Architecture from Goucher College, Baltimore, Maryland, 2006; Won Alumni/ae award for "Best Paper" for 2003/04; 3.81 GPA

BA American Studies (History, Anthropology, Political Science); History minor Idaho State University; High Honors

High School Graduate

Documents:

Available upon request.

Presentations/Papers:

Available upon request.

Professional Societies/Organizations:

Member of Idaho Historic Sites Review Board - 4/2003-present

Idaho Falls Historic Preservation Commission - Appointed term: 1/97 to 7/2000, extended. Reappointed 1/2006

American Nuclear Society

National Trust for Historic Preservation

President, Museum of Idaho/Bonneville Historical Society Board

Additional Accomplishments:

In 1993 identified need for INL Industrial Archaeology/History Program within the INL Cultural Resources Management Program which was then focused solely on prehistoric resources. Founded the Industrial Archaeology/History Program, appointed Principal Investigator in 2000.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

In 1994 identified need for INL history book and identified preferred author. In 1997 wrote scope of work and cost estimate, and in 1998 procured DOE-ID support and became INL contractor Point of Contact, review coordinator for the manuscript, and advisor to the author. Book published in October 2000.

In February 1999, wrote a Millennium Grant to update interpretive displays, preserve the Experimental Breeder Reactor I Landmark buildings, landscape, and post-1940 artifacts. In May 1999, DOE received one of the first "Save America's Treasures" grants totaling \$321, 170.

Assisted Atomic Heritage Foundation in obtaining a Murdock grant for \$150,000 to update INL displays in EBR I Visitors Center and the Museum of Idaho in Idaho Falls, Idaho and participated on design review committee.

In March 2002 and again in 2004, nominated for INL Woman of the Year award during National Women's History Month.

References: Upon Request.

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REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: G. Idaho State Historical Society

April 2002

G. Idaho State Historical Society

The Idaho State Historical Society (ISHS) is responsible for collecting, preserving, and displaying artifacts and information illustrative of Idaho history, culture, and society. Through its educational programs for children and adults, it promotes and encourages interest in the history of Idaho. The society maintains the State Archives, the State Museum, state-owned historic sites, the Oral History Center, the State Historical Library, and the State Genealogical Library. The State Historical Society also maintains the Office of the State Archaeologist.

1. State Historical Society Board

- a. The State Historical Society Board of Trustees shall be appointed by the State Board of Education as provided for in Idaho Code §67-4124.

- b. Board Appointment Procedures:

- (1) Incumbent Reappointment

- In the event that the incumbent candidate has served only one term and is interested in reappointment, the Board of Trustees shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

- (2) Open Appointment

- (a) The State Historical Society Board of Trustees, on behalf of the State Board of Education, will advertise the vacancy in the Society's publications, and through other regional and local historical societies. Such advertisement will solicit interested persons to apply for the vacant position on the ISHS Board of Trustees.

- (b) Each applicant must provide a written statement expressing his or her interest in becoming a trustee of the ISHS. Each applicant must also provide evidence of his or her qualifications for the position, relative to the requirements of § 67-4124, Idaho Code. Lastly, each applicant must identify his or her primary residence.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007

- (c) The ISHS Board of Trustees will review all applications for the vacant trustee position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 6-7, 2007**

BOISE STATE UNIVERSITY

SUBJECT

Naming of new building planned to house student health, wellness and counseling services and the Department of Nursing

REFERENCE

December 2006	Board approved request to construct the building to house student health, wellness and counseling services, and the Department of Nursing.
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section 1.K.

BACKGROUND

In response to the growing demand placed on Boise State University's existing student health services center and the critical shortage of nurses in Idaho and across the nation, the Board recently approved the University's request to construct a 70,000 square foot building to house student health, wellness, and counseling services and the Department of Nursing. During the planning stage of this project, the Kissler Family Foundation pledged \$2,000,000 for the new building, and instituted a challenge for other donors to match the contribution.

DISCUSSION

Boise State University requests Board approval to name the new building planned to house student health, wellness and counseling services and the Department of Nursing the Norco Building: Department of Nursing, University Health Services.

Norco, Inc., through the Kissler Family Foundation and James and Larry Kissler, owners, has been a constant source of support for the Nursing program at Boise State for many years, and the company's commitment to the University, the community, and healthcare has long been established. In recognition of the Kissler Family Foundation's generosity, as well as their ongoing support of scholarships and Boise State University in general, the University would like to name the building in the company's honor.

IMPACT

The impact of this action will be that the new building at Boise State University scheduled to house student health, wellness and counseling services and the Department of Nursing will be named the Norco Building: Department of Nursing, University Health Services.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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BOARD ACTION

A motion to approve Boise State University's request to name their new building scheduled to house student health, wellness and counseling services and the Department of Nursing the Norco Building: Department of Nursing, University Health Services.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities

April 2002

K. Naming/Memorializing Buildings and Facilities

Prior approval of the State Board of Education is required for the naming or memorializing of a building or administrative unit for other than functional use. This policy also includes the naming of facilities.

As used in this policy, the terms "facility" and "facilities" include any building, structure, room, laboratory, administrative unit, open space, or other physical improvement or natural feature of a campus or of other property under the administrative control of the State Board of Education.

1. The Board will consider the following factors in addressing requests for naming of a building, facility, or administrative unit.
 - a. Naming for an administrator, member of the faculty or employee of a unit responsible to the State Board of Education:
 - (1) No building, facility, or administrative unit shall be named for a person currently employed within the system of higher education in Idaho, except when authorized by the Board.
 - (2) Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:
 - (a) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.
 - (b) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.
 - b. Naming of a building, facility, or administrative unit for other than a former employee of the system of higher education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:
 - (1) When deemed appropriate, a facility, building, or administrative unit may be given a nonfunctional name intended to honor and memorialize a specific individual who has made a distinguished contribution to the University.

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- (2) Name for an individual in recognition of a gift.
 - (a) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.
 - (b) In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:
 - i. The nature of the proposed gift and its significance to the institution;
 - ii. The eminence of the individual whose name is proposed; and
 - iii. The individual's relationship to the institution.
- 2. The Board exclusively has authority to name administrative units, buildings, and facilities of a campus or of other property under the administrative control of the State Board of Education and Regents of the University of Idaho.
- 3. The Board delegates to the presidents the authority to name rooms and open spaces located within buildings or structures.
 - a. The presidents shall follow the same guidelines for naming as set forth in this policy.
 - b. All such names designated by the presidents shall be reported annually in August to the Board.
- 4. All requests for naming outside the presidents' delegated authority, and all delegated naming authority reporting, shall be made to the Board's Business Affairs and Human Resources Committee. When applicable, concurrent request shall be made to the Board's Instruction, Research and Student Affairs Committee.

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TAB	DESCRIPTION	ACTION
1	DISCUSSION OF BOARD POLICY III.I ROLES AND MISSIONS	Information Item
2	RECONSIDERATION OF IDAHO STATE UNIVERSITY'S MISSION STATEMENT	Motion to Approve
3	NEW INSTRUCTIONAL UNIT: THE MUSCULOSKELETAL RESEARCH INSTITUTE – BOISE STATE UNIVERSITY	Motion to Approve
4	HIGHER EDUCATION RESEARCH COUNCIL APPOINTMENTS	Motion to Approve
5	NATIVE-AMERICAN HIGHER EDUCATION COMMITTEE UPDATE	Information Item
6	IDAHO/WASHINGTON RECIPROCITY AGREEMENT	Motion to Approve
7	FEDERAL ACADEMIC COMPETITIVENESS GRANT PROGRAM – IDAHO'S PROPOSAL FOR A RIGOROUS HIGH SCHOOL PROGRAM OF STUDY AND THE NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT (SMART) GRANTS	Motion to Approve
8	FIRST READING, DELETION OF BOARD POLICY III.D. OFFICIAL CALENDARS	Motion to Approve

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SUBJECT

Discussion of Board Policy III.I Roles and Missions

APPLICABLE, RULE, STATUTE, POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.I. Roles and Missions
- Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

BACKGROUND

Per policy, the State Board of Education “adopts a formal statement of role and mission for each institution.” Any alteration must have Board approval.

Idaho State University (ISU) has developed a mission statement and included this statement into ISU’s Strategic Plan. The Strategic Plan was adopted by the Board at their June 2007 meeting. ISU submitted the mission statement for review by the Council on Academic Affairs and Programs (CAAP) in September 2007 to promote their university. This mission statement and ISU’s current Board formal role and mission statement were not identical. CAAP forwarded this to the Board for review at their October 2007 meeting. Upon initial review, a question arose as to whether the Board had inadvertently approved two differing mission statements for ISU.

DISCUSSION

The Board considered if the proposed mission statement was intended to replace the formal “Mission and Scope” statement adopted by the Board or whether the mission statement was a separate statement.

IMPACT

Academic programming and planning are conducted toward alignment with the formal role and mission statements approved by the Board.

STAFF COMMENTS AND RECOMMENDATIONS

Review of Board Policy III.I provides only contextual definitions for the terms scope, role, and mission. Board Policy III.Z utilizes the term “mission” over 60 times at various levels, such as “statewide mission” and “regional mission”. The Board has reserved the right to modify an institution’s statements concerning mission, role, and scope at any time.

Modification of Board Policy III.I and III.Z could provide the institutions with increased flexibility and responsibility for providing a mission statement that is consistent with formal Board statements and suitable for use in strategic planning and promotional documents. This would provide institutions with greater flexibility and improve the quality of strategic plans submitted for Board approval.

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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: III. POSTSECONDARY AFFAIRS

I. Roles and Missions

April 2005

1. Postsecondary Education -- Mission and Scope.

From time to time, the Board adopts a formal statement of mission and scope for postsecondary education, incorporating both academic and vocational elements. Any alteration of this statement is subject to Board approval. The official copy of the Board-approved "Mission and Scope Statement for Postsecondary Education" is kept on file at the Office of the State Board of Education.

2. Institutions -- Role and Mission.

From time to time, the Board adopts a formal statement of role and mission for each institution. Any alteration of these statements is subject to Board approval. An official copy of each institution's statement is kept on file in the office of the chief executive officer of the institution and at the Office of the State Board of Education and is published in the institution's catalogue.

3. Procedural Requirements.

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. However, the Board reserves the right to revise either the mission and scope statement or an institutional role and mission statement on its own initiative and at its discretion.

4. Institutional Long-Range Plans.

Consistent with the institutional statement of role and mission adopted by the Board and the Board's statement of mission and scope, each institution develops a strategic plan outlining long-range goals, short-range objectives, and implementation strategies for responding to the needs of its constituents. The plan must receive prior Board approval, must be updated annually to reflect any fiscal or other constraints and opportunities, and must be linked to the institution's program-review and budget-request processes. Major elements of the plan will include the environment within which the institution operates; identification of institutional priorities; program-review process recommendations as the basis for

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program development, expansion, or realignment; and measures to ensure quality, efficient use of state resources, and responsiveness to clients.

5. Statewide Long-Range Plan.

Consistent with its statement of mission and scope, the Board will develop a strategic plan outlining the goals, objectives, and implementation strategies necessary for the responsible management of the state system of postsecondary education. Updated periodically to reflect fiscal or other constraints and opportunities, the plan will be prepared by Board staff in consultation with the institutions and the Board's committees. The plan will be linked to the Board's budget-request process, and major elements of the plan will include the environment within which postsecondary education operates; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Delivery of Postsecondary Education

April 2005

Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the “Board”) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering postsecondary education within a service region in accordance with the terms of the memorandums of understanding entered into between the institutions and consistent with this policy.

This policy is not applicable to programs or courses offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment courses for secondary education.

1. Definitions

a. Statewide Mission

A statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. A statewide mission describes an institution’s responsibility for instructional programs that are unique with regard to academic focus. A unique program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Statewide missions are assigned to institutions by the Board through the role and mission statements.

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b. Regional Mission

A regional mission describes an institution's responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures). Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution's regional mission may be duplicated by other institutions within other service regions.

2. Responsibilities Related to Statewide Missions

Programs/Courses Related to Statewide Missions

It is the responsibility of each institution assigned a statewide mission by the Board to assess and ensure the delivery of all statewide mission programs and courses necessary to meet the educational and workforce needs associated with the statewide mission throughout the state.

3. Responsibilities Related to Regional Missions

Programs/Courses Related to Regional Missions

It is the responsibility of each designated institution within a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) (a "designated institution") to assess and ensure the delivery of all educational programs, courses and services necessary to meet the educational and workforce needs within its primary service region. Delivery of educational programs and services will include the provision of programs and courses that are regional in nature by the designated institution and partnering institutions and the provision of programs and courses that are identified as statewide missions by institutions assigned a statewide mission responsibility.

4. Academic Planning Process

a. General Provisions

(1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the "Plan"). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.

(2) Plans will be submitted to the Office of the Idaho State Board of Education ("OSBE") for review and approval by the Idaho State Board of Education (the

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“Board”) in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the “CAO”). Plans will be submitted first to the Council for Academic Affairs and Programs (“CAAP”) at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost-effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:

- (a) Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.
- (b) Plans pertaining to the delivery of programs and courses for associate level degrees or professional-technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.
- (3) The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.

b. Statewide Mission Planning Process

(1) Statewide Mission Plan

Each institution assigned a statewide mission will create and maintain a Plan that describes the programs and services to be offered to respond to the workforce and educational needs of the state relating to the institution’s statewide mission. Each plan will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution’s statewide mission.
- (b) A description of the statewide mission programs and courses to be delivered throughout the state by the mission owning institution and the resources to be employed.
- (c) A description of the statewide mission programs and courses offered, or to be offered, by institutions not assigned the statewide mission.

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- (d) A summary of the terms of memorandums of understanding (“MOU”s), if any, entered into between the statewide mission owning institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Statewide Mission Program or Course in a Service Region

If a statewide mission owning institution identifies a need for the delivery of a statewide mission program or course within a service region, and that program or course is not identified, or anticipated to be identified, by the designated institution in its Plan, the statewide mission owning institution will communicate with the designated institution (in accordance with a schedule to be determined by the CAO) for the purpose of including the same in the designated institution’s Plan. It is intended that statewide mission programs or courses be included in the designated institution’s Plan, as updated, and that the statewide mission owning institution and the designated institution collaborate and coordinate during the planning process. To facilitate this process, the statewide mission owning institution will deliver to the Chief Academic Officer of the designated institution and OSBE a description of the program or course intended to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery and the resources and support required for delivery, including facilities needs and costs.

(3) MOU with Designated Institution

If an institution having a statewide mission program or course has submitted the information set forth in Subsection 2 above to a designated institution and OSBE in a timely manner (in accordance with a schedule determined by the CAO) for inclusion in the designated institution’s Plan, then the designated institution will identify the program or course in its Plan and enter into an MOU with the statewide mission owning institution for the delivery of such program or course in accordance with this policy. If, prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then upon Board approval the statewide mission owning institution and the designated institution will enter into an MOU for the delivery of such program or course in accordance with the provisions of this policy.

c. Regional Planning Process

(1) Designated Institution Plan

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The designated institution in a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) will create and maintain a Plan that describes the programs and courses to be offered to respond to the educational and workforce needs of its primary service region. It is intended that designated institutions communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the designated institution identifies a need for the delivery of a program or course within its service region, and the designated institution is unable to provide the program or course, the designated institution will coordinate with an institution located outside of the service region (a “partnering institution”) to deliver the program or course in the service region. This will be done pursuant to an MOU to be entered into between the designated institution and the partnering institution in accordance with Section 4 below. Each Plan developed by a designated institution will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- (b) A description of the academic programs and courses to be delivered in the service region, or outside of the service region, by the designated institution and the resources to be employed.
- (c) A description of regional mission programs and courses offered, or to be offered, in the service region by partnering institutions, including any anticipated transition of programs or courses to the designated institution.
- (d) A description of statewide mission programs and courses to be offered in the service region by the statewide mission owning institution or by the designated institution.
- (e) A summary of the terms of MOUs, if any, entered into between the designated institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Program and Course Offerings by Partnering Institutions

If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution’s Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate with the designated institution for the purpose of including the program or course in the designated institution’s Plan. In order to include the program or course in the designated institution’s

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Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

- (a) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.
 - (b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program or course.
 - (c) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses.
- (3) Designated Institution's Opportunity to First Offer a Program or Course

If,

- (a) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses); or
- (b) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering institution will provide notice to the Chief

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Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

d. Program Transitions

In order to appropriately balance (i) the ability of institutions to grow and develop programs and courses in accordance with their statewide mission or according to their service region mission, (ii) the desire that programs and courses be delivered to meet workforce and educational needs, and (iii) the reduction of costs and alignment of educational resources, it is the intent of the Board that, to the extent possible, designated institutions, partnering institutions and statewide mission owning institutions plan and coordinate the delivery of programs and courses anticipated to be offered by such institutions, but not currently identified in the designated institution's, partnering institution's or statewide mission owning institution's Plans. This should be achieved first in the process of developing an institution's Plan.

In the event (i) a statewide mission owning institution intends to develop the capacity to offer a statewide mission program or course within a service region currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution, respectively, will identify its intent to develop the program or course in the next update of its eight (8) year Plan.

- (a) In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the "withdrawing institution"), the statewide mission owning institution, or the designated institution, must demonstrate its ability to offer the program or course.
- (b) Except as otherwise agreed between the institutions pursuant to an MOU, the statewide mission owning institution, or the designated institution, will allow the withdrawing institution a minimum three (3) year transition period (thus creating three (3) to five (5) years' notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing institution wishes to withdraw its program or course region prior to the end of the three (3) year transition period, the withdrawing institution will seek to enter into a transition MOU with the statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning

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institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

e. Discontinuance of Offerings

Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering programs or courses in its service region that supports a statewide mission program of another institution, wishes to discontinue the offering(s), the designated institution will use its best efforts to provide the statewide mission owning institution at least one (1) year's written notice of withdrawal. The designated institution will also submit the same written notice to the State Board of Education and to oversight and advisory councils. In such case, the statewide mission owning institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the statewide mission owning institution be required to provide such offering(s).

Unless otherwise agreed between the partnering institution (whether statewide mission owning, or otherwise) and the designated institution pursuant to an MOU, if, for any reason, a partnering institution offering programs or courses in a service region wishes to discontinue the offering(s), the partnering institution will use its best efforts to provide the designated institution at least one (1) year's written notice of withdrawal. The partnering institution will also submit the same written notice to the State Board of Education and to oversight and advisory councils. In such case, the designated institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the designated institution be required to provide such offering(s).

f. Existing Programs

Programs and courses being offered by a partnering institution (whether statewide mission owning, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the designated institution and the partnering institution, subject to the transition and notice periods and requirements set forth above.

g. Applicability of Section III. G. – Instructional Program Approval and Discontinuance

The requirements of this Subsection 4. Academic Planning Process relating to the approval and discontinuance of programs and courses are intended to apply in addition to the requirements of Section III. G. – Instructional Program Approval and Discontinuance. To the extent the provisions of Section III. G. – Instructional Program Approval and Discontinuance are not inconsistent with the provisions of this

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Subsection 4. Academic Planning Process, such provisions will remain in full force and effect. In the event of conflict, the provisions set forth herein will apply.

5. Memorandums of Understanding

- a. A memorandum of understanding (“MOU”) is an agreement between two or more institutions offering programs or courses within the same service region that details how such programs and courses will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution’s eight (8) year, academic plan. When a service region is served by more than one institution, an MOU will be developed between such institutions as provided herein and submitted to OSBE for review and approval by the Board.
- b. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board:
 - (1) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipal or metropolitan area that encompasses the campus of a designated institution:
 - (a) Offerings will be conducted in facilities located on the campus of the designated institution to the extent the designated institution is able to provide adequate and appropriate facilities (taking into account financial, resource, and programmatic considerations), or in facilities immediately adjacent to the campus of the designated institution. Renting or building additional facilities will be allowed only upon Board approval, based on the following: (i) the educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection 4.c.(2) above, and (ii) the use or development of such facilities are not inconsistent with the designated institution’s eight (8) year plan.
 - (b) Facilities rented or built by a partnering institution (whether a statewide mission owning institution, or otherwise) on, or immediately adjacent to, the “main” campus of a designated institution may be identified (by name) as a facility of the partnering institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the partnering institution and the designated institution. Otherwise, facilities utilized and programs offered by one or more partnering institutions within a service region will be designated as “University Place at (name of municipality).”
 - (c) Program or course offerings will not duplicate those currently offered at the campus of the designated institution. If courses necessary to complete a program are offered by the designated institution, they will be used and articulated into the program.

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- (d) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipality or metropolitan area encompassing a campus of a designated institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) will be provided by the designated institution. To the extent programmatically appropriate, registration services will also be provided by the designated institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The designated institution will offer these services to students who are enrolled in programs or courses offered by the partnering institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the designated institution's students. The MOU between the designated institution and the partnering institution will outline how costs for these services will be allocated.

6. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs and courses among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOUs entered into between the institutions and the policies set forth in this Section III, Subsection Z.

7. Resolutions

All disputes relating to items addressed in this policy will be forwarded to the CAO for review. The CAO will prescribe the method for resolution. The CAO may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

8. Reporting

Once annually, OSBE, with appropriate input from the each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOUs.

9. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a corporate entity outside of their designated regional assignment, the contracting

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institution will notify the designated institutions in the service region and institutions holding a statewide mission, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a designated institution, the Board encourages the contracting institution to include and draw upon the resources of the designated institution insomuch as is possible.

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SUBJECT

Reconsideration of Idaho State University's Mission Statement

REFERENCE

October 11-12, 2007 ISU's proposed mission statement was shared with the Board. The Board wanted to have a more detailed discussion at the December meeting.

APPLICABLE, RULE, STATUTE, POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.I. Roles and Missions

BACKGROUND

Per policy, the State Board of Education "adopts a formal statement of role and mission for each institution." Any alteration must have Board approval.

Idaho State University (ISU) has developed a mission statement to promote their university. This mission statement and ISU's current Board adopted role and mission statement can be located in Attachment 1.

DISCUSSION

The Board considered if the proposed mission statement was intended to replace the formal "Mission and Scope" statement adopted by the Board, or whether the mission statement was a separate statement. The discussion included a question if the Board had inadvertently "approved" two differing mission statements by approving ISU's strategic plan at a previous meeting, which contained the mission statement now under consideration.

IMPACT

None: Academic programming and planning are conducted toward alignment with the formal role and mission statements approved by the Board.

ATTACHMENTS

Attachment 1 – ISU's Proposed Mission Statement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The statement presented by ISU is not consistent with the format used in Board Policy III.I. The statement is presented in a format and style more often seen in strategic planning and marketing materials.

Review of Board Policy III.I provides only contextual definitions for the terms, scope, role, and mission. Board Policy III.Z utilizes the term "mission" over 60 times at various levels, such as "statewide mission" and "regional mission". The Board has reserved the right to modify an institution's statements concerning mission, role, and scope at any time.

Two options become evident. One option is to revise Board policies III.I and III.Z to allow institutions to develop mission statements consistent with formal Board statements on institutional role and scope. The revised policies would direct formal Board statements into terms other than "Mission" and require institutions to develop and present new "mission statements" for Board approval, either as

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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stand alone statements or as a required part of the institutions' strategic plans. This will provide institutions with greater flexibility and improve the quality of strategic plans submitted for Board approval.

Another option is to direct ISU to remove the term "mission" from the proposed statement, replacing it with language that has not been reserved by the Board in policy.

BOARD ACTION

A motion to postpone approval of the Idaho State University mission statement until revised policy language is approved by the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

A motion to direct ISU remove the term "mission" from the presented statement and replace it with language that does not use terms reserved by the Board as seen in Board Policies III.I and III.Z.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Idaho State University's Mission Statement

"The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society."

Idaho State University's Role and Mission Statement Adopted by the Board

1. Type of Institution

Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs. The university also has specific responsibilities in delivering programs in the health professions.

Idaho State University will formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation. Idaho State University will give continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences, which 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 qualified professional programs.

Graduate: Offers a wide range of masters, doctoral and professional programs consistent with state needs.

Associate Education: Offers a wide range of associate degrees and qualified professional programs

Research: Conducts coordinated and externally funded research studies

Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs

Certificates/Diplomas: Offers a wide range of certificates, and diplomas

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Continuing Education: Provides a variety of life-long learning opportunities

Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Idaho State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

I. Roles and Missions

April 2005

1. Postsecondary Education -- Mission and Scope.

From time to time, the Board adopts a formal statement of mission and scope for postsecondary education, incorporating both academic and vocational elements. Any alteration of this statement is subject to Board approval. The official copy of the Board-approved "Mission and Scope Statement for Postsecondary Education" is kept on file at the Office of the State Board of Education.

2. Institutions -- Role and Mission.

From time to time, the Board adopts a formal statement of role and mission for each institution. Any alteration of these statements is subject to Board approval. An official copy of each institution's statement is kept on file in the office of the chief executive officer of the institution and at the Office of the State Board of Education and is published in the institution's catalogue.

3. Procedural Requirements.

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. However, the Board reserves the right to revise either the mission and scope statement or an institutional role and mission statement on its own initiative and at its discretion.

4. Institutional Long-Range Plans.

Consistent with the institutional statement of role and mission adopted by the Board and the Board's statement of mission and scope, each institution develops a strategic plan outlining long-range goals, short-range objectives, and implementation strategies for responding to the needs of its constituents. The plan must receive prior Board approval, must be updated annually to reflect any fiscal or other constraints and opportunities, and must be linked to the institution's program-review and budget-request processes. Major elements of the plan will include the environment within which the institution operates; identification of institutional priorities; program-review process recommendations as the basis for

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program development, expansion, or realignment; and measures to ensure quality, efficient use of state resources, and responsiveness to clients.

5. Statewide Long-Range Plan.

Consistent with its statement of mission and scope, the Board will develop a strategic plan outlining the goals, objectives, and implementation strategies necessary for the responsible management of the state system of postsecondary education. Updated periodically to reflect fiscal or other constraints and opportunities, the plan will be prepared by Board staff in consultation with the institutions and the Board's committees. The plan will be linked to the Board's budget-request process, and major elements of the plan will include the environment within which postsecondary education operates; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

New Instructional Unit: The Musculoskeletal Research Institute – Boise State University

APPLICABLE, RULE, STATUTE, POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5 Program Approval and Discontinuance
- Idaho State Board of Education Governing Policies and Procedures, Section III.W.3.c
- Higher Education Research Council, Bylaws and Policies Manual, VIII. Research Center Grants

BACKGROUND

Boise State University (BSU) proposes to formally establish the Musculoskeletal Research Institute, which combines the strengths of existing specialized laboratories on campus to address a collaborative research focus. This effort will provide the foundation for a focused, but comprehensive, approach in the area of musculoskeletal research, with the mission of improving diagnosis, treatment, and prevention of conditions, which are of significance in pediatric and aging populations.

DISCUSSION

Activity in skeletal research at BSU includes the nano-molecular investigation of biochemical processes important in skeletal development, the development of novel diagnostic and therapeutic strategies for the treatment of musculoskeletal disorders, and the characterization and imaging of full body skeletal movement and dynamics. Developing as an emerging strength within the State of Idaho, this focused effort has the potential for obtaining national recognition in the future.

The proposed collaborative research focus in musculoskeletal biology and orthopedics will support parallel expansion of educational training programs at BSU. Recruitment of talented students and new faculty will depend upon the quality, productivity, and reputation of the associated research.

Partnerships with Idaho-INBRE, researchers at the University of Idaho, Idaho State University, the VA Medical Research Center, Intermountain Orthopedics, St. Luke's Children's Hospital, College of Idaho, and Northwest Nazarene University also express a commitment to the institute by regional researchers and clinicians. A substantial increase in extramural funding will be realized in Idaho as the research teams further develop and disseminate research results. Business development opportunities in the bioscience and biomedical industries within Idaho will provide a significant economic impact to the State.

To assure timely progress and meet the goal of submitting subsequent applications for federal support of future research, the management committee will monitor progress in each of the projects at its monthly meetings. Future

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activities will be focused through an annual assessment process. In addition to self-assessment of the institute by its members, external review of research strengths and weaknesses will be requested.

Other centers with a biomedical research focus exist at Idaho's universities but none have a theme of musculoskeletal research with a focus on osteoarthritis. This effort does not duplicate any existing center/institute in the State of Idaho, and works in partnership with other centers and programs at ISU and UI.

The proposed focus on musculoskeletal research at BSU takes advantage of recent external funding sources that have been used to generate a critical mass of researchers with shared interest and expertise, and the establishment of core laboratory facilities.

Fiscal Impact

Estimated Fiscal Impact	FY 08	FY 09	FY 10	Total	Annual Projection Post-HERC
A. Expenditures					
1. Personnel	197,900	202,515	178,695	579,110	195,000
2. Operating	135,087	131,295	154,508	420,890	115,000
3. Capital Outlay	0	0	0	0	0
4. Facilities	0	0	0	0	0
TOTAL:	332,987	333,810	333,203	1,000,000	310,000
B. Source of Funds					
1. Appropriated Reallocation					30,000
2. Appropriated – New					
3. Federal					95,000
4. Other ***	332,987	333,810	333,203		185,000
TOTAL:	332,987	333,810	333,203	1,000,000	310,000
C. Nature of Funds					
1. Recurring *					310,000
2. Non-recurring **	332,987	333,810	333,203		
TOTAL:	332,987	333,810	333,203	1,000,000	310,000

* Recurring is defined as ongoing operating budget for the program, which will become the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

*** Source of funds for the first three years: Center Grant Award from the Idaho State Board of Education-Higher Education Research Council (HERC)

****The HERC grant will fund the Institute for three years. This column shows a projection of annual expenses and sources of funds for the years that follow the end of the HERC grant. The projected sources of funds are as follows:

- o Indirect cost recovery pay for service contracts, for administrative assistance, and for a portion of one technician: \$70,000 annually

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- Grants will pay for one technician, undergraduate stipends, supplies: \$95,000
- Reallocation of state funds will pay for a portion of graduate student costs: \$30,000
- Gifts will pay for a portion of graduate student costs: \$30,000
- A recharge center will pay for one technician: \$85,000

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Center for Musculoskeletal Research is a HERC recommended and Board approved research center under Board Policy III.W.3.c. HERC Policy VIII. emphasizes “Center funds are intended to build existing programs to bring them into national prominence and self-sufficiency.” The Board approved funding of one million dollars over three years at the Board’s June 2007 meeting.

BSU’s internal policies utilizes the term “Institute” for those projects involving multiple colleges on campus. Board Policy III.G.2.b., identifies an “Institute” as an “instructional unit.” Establishment of an instructional unit provides an institution an organizational infrastructure component that provides for the addition of new programs and degrees within an area of study.

Any new programs or degrees brought in under the proposed institute must be supported from resources other than the funds provided under the HERC research proposal and are subject to review under Board Policy III.G. as appropriate. The budget presented reflects the HERC funds through the first three years and the plans for continued support post-HERC. Since the funding amount exceeds the policy established limit for Executive Director approval (\$250,000) the request has been referred to the Board. Staff recommends approval.

BOARD ACTION

A motion to approve the establishment of the Musculoskeletal Research Institute at Boise State University as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: Boise State University

Name of College, School, or Division: Colleges of Arts and Sciences, Engineering, and Education

Name of Department(s) or Area(s): Departments of Biology, Chemistry and Biochemistry, Kinesiology, Physics, Mathematics, Computer Science, Mechanical and Biomedical Engineering, Electrical and Computer Engineering, and Materials Science and Engineering.

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
 Academic x Professional - Technical _____

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Musculoskeletal Research Institute

(Degree or Certificate)

Proposed Starting Date: Fall 2007

For New Programs:

For Other Activity:

Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☒ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other

Sean Monte
CoED

meany
CoAS

Cheryl B. Schrader
CoEN

College Deans (Institution) _____ Date

Stacy Pearson 9/14/07
Date

Chief Fiscal Officer (Institution) _____ Date

Mr. L. Andersen 9/12/07
Date

Chief Academic Officer (Institution) _____ Date

[Signature] 9/12/07
Date

President _____ Date

VP Research & Graduate Studies _____ Date

State Administrator, SDPTE _____ Date

[Signature] 10-30-07
Date

Chief Academic Officer, OSBE _____ Date

SBOE/OSBE Approval _____ Date

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The Musculoskeletal Research Institute (MRI) is a new entity and combines the strengths of existing specialized laboratories on the Boise State University campus to address a collaborative research focus. This effort will provide the foundation for a focused but comprehensive approach in the area of musculoskeletal research, with the mission of improving diagnosis, treatment, and prevention of conditions, which are of significance in both the pediatric and the aging population. Three of the four core competencies identified by the Idaho Governor's Science and Technology Advisory Council are addressed within this research effort; 1) Imaging, 2) Nano-technology, and 3) Biosciences. This effort represents a unique collective of instrumentation, intellectual expertise, and research facilities, driven by a dedication to the highest quality of research training and education in musculoskeletal research spanning all levels of complexity; from the nanometer scale investigation of the structure and function of molecular components of the skeletal system, to the macro scale analysis and biomechanical characterization of human movement.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

Within the spectrum of challenges that will be addressed is the identification of early indicators of the onset of osteoarthritis. Osteoarthritis (OA) is a disease that results in the breakdown of articular cartilage in joints. The incidence of arthritis and the associated costs to society are staggering. Forty-three million people in the United States suffer from some form of arthritis, causing it to be the leading cause of disability in our country. Greater than 30% of the population over the age of 65 suffers from OA, and since that population is rapidly increasing in number as the baby boomers age, osteoarthritis will soon account for 30% of all medical office visits. The national cost of arthritis in the US is estimated at 124.8 billion dollars annually when medical payments, lost productivity, and lost resources are considered. Even more shocking is that medical care for all persons with arthritis accounted for 2.8% of the gross national product in 1996.

In Idaho the statistics are no less grim. According to the Idaho Department of Health and Welfare's "*Arthritis in Idaho 2001 Report*," 36.4% of Idaho adults have arthritis. People who have arthritis report an average of 8.8 unhealthy days in the past month compared to 4.2 unhealthy days in people without arthritis. This, along with direct medical costs, leads to an annual cost of \$362 million for the State of Idaho due to arthritis. That value is expected to increase over the next 15 years. By the year 2020, it is estimated that 265,000 Idahoans will have arthritis, up from 236,000 Idahoans who currently suffer from arthritis ("*Idaho's Arthritis Action Plan November 2000*, Idaho Department of Health and Welfare).

Activity in skeletal research at Boise State University includes the nano-molecular investigation of biochemical processes important in skeletal development, the development of novel diagnostic and therapeutic strategies for the treatment of musculoskeletal disorders, and the characterization and imaging of full body skeletal movement and dynamics. Developing as an emerging strength within the state of Idaho, this focused effort has the potential for obtaining national recognition in the future.

The proposed collaborative research focus in musculoskeletal biology and orthopaedics will support parallel expansion of educational training programs at Boise State University. Recruitment of talented students and new faculty will depend upon the quality, productivity, and reputation of the associated research. Boise State University has historically placed emphasis on the quality of teaching and will continue to do so as course offerings are expanded to accommodate new graduate programs in areas supported by this endeavor.

Partnerships with Idaho-INBRE, researchers at the University of Idaho, Idaho State University, the VA Medical Research Center, Intermountain Orthopedics, St. Luke's Children's Hospital, Albertson College of Idaho, and Northwest Nazarene University also express a commitment to the institute by regional researchers and clinicians. This collaborative focus in musculoskeletal research will yield information about the mechanisms of musculoskeletal diseases, and contribute to the development of improved diagnostic techniques and more effective therapeutic and preventative strategies. A substantial increase in extramural funding will be realized in Idaho as the research teams further develop and disseminate research results. Business development opportunities in the bioscience and biomedical industries within Idaho will provide a significant economic impact to the State.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

To assure timely progress, and to meet the goal of submitting subsequent applications for federal support of future research, the management committee will monitor progress in each of these projects at its monthly meetings. Future activities will be focused through an annual assessment process. In addition to self-assessment of the institute by its members, external review of research strengths and weaknesses will be requested.

Benchmarks of success will include: 1) an increase in the number of grant applications submitted to support musculoskeletal research, 2) an increase in grant funding for musculoskeletal research from extramural sources, 3) the number and quality of undergraduate and graduate students receiving degrees and training in musculoskeletal research, and 4) the number and quality of publications and presentations at state, regional, national, and international professional meetings.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

While other centers with a biomedical research focus exist at Idaho's universities, none have a theme of musculoskeletal research with a focus on osteoarthritis. The true strength of the proposed approach is that we will be able to address specific musculoskeletal health issues at all levels of scale, from biomolecular to biomechanical. In addition, the use of bioinformatics to detect novel therapeutic targets at the genomic and proteomic levels adds strength to this proposal. Imaging and analysis capabilities provided by the TEM, SEM, AFM and laser scanning confocal microscope also provide the instrumentation necessary to explore the research questions in a specific and detailed manner.

The proposed focus on musculoskeletal research at Boise State University takes advantage of recent external funding sources that have been used to generate a critical mass of researchers with shared

interest and expertise, and the establishment of core laboratory facilities. Today, musculoskeletal research is a multidisciplinary field, requiring expertise from numerous academic departments, including biology, chemistry, kinesiology, physics, mathematics, computer science, mechanical and biomedical engineering, electrical and computer engineering, and materials science and engineering. It is widely accepted that breakthroughs and discoveries in biomedical research will require multidisciplinary teamwork and collaborative research programs. The infrastructure of an institute with a collaborative research focus will facilitate access to essential instrumentation and equipment for all associated researcher partners. This effort does not duplicate any existing center/institute in the State of Idaho, and in fact works in partnership with other centers and programs at Idaho State University and University of Idaho.

Outreach to research partners will be a critical effort of this institute, with an emphasis on collaboration with scientists at other universities in Idaho. Facilities will be available for use by researchers at Albertson College of Idaho, Northwest Nazarene University, Mountain States Tumor and Medical Research Institute, the VA Medical Research Center, Intermountain Orthopedics, St. Luke's Children's Hospital, Idaho State University and University of Idaho.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

NOT APPLICABLE

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
EITC						
ISU						
LCSC						
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

NOT APPLICABLE

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			

EITC			
ISU			
LCSC			
NIC			
UI			

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The following are quotes from the Idaho State Board of Education's mission statement for Boise State University. The portions that are relevant to the proposed Institute are bolded. Note the solid connection between the statements below and the purposes of the proposed Institute, which are to facilitate research and to support the growth of graduate programs.

*"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and **graduate programs, research, and state and regional public service.**"*

*"Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, **engineering...**"*

*"Boise State University will give continuing emphasis in the areas of the **health professions, the physical and biological sciences...**"*

*"Graduate: Offers a variety of masters and **select doctoral degrees** consistent with state needs."*

*"**Research: Conducts coordinated and externally funded research studies.**"*

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes ____ No x

If not on 8-year plan, provide a justification for adding the program.

Institutes are not listed on the 8-year plan

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY _____	FY _____	FY _____	Total
A. Expenditures				
1. Personnel	197,900	202,515	178,695	579,110
2. Operating	135,087	131,295	154,508	420,890
3. Capital Outlay	0	0	0	0
4. Facilities	0	0	0	0
TOTAL:	332,987	333,810	333,203	1,000,000
B. Source of Funds				
1. Appropriated- reallocation				
2. Appropriated – New				
3. Federal				
4. Other:***	332,987	333,810	333,203	1,000,000
TOTAL:				
B. Nature of Funds				
1. Recurring *				
2. Non-recurring **	332,987	333,810	333,203	1,000,000
TOTAL:	\$332,987	\$333,810	\$333,203	\$1,000,000

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

***Source of funding: Centers Grant from the Idaho Higher Education Research Council

Addendum
Rec'd 10/24/07
P8

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 2008	FY 2009	FY 2010	Annual Projection post-HERC****
A. Expenditures				
1. Personnel	197,900	202,515	178,695	195,000
2. Operating	135,087	131,295	154,508	115,000
3. Capital Outlay	0	0	0	0
4. Facilities	0	0	0	0
TOTAL:	332,987	333,810	333,203	310,000
B. Source of Funds				
1. Appropriated-reallocation				30,000
2. Appropriated – New				
3. Federal				95,000
4. Other:***	332,987	333,810	333,203	185,000
TOTAL:				310,000
B. Nature of Funds				
1. Recurring *				310,000
2. Non-recurring **	332,987	333,810	333,203	
TOTAL:	\$332,987	\$333,810	\$333,203	310,000

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

***Source of funds for first three year: Centers Grant from the Idaho Higher Education Research Council (HERC)

****The HERC grant will fund the Institute for three years. This column shows a projection of annual expenses and sources of funds for the years that follow the end of the HERC grant. The projected sources of funds are as follows:

- Indirect cost recovery pay for service contracts, for administrative assistance, and for a portion of one technician: \$70,000 annually
- Grants will pay for one technician, undergraduate stipends, supplies: \$95,000
- Reallocation of state funds will pay for a portion of graduate student costs: \$30,000
- Gifts will pay for a portion of graduate student costs: \$30,000
- A recharge center will pay for one technician: \$85,000

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval – Board approval prior to implementation is required for any new:

- (a) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of \$250,000 or more per year;
- (b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per year.

- b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

- c. Routine Changes

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Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 a manner prescribed by the Chief Academic Officer of the Board.
- (2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. 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) 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.
- (4) 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. Office of the State Board of Education Approval Procedures

- (1) All requests requiring 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. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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(2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the Chief Academic Officer's or CAAP's recommendation.

(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 president of the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

W. Higher Education Research Council

April 2005

3. Specific funding programs to strengthen research in Idaho.

c. Research Centers.

Many important advances can only be made with the establishment of focused research centers. Centers typically involve at least three faculty members in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type are large and, in all probability, no more than one such center per year should be established in Idaho. Minimal state funding of \$250,000 per center per year for at least three years is essential to enable centers to become nationally competitive. This is clearly a minimal amount which should be supplemented by non-state matching funds. Multiple year funding is essential for the establishment of these centers.

Higher Education Research Council

Bylaws and Policy Manual

VII. RESEARCH CENTER GRANTS

The Research Center Grant Program (RCGP) is designed to provide funds to established research centers which enable researchers to make important advances that cannot be made readily by other approaches. Center funds are intended to build existing programs to bring them into national prominence and self-sufficiency.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

SUBJECT

Higher Education Research Council Appointments

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. 4, Higher Education Research Council Policy

BACKGROUND

The Higher Education Research Council (HERC) is responsible for implementing and administering the Board's Higher Education Research Council Policy and the grant programs created by it, which are designed to stimulate competitive research at Idaho's institutions. HERC has worked diligently to attract projects that serve to strengthen the research capabilities and contribute to the economic development of the State of Idaho. HERC's annual budget has averaged approximately \$2 million over the past ten years.

DISCUSSION

The Higher Education Research Council is comprised of the Presidents of the State College and Universities, four non-institutional representatives and the Governor's Statewide Science & Technology Advisor. The terms for two of the non-institutional representative positions, currently held by Dr. Dennis Stevens and Mr. John Huffman, expire in December 2007. The term of appointment for non-institutional positions is three years.

Dr. Stevens and Mr. Huffman have expressed interest in continuing their service on the Higher Education Research Council. As a form of standard practice, the Board has requested that staff obtain nominations for all Board appointments. Therefore, nominations were solicited from the four-year institutions. The following are biographical summaries for the Board's consideration.

Dennis Stevens is an internationally recognized scholar in infectious diseases and is currently the Chief of Infectious Diseases Section at the Veterans Affairs Medical Center in Boise. Dr. Stevens was appointed to HERC in 1995 and reappointed in subsequent years for three-year terms. Dr. Stevens is heavily involved in research in his capacity at the Veterans Affairs Medical Center. He strongly believes in cultivating partnerships between institutions and the private sector and initiated a collaborative program that provided Idaho Microbiology students with the opportunity to complete research projects in his laboratory at the VA Medical Center.

John Huffman received his B.S. degree from Oklahoma State University, and his M.S. in Mechanical Engineering from the University of Idaho, specializing in composite materials design. Mr Huffman worked as an R&D Development engineer, R&D Project Manager and campus recruiter for Hewlett Packard for 26 years. As an R&D Project Manager John worked closely with Japanese companies developing new HP Color LaserJet printers for worldwide markets and has twenty three patents. John retired from HP in 2005 and currently runs

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Counterpoint Software, a web design and consulting service, and is Chairman of the iEterna Foundation, Inc.

David Tuthill is currently the Executive Director of the Idaho Department of Water Resources and has held various administrative positions with that agency since 1976. That agency has contracted with all three Idaho universities to lead and conduct research projects that are vital to helping the agency complete its mission, and effectively manage one of Idaho's critical resources. Dr. Tuthill has 30 years of commissioned service: active reserve and retired as a Colonel, Corps of Engineers, United States Army Reserve, on July 1, 2004. Dr. Tuthill received his B.S. degree in Agricultural Engineering from Colorado State University and his M.S. degree in Civil Engineering from the University of Colorado. His Ph.D. degree in Civil Engineering was obtained from the University of Idaho.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

A motion to appoint _____ and _____ to the Higher Education Research Council respectively for three-year terms, December 2007 – December 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: W. Higher Education

April 2005

4. State Research Council

The State Board of Education shall appoint the four non-institutional representatives and a representative from the Office of Science and Technology who shall serve as an ex officio member with voting privileges. The chairman of the committee will be elected by the Council annually. Term length for the non-institutional members is three years.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

SUBJECT

Native-American Higher Education Committee Update

BACKGROUND

In June 2007, the State Board of Education established a Native-American Higher Education Committee, a new advisory group to the Board on Native-American access issues to higher education. Board member Laird Stone serves as the chair and Superintendent Tom Luna is co-chair of the committee.

DISCUSSION

Board members, with input from staff, solicited nominations from the Provosts and Chief Academic Officers at the public institutions. Twelve individuals representing Idaho's postsecondary and secondary schools as well as state agencies were identified to serve on this committee.

The committee held its first meeting on October 10, 2007 in Lewiston, and is scheduled to meet in Boise on December 3, 2007.

IMPACT

Members and guests at the first meeting agreed that there are barriers to access and support for Native Americans in relation to post-secondary education.

STAFF COMMENTS AND RECOMMENDATIONS

The membership agreed to provide SBOE staff a listing of currently available programs and supports, along with the respective funding sources and program end dates (if applicable). SBOE staff will prepare a compilation of the information for the members as an aid to the continuing discussion.

BOARD ACTION

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

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

SUBJECT

Idaho/Washington Reciprocity Agreement

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section V. T. 2.d.
- Section 33-3717C. Waiving Fees or Tuition for Certain Nonresident Students, Idaho Code

BACKGROUND

For well over a decade the Idaho State Board of Education and the Washington Higher Education Coordinating Board (HECB) have had a tuition reciprocity agreement that enhances access to educational opportunities for residents of Idaho and Washington at reduced tuition rates. The current two-year agreement expired on June 30, 2007.

DISCUSSION

Under the terms of the 2005-2007 agreement, the Board and the HECB agree to waive nonresident tuition charges in the total amount of \$850,000 \pm \$500 on an academic year basis at each participating institution as follows:

Idaho Institution Amount Waived		Washington Institution Amount Waived	
Boise State University	\$ 93,500	Walla Walla Community College	\$ 420,000
Idaho State University	\$ 93,500	Eastern Washington University	\$ 430,000
University of Idaho	\$433,500		
Lewis Clark State College	\$229,500		
Total Waived	\$850,000	Total Waived	\$850,000

A representative from the HECB contacted the Board office and has inquired if Idaho is interested in renewing the reciprocity agreement for another two years for the same dollar amount each year as indicated above. At the meeting of the Council on Academic Affairs and Programs Committee held on November 1, 2007, the University of Idaho, Lewis-Clark State College, Boise State University, and Idaho State University expressed interest in renewing the agreement for another two years at the same amounts as per the previous agreement.

IMPACT

Renewal of the reciprocity agreement provides a cost-effective way for Idaho and Washington students to attend an out-of-state institution at reduced tuition rates. Attachment 1 illustrates the amounts waived in 2006 and an estimate for 2007.

ATTACHMENTS

Attachment 1 – Reciprocity Report	Page 3
Attachment 2 – ID/WA Reciprocity Agreement 2007-2009	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends adding language to the agreement to request that the Washington Higher Education Coordinating Board provide relevant data to the State Board of Education such as the exact number of Idaho students awarded

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

reciprocity waivers and the total amount waived. Board staff, CAAP, and IRSA recommends the renewal of the two-year reciprocity agreement between the State Board of Education and the Washington HECB.

BOARD ACTION

A motion to approve the renewal of the two-year reciprocity agreement between the State Board of Education and the Washington Higher Education Coordinating Board and direct the Executive Director to sign the agreement on the Board's behalf.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

Attachment 1

Washington/Idaho State Board of Education – Reciprocity Waivers

State of Idaho

Idaho Institution	2005-06	No. of Students	2006-07	No. of Students
Boise State University	\$ 88,896	24	\$ 88,900	16
Idaho State University	\$ 77,000	20	\$ 77,000	9
University of Idaho	\$433,500	138	\$433,500	132
Lewis-Clark State College	\$140,582	129	\$140,600	109
Total \$ Waived	\$739,978		\$740,000	
No. of WA students FT & PT		311		266

State of Washington

Washington Institution	2005-06	2006-07
Eastern Washington University	\$430,000	\$430,000
Walla Walla Community College	\$420,000	\$420,000
Total \$ Waived (approximate)	\$850,000	\$850,000
No of ID students FT & PT (estimate)	175	175

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MEMORANDUM OF AGREEMENT

Between

THE WASHINGTON HIGHER EDUCATION COORDINATING BOARD (HECB)
For the State of Washington

and

THE IDAHO STATE BOARD OF EDUCATION (ISBOE)
For the State of Idaho

WHEREAS, It is the objective of both the State of Washington and the State of Idaho to provide increased access to educational opportunities for bona fide residents of Idaho and Washington; and

WHEREAS, The Revised Code of Washington, Chapter 28B.15.750 authorizes the Higher Education Coordinating Board (HECB) to enter into an agreement with appropriate officials or agencies in Idaho to effect a student exchange program that would waive the payment of all or a portion of the nonresident tuition and fees differential for residents of Idaho; and

WHEREAS, Idaho Code Section 33-3717C authorizes the Idaho State Board of Education and the Board of Regents of the University of Idaho collectively referred to as the ISBOE to enter into negotiations with the State of Washington to waive a portion of nonresident tuition for residents of the State of Washington; and

WHEREAS, It is the intent of the ISBOE to provide access to programs not currently available at Idaho institutions of higher education; and

WHEREAS, It is the intent of HECB to provide access opportunities to residents of all geographic regions of Washington; and

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007

WHEREAS, It is the intent of both the HECB and the ISBOE prior to entering into said agreement to achieve an exchange of students which results in balanced or nearly balanced levels of foregone tuition and fees.

NOW, THEREFORE, The HECB and the ISBOE mutually agree as follows:

1. The State of Idaho, through the State Board of Education and the Board of Regents of the University of Idaho, will waive nonresident tuition charges in the total amount of \$850,000 \pm \$500 on an academic year basis for Washington residents who are enrolled or are seeking enrollment on a full-time basis in baccalaureate and graduate degree program as follows: Boise State University -- \$93,500; Idaho State University -- \$93,500; Lewis-Clark State College -- \$229,500; and the University of Idaho -- \$433,500.

The number of students covered by this agreement and the amount waived per student are at the discretion of each participating institution.

2. The State of Washington, through the Boards of Regents and Trustees of the participating institutions, will waive a total of \$850,000 \pm \$500 of nonresident tuition and fee differential charges on a academic year basis for Idaho residents who are enrolled or are seeking enrollment on a full-time basis in baccalaureate and graduate degree programs as follows: Eastern Washington University -- \$430,000; and Walla Walla Community College -- \$420,000. Walla Walla Community College shall give priority to students enrolled in programs of nursing at the Clarkston Center. The number of students covered by this agreement and the amount waived per student are at the discretion of each participating institution.

3. Washington institutions shall give first priority to waiving all or a portion of the nonresident tuition and fees differential for Idaho residents who are seeking enrollment or are currently enrolled in degree programs not available in Idaho according to the ISBOE Official Program and Degree Listing.

4. Idaho and Washington institutions shall give priority to currently enrolled students who meet or exceed institutional policies on satisfactory academic performance.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007

5. Students participating in the reciprocity program must be bona fide residents of their home state and may not be seeking to establish a change in residency during the time they participate in the program; time accrued while participating in the reciprocity program will not contribute toward the length of residence required for residency status.

6. Institutions shall inform students of their policies on eligibility for renewal of waivers including a statement that all waivers are subject to continuance of the reciprocity agreement executed by the HECB and the ISBOE.

7. The HECB and the ISBOE agree to review the enrollment patterns related to reciprocity at participating institutions annually to consider the level of participation for the next academic year. The HECB and the ISBOE shall develop common criteria for identifying data to be provided by participating institutions as necessary to this agreement for collection and analysis for the HECB and the ISBOE.

8. The HECB and the ISBOE have developed the 2007 - 2009 agreement to be financially balanced, consistent with the intent of Revised Code of Washington (28B.15.752). While each state will endeavor to manage waivers to the amounts set forth in sections 1 and 2 of this agreement, no balancing adjustments need be made during the course of the agreement and, should participation levels not be realized, no provisions for payment of any imbalance has been agreed to by the parties to the agreement.

This agreement shall be effective after midnight, July 1, 2007, and shall continue until June 30, 2009, with the expectation that the review of the annual activities will be made by December 31, 2008. Either the HECB or the ISBOE with six (6) months' notice may terminate this agreement.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

Any notice given in connection with this agreement shall be given in writing and shall be delivered by hand to the other party or by normal U.S. Postal Service delivery to the other party at the following address:

Idaho State Board of Education
650 W. State Street
PO Box 83720
Boise ID 83720-0037

Washington Higher Education Coordinating Board
917 Lakeridge Way
PO Box 43430
Olympia WA 98504-3430

IDAHO

THE IDAHO STATE
BOARD OF EDUCATION

Mike Rush
Interim Executive Director

Date

WASHINGTON

THE WASHINGTON STATE HIGHER
EDUCATION COORDINATING BOARD

Ann Daley
Executive Director

Date

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: T. Fee Waivers

April 2002

2. Waiver of Nonresident Tuition

d. Reciprocity with the State of Washington

Based on a limit approved by the Board, waivers may be allocated on an annual basis by the executive director to the college and universities in postsecondary education programs for Washington residents. An equal number of opportunities shall be afforded to Idaho residents in Washington postsecondary institutions.

Idaho Statutes

**TITLE 33
EDUCATION
CHAPTER 37
MISCELLANEOUS PROVISIONS RELATING
TO STATE INSTITUTIONS OF LEARNING**

33-3717C. WAIVING FEES OR TUITION FOR CERTAIN NONRESIDENT STUDENTS. (1)

Notwithstanding any other provision of law the state board of education and the board of regents of the university of Idaho may determine when to grant a full or partial waiver of fees or tuition charged to nonresident students pursuant to reciprocal agreements with other states. In making this determination, the state board of education and the board of regents of the university of Idaho shall consider the potential of the waiver to:

- (a) Enhance educational opportunities for Idaho residents;
- (b) Promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- (c) Contribute to the quality of educational programs; and
- (d) Assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education.

(2) Consistent with the determinations made pursuant to subsection (1) hereof, the state board of education and the board of regents of the university of Idaho may enter into agreements with other states to provide for a full or partial reciprocal waiver of fees or tuition charged to students. Each agreement shall provide for the numbers and identifying criteria of students, and shall specify the institutions of higher education that will be affected by the agreement.

(3) The state board of education and the board of regents of the university of Idaho shall establish policy guidelines for the administration by the affected Idaho institutions of any tuition waivers authorized under this section, for evaluating applicants for such waivers, and for reporting the results of the reciprocal waiver programs authorized in this section.

(4) A report and financial analysis of any waivers authorized under this section shall be submitted annually to the legislature as part of the budget recommendations of the state board of education and the board of regents of the university of Idaho for the system of higher education in this state.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007

SUBJECT

Federal Academic Competitiveness Grant Program – Idaho's proposal for a rigorous high school program of study and the National Science and Mathematics Access to Retain Talent (SMART) Grants

REFERENCE

June 14 – 16, 2006 Board approved Idaho's proposal for a rigorous high school program of study

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho Code 33-110.1. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE
- Idaho State Board of Education Governing Policies and Procedures Section III.Q.

BACKGROUND

The U.S. Department of Education (DOE) implemented two new student grant programs titled the Academic Competitiveness Grant Program (AC Grants) and the National Science and Mathematics Access to Retain Talent (SMART) Grants in February 2006 for implementation beginning with the 2006-2007 academic years. These federal programs are funded at \$4.5 billion between 2006 and the 2011 years. These programs provide aid to low-income college students who meet general Pell Grant program guidelines, as well as additional specified criteria. AC Grants are awarded to first and second-year college students who have successfully completed a rigorous secondary school program. The SMART grants are awarded to third and fourth-year college students enrolled in eligible science, mathematics, and foreign language majors.

The U.S. Department of Education identified four existing programs that they will accept as evidence of rigor in a secondary school program of study for the AC Grants. The DOE allowed the State Educational Agency (SEA) to request recognition for an alternative rigorous secondary school program of study for the 2006-07 and 2007-08 school years. The DOE has provided states with an additional opportunity to make changes to the program of study identified as rigorous for the purposes of qualifying for AC Grants. States may chose to add programs per federal guidelines, delete programs, or retain the existing programs with no changes.

DISCUSSION

A review of the initial student participation for the 2006-2007 academic year shows that students attending Idaho public and private institutions were awarded more than five million dollars in additional federal aid. Attachment 1 shows the distribution and participation of students in Idaho, and the data for the United States.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

The Idaho SBOE Admission Policy for Idaho's Public College and Universities (Regular Admission Policy) does assist students in preparing for college by providing the minimum admission guidelines for Idaho's public four-year institutions. The courses required by the Regular Admission Policy are more rigorous than current high school graduation requirements for Idaho. In addition, the course requirements in Idaho's Regular Admission Policy are similar to the "Set of course requirements similar to the State Scholars Initiative" approved by Secretary Spellings for the 2006-07.

The U.S. Department of Education provided an opportunity for states to propose alternate programs for consideration during the first two years of the program implementation. Idaho made a proposal based upon the Idaho College Admission Core. This was approved by the Secretary of Education in 2006. Attachment 2 shows Idaho's Approved Program of Study. In order for Idaho students to benefit from an alternate proposal for Idaho, a proposal was developed, and presented to the Council on Academic Affairs and Programs (CAAP) for the June 1, 2006 meeting. Once approved by CAAP the proposal was submitted electronically to the DOE. The SBOE approved the proposal at the June 14-16, 2006 meeting. The DOE has provided the opportunity for states to alter their initial proposal by adding programs, removing programs, or maintaining the current state proposal. At the November 1, 2007 CAAP meeting, the Provosts discussed this issue and determined that it is currently in the best interest of Idaho students to retain the existing approved proposal. They did comment that using the Idaho Admissions Core as the basis for Idaho's alternative proposal for the AC Grants is the minimum level of rigor that is acceptable. They recommended that we review the concept of establishing an Honor Diploma or another more rigorous standard in the future.

IMPACT

These U.S. Department of Education grant programs provide funding to eligible students through the 2011 academic year. Based on 2006 data from the U.S. Department of Education, 42% of undergraduates in Idaho are Pell recipients. First and second year Pell students who meet the eligibility requirements may benefit from this additional federal grant. A qualifying first-year student will receive \$750 and second-year students will receive \$1300. Many of these college bound students might qualify under Idaho's alternative proposal that would not otherwise qualify. No additional state funds are required for Idaho students to participate in this federal program. Eligible student receive additional federal funds to be used toward the cost of their postsecondary education. Staff recommends no changes to Idaho's proposal.

ATTACHMENTS

- | | |
|---|---------|
| Attachment 1 –Academic Competitiveness Grant and National
SMART Grant Program summary for Idaho and
the United States | Page 5 |
| Attachment 2 – Proposal for Idaho Alternative Rigorous Secondary | Page 13 |

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

School Program of Study for the Academic
Competitiveness Grant program
Attachment 3 – Comparison of ACG/SMART and Pell Eligibility

Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff recommends that the Idaho SBOE support retaining the Idaho Admission Policy for consideration of a rigorous program of study for the Federal Academic Competitiveness Grant program.

BOARD ACTION

A motion for the Board to ratify the proposal submitted to the U.S. Department of Education in 2006 as the rigorous secondary school program of study for Idaho to meet the requirement for the Academic Competitiveness Grant program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho
2006-2007

Academic Competitiveness Grant and
National SMART Grant Programs

<p>IDAHO</p> <p>\$1,474,914 in Academic Competitiveness (AC) Grants awarded to 1,916 students</p> <p>\$3,592,053 in National Science and Mathematics Access to Retain Talent (SMART) Grants awarded to 1,088 students</p>
<p>For AC and National SMART Grants, students must 1) apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) and be determined to be eligible for a Federal Pell Grant; 2) be a U.S. citizen; 3) be enrolled in a two- or four-year degree program; and 4) be enrolled full-time.</p>
<p>The following are Idaho's pre-approved rigorous high school programs of study students must complete to earn an Academic Competitiveness Grant:</p> <ul style="list-style-type: none">• A set of courses similar to the State Scholars Initiative;• Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores;• Idaho College Admission Core. <p>For more information about these programs visit: http://www.ed.gov/admins/finaid/about/ac-smart/2007/id07.doc</p>
<p>STUDENTS SHOULD SELF-IDENTIFY ON THE FAFSA THAT THEY TOOK ONE OF THESE PROGRAMS</p>

Academic Competitiveness and National SMART Grants were created by the Deficit Reduction Act of 2005. Congress appropriated \$4.5 billion for the programs between 2006 and 2011.

The Department of Education has set a goal to double the number of students receiving AC and National SMART Grants by 2010-11. States, colleges, and high schools should promote AC and National SMART Grants because completing a rigorous high school program is the best way to increase college readiness, reduce remediation, and increase college completion rates for low-income students. Increased postsecondary attainment will help the United States compete in the 21st century.

In addition to the Pell Grant amount, **up to \$750** will be awarded to eligible first-year AC Grant students, and **up to \$1,300** to second-year AC Grant students. **Up to \$4,000** will be awarded to eligible National SMART grant students for each year in addition to the Pell Grant funds. *States and colleges can package these grants with the Pell Grant and state and institutional awards to provide low-income students an early commitment that if they complete high school and take challenging courses, college expenses can be fully paid.*



Idaho
2006-2007

Academic Competitiveness Grant and
National SMART Grant Programs

Top five schools in Idaho with the highest number of AC Grant recipients:	
1. Brigham Young University - Idaho	674
2. University of Idaho	478
3. Boise State University	384
4. Idaho State University	196
5. Lewis-Clark State College	74

Top five schools in Idaho with the highest number of National SMART Grant recipients:	
1. Brigham Young University - Idaho	537
2. Idaho State University	184
3. University of Idaho	152
4. Boise State University	147
5. Lewis-Clark State College	35

Idaho's Top National SMART Grant majors:	Top Foreign Languages:
1. Biological and Biomedical Sciences	1. N/A
2. Engineering	2. N/A
3. Computer Science	3. N/A

High schools need to do a better job graduating more students on-time and ready for college and work. Nationally, 4% of low-income high school students complete a rigorous course of study.

- 28.4% of first-time, full-time Pell recipients in Idaho received an AC Grant compared to 25.6% nationally. States with the highest rates of AC Grant participation among the eligible population include Nebraska (36.5%), Minnesota (34.1%), and Arkansas (31.1%).
- 5% of Idaho's recent high school graduates received an AC Grant compared to about 5.3% nationally.

The effort in the first year of implementation can be improved upon going forward. To do this, high school and postsecondary personnel, state policymakers, and access advocates should:

1. **Know your state's approved programs of rigorous study.**
2. **Accept the challenge to double the number of students in Idaho receiving AC and National SMART Grants by 2010-11.**
3. **Advocate for low-income students' access to rigorous, college preparatory classes, and pursuit of high-demand, high-wage majors in the National SMART Grant program.**



United States
2006-2007

Academic Competitiveness Grant and
National SMART Grant Programs

UNITED STATES

\$233,038,410 in Academic Competitiveness (AC) Grants awarded to 299,089 students

\$195,544,735 in National Science and Mathematics Access to Retain Talent (SMART)
Grants awarded to 60,976 students

For AC and National SMART grants, students must 1) apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) and be determined to be eligible for a Federal Pell Grant; 2) be a U.S. citizen; 3) be enrolled in a two- or four-year degree program; and 4) be enrolled full-time.

The following are the Secretary's pre-approved rigorous high school programs of study students can complete to earn an Academic Competitiveness Grant:

- The State Scholars Initiative requirements.
- The student has completed a high school course of study with at least—
 - Four years of high school English;
 - Three years of high school math, including Algebra I and another higher level math course;
 - Three years of high school science, which must include two years of biology, chemistry or physics;
 - Three years of high school social studies; and
 - One year of high school foreign language.
- At least two Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores.

States may also submit additional programs of study for approval. For your state's approved programs visit:
<http://www.ed.gov/admins/finaid/about/ac-smart/2007/al07.doc>

**STUDENTS SHOULD SELF-IDENTIFY ON THE FAFSA THAT
THEY TOOK ONE OF THESE PROGRAMS**

Academic Competitiveness and National SMART Grants were created by the Deficit Reduction Act of 2005. Congress appropriated \$4.5 billion for the programs between 2006 and 2011.

The Department of Education has set a goal to double the number of students receiving AC and National SMART grants by 2010-11. States, colleges, and high schools should promote AC and National SMART Grants because completing a rigorous high school program is the best way to increase college readiness, reduce remediation, and increase college completion rates for low-income students. Increased postsecondary attainment will help the United States compete in the 21st century.

In addition to the Pell Grant amount, **up to \$750** will be awarded to eligible first-year AC Grant students, and **up to \$1,300** to second-year AC Grant students. **Up to \$4,000** will be awarded to eligible National SMART grant students for each year in addition to the Pell Grant funds. *States and colleges can package these grants with the Pell Grant and State and institutional awards to provide low-income students an early commitment that if they complete high school and take challenging courses, college expenses can be fully paid.*



United States
2006-2007Academic Competitiveness Grant and
National SMART Grant Programs

STATE	ACG Program		SMART Grant Program	
	RECIPIENTS	TOTAL DISBURSED	RECIPIENTS	TOTAL DISBURSED
Alabama	3,697	\$2,835,803	1,007	\$3,098,359
Alaska	60	\$43,373	63	\$204,327
Arizona	1,448	\$1,095,388	2,460	\$7,591,975
Arkansas	4,049	\$3,063,658	496	\$1,489,899
California	29,808	\$23,376,675	7,162	\$22,532,651
Colorado	2,981	\$2,314,696	1,375	\$4,390,894
Connecticut	1,836	\$1,531,646	292	\$967,104
Delaware	234	\$176,179	53	\$181,813
District of Columbia	1,083	\$958,091	133	\$485,063
Florida	16,270	\$11,948,147	2,644	\$8,085,749
Georgia	9,782	\$7,453,213	1,557	\$4,948,483
Hawaii	345	\$230,317	204	\$650,964
Idaho	1,916	\$1,474,914	1,088	\$3,592,053
Illinois	9,353	\$7,426,655	2,709	\$8,994,836
Indiana	8,521	\$6,656,111	1,215	\$3,737,577
Iowa	4,343	\$3,584,210	832	\$2,701,519
Kansas	2,997	\$2,463,473	688	\$2,128,485
Kentucky	5,405	\$4,093,931	826	\$2,725,227
Louisiana	6,446	\$4,816,553	954	\$3,034,635
Maine	1,694	\$1,373,295	227	\$786,557
Maryland	3,466	\$2,750,844	584	\$1,974,145
Massachusetts	8,438	\$7,165,041	1,336	\$4,775,424
Michigan	6,469	\$5,299,151	2,082	\$6,632,723
Minnesota	5,591	\$4,610,427	1,059	\$3,487,519
Mississippi	3,900	\$2,977,060	546	\$1,720,030
Missouri	5,325	\$4,242,149	1,163	\$3,699,162
Montana	1,003	\$786,501	384	\$1,247,635
Nebraska	3,071	\$2,461,156	367	\$1,134,082
Nevada	522	\$389,096	203	\$604,500
New Hampshire	1,195	\$1,009,072	195	\$676,663
New Jersey	5,867	\$4,164,988	835	\$2,854,029
New Mexico	1,083	\$797,187	499	\$1,448,334
New York	24,916	\$19,996,284	4,202	\$13,143,354
North Carolina	11,510	\$8,885,508	1,319	\$4,321,772
North Dakota	1,351	\$1,052,734	316	\$993,153
Ohio	14,467	\$11,114,321	1,877	\$5,857,850
Oklahoma	4,754	\$3,567,533	970	\$2,941,144
Oregon	2,318	\$1,836,362	1,106	\$3,423,172
Pennsylvania	18,944	\$14,963,404	2,856	\$9,500,360
Rhode Island	1,921	\$1,625,118	174	\$638,001
South Carolina	5,440	\$4,316,960	701	\$2,298,277
South Dakota	1,422	\$1,151,029	339	\$1,090,490
Tennessee	6,707	\$5,089,237	1,035	\$3,354,357
Texas	27,668	\$20,204,037	3,027	\$9,913,929
Utah	744	\$612,117	3,450	\$11,397,721
Vermont	896	\$756,858	142	\$511,981
Virginia	6,020	\$4,681,345	971	\$3,251,321
Washington	3,346	\$2,710,765	1,566	\$4,833,023
West Virginia	2,065	\$1,722,322	474	\$1,564,095
Wisconsin	6,049	\$4,926,247	1,129	\$3,669,905
Wyoming	353	\$257,227	84	\$258,417
Total	299,089	\$238,038,410	60,976	\$195,544,735



United States
2006-2007

Academic Competitiveness Grant and
National SMART Grant Programs

The Department of Education has set a goal to double the number of students receiving AC and SMART grants by 2010-11. To do this, the Department has compiled descriptions of common issues faced during the first year of implementation and how some innovative states and institutions addressed them.

Issue:

It is difficult for institutions to identify students who have taken a rigorous high school curriculum.

Solution: Institutions and states can establish a branded core curriculum for college admissions.

- University of California system: Four campuses of the University of California system are among the top 10 schools receiving AC Grants nationally. The University of California's A-G coursework requirements for admissions are well-known by high schools and students throughout the State. The A-G subject area requirements are approved as a course of study for Californian students to receive AC Grants and are also used for admissions by the California State University system.

For more information visit: <http://www.ucop.edu/a-gGuide/ag/faq.html>

Solution: The State can certify AC Grant eligibility by sending reports of eligible students to postsecondary institutions.

- Florida: Students graduating from eligible high schools in Florida who have earned the Bright Futures Scholarship have completed requisite test scores and GPA in the designated college preparatory curriculum. This curriculum portion of their award is an approved course of study in Florida to receive an AC Grant. The State informs colleges which students are scholarship recipients and maintains a website where institutions can identify Florida Bright Futures Scholars and therefore students who are potentially eligible for AC Grants.

For more information visit: <http://www.floridastudentfinancialaid.org/ssfad/bf/>

Solution: Institutions can reach out to all Pell Grant recipients, not just students who self-identify as eligible.

- Brigham Young University (BYU)—Idaho: BYU Idaho had 596 AC Grant recipients. To accomplish this, BYU Idaho conducted an exhaustive evaluation to identify AC Grant-eligible students by contacting all students who self-certified on their FAFSA and by contacting other students who appeared to be potentially eligible based on a review of transcripts and financial aid records.



United States
2006-2007

Academic Competitiveness Grant and
National SMART Grant Programs

Issue: It's a new program. How do we get the word out?

Solution: Include AC Grants in existing state, local, and school-level outreach

- Indiana Commission on Higher Education: Indiana provides an extensive college outreach program to every student in the state. The initiative, called Learn More Indiana, includes sending out magazines starting in eighth grade, a comprehensive website dedicated to information on going to college, and publications on paying for college. AC Grant and National SMART grants are presented as options in every contact with students and high school counselors.
For more information visit: <http://www.learnmoreindiana.org/Pages/default.aspx>

Issue: Too few low income students are encouraged to take, or have the opportunity to take rigorous, college preparatory courses.

Solution: Make a college preparatory course of study the default requirement for high school graduation

- Arkansas Department of Education: Arkansas requires its high school graduates complete a college preparatory curriculum, branded as Smart Core. The Arkansas Department of Education hosted five regional summits across the State to explain the benefits of completing the Smart Core, including receiving additional federal financial aid through the Academic Competitiveness Grant program.
For more information visit: http://www.nextsteparkansas.org/educators/educators_what.html

Solution: Amplify the incentive, and/or tie to a similar State financial aid program

- Minnesota's new ACHIEVE scholarship: In 2007, Minnesota piggy-backed on the federal Academic Competitiveness Grant program and created the ACHIEVE Scholarship. The ACHIEVE scholarship provides low-income students who take a rigorous high school curriculum an extra \$1,200 to attend a college in Minnesota. The additional money serves to greatly increase the incentive to take a rigorous high school course of study.
For more information visit: <http://www.getreadyforcollege.org/gPg.cfm?pageID=1789>

Did you know students need to self-identify on the electronic FAFSA as having taken an approved rigorous course of study in high school? Make sure your high school students know which approved course of study they've completed and indicate it on the FAFSA.



United States
2006-2007

Academic Competitiveness Grant and
National SMART Grant Programs

Top five schools in the nation with the highest number of AC Grant recipients:	
1. Pennsylvania State University	4,128
2. University of California – Davis	1,926
3. University of Texas – Austin	1,718
4. University of California – Los Angeles	1,686
5. Ohio State University	1,620

Top five schools in the nation with the highest number of National SMART Grant recipients:	
1. Brigham Young University	1,584
2. University of Phoenix	1,326
3. University of California – San Diego	921
4. Devry University	789
5. Pennsylvania State University	715

The Nation's Top National SMART Grant majors:	Top Foreign Languages:
1. Biological and Biomedical Sciences	1. Russian
2. Engineering	2. Japanese
3. Computer Science	3. Chinese

The effort in the first year of implementation can be improved upon going forward. To do this, high school and postsecondary personnel, State policymakers, and access advocates should:

- 1. Know your State's approved programs of rigorous study.**
- 2. Accept the challenge to double the number of students in your state receiving AC and National SMART grants by 2010-2011.**
- 3. Advocate for low-income students' access to rigorous, college preparatory classes, and pursuit of high-demand, high-wage majors in the National SMART program.** High schools need to do a better job graduating more students on-time and ready for college and work.
 - 4% of low-income high school students complete rigorous college preparatory courses.
 - 25% of first-time, full-time Pell recipients nationally received an AC Grant.



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Idaho
Recognized Rigorous Secondary School Programs of Study

The eligibility options for a student graduating from secondary school in Idaho during the 2007 calendar year are:

- ***A set of courses similar to the State Scholars Initiative.*** This program of study requires passing grades in the following:
 - Four years of English;
 - Three years of math (including Algebra I and a higher level course such as Algebra II, geometry, or data analysis and statistics);
 - Three years of science (including at least two courses from biology, chemistry or physics);
 - Three years of social studies; and
 - One year of a foreign language.
- ***Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores.*** This program requires a minimum of two Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and a minimum passing score on the exams for those classes. Students must score 3 or higher on AP exams and 4 or higher on IB exams.
- ***Idaho College Admission Core.*** This program requires:
 - Four years of English (composition, literature);
 - Three years of math (Algebra I and a higher level course such as Algebra II, Analytic Geometry, Calculus, Statistics and Trigonometry);
 - Three years of science (including at least two laboratory science classes from anatomy, biology, chemistry, earth science, geology, physiology, physics, physical science or zoology);
 - Two and one-half years of social studies;
 - One year of humanities or foreign language (inter-disciplinary humanities including literature, history, philosophy, and fine art). History courses beyond those required for the minimum social studies requirements may also count towards this category; and
 - One and one-half years of college preparation (including speech or debate, studio/performing arts or state approved professional-technical education classes). Foreign Language courses beyond those applied to the humanities/foreign language category may also count towards this category.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

ACG and SMART grants for 2006-07													
Recipients of New Academic Competitiveness and SMART Grants, by State													

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

Oklahoma	4,754	\$3,567,533	970	\$2,941,144	5,724	71402	182,767	39.1%	3.1%	8.0%	11.8%	65.6%
Oregon	2,318	\$1,836,362	1,106	\$3,423,172	3,424	59418	174,619	34.0%	2.0%	5.8%	12.1%	61.1%
Pennsylvania	18,944	\$14,963,404	2,856	\$9,500,360	21,800	191527	571,322	33.5%	3.8%	11.4%	10.9%	71.8%
Rhode Island	1,921	\$1,625,118	174	\$638,001	2,095	21463	69,674	30.8%	3.0%	9.8%	11.5%	71.5%
South Carolina	5,440	\$4,316,960	701	\$2,298,277	6,141	74585	184,413	40.4%	3.3%	8.2%	13.8%	67.3%
South Dakota	1,422	\$1,151,029	339	\$1,090,490	1,761	16806	43,202	38.9%	4.1%	10.5%	13.0%	67.6%
Tennessee	6,707	\$5,089,237	1,035	\$3,354,357	7,742	104335	239,918	43.5%	3.2%	7.4%	15.0%	72.4%
Texas	27,668	\$20,204,037	3,027	\$9,913,929	30,695	406345	1,082,667	37.5%	2.8%	7.6%	16.7%	55.9%
Utah	744	\$612,117	3,450	\$11,397,721	4,194	56555	176,909	32.0%	2.4%	7.4%	9.5%	61.1%
Vermont	896	\$756,858	142	\$511,981	1,038	8620	33,313	25.9%	3.1%	12.0%	8.2%	72.0%
Virginia	6,020	\$4,681,345	971	\$3,251,321	6,991	98653	360,484	27.4%	1.9%	7.1%	9.7%	60.5%
Washington	3,346	\$2,710,765	1,566	\$4,833,023	4,912	82050	310,944	26.4%	1.6%	6.0%	12.0%	62.4%
West Virginia	2,065	\$1,722,322	474	\$1,564,095	2,539	36468	85,388	42.7%	3.0%	7.0%	15.8%	74.6%
Wisconsin	6,049	\$4,926,247	1,129	\$3,669,905	7,178	68145	293,127	23.2%	2.4%	10.5%	11.0%	63.9%
Wyoming	353	\$257,227	84	\$258,417	437	7508	30,337	24.7%	1.4%	5.8%	9.9%	57.5%
Total:	299,089	\$233,038,410	60,976	\$195,544,735								
Source: U.S. Education Department column A through H												
Source Chronicle of Higher Education Almanac 2006-07 columns I and M and N												

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

33-110. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Q. Admission Standards**

October 2002

Q. Admission Standards

1. Coverage.

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes.

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission.

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select From These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended. Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p>
Social	5 credits	American Government (state and local), Geography, U.S.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

Science		History, and World History. Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.
Natural Science	6 credits	Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (maximum of two (2) credits). Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Humanities Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.
Other College Preparation	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

		education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training
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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007

SUBJECT

First Reading, Deletion of Board Policy III.D. Official Calendars

BACKGROUND

Currently the Idaho Governing Policies and Procedures Section *III.D., Official Calendars* requires that institutions submit to the Board office and share with Idaho institutions a copy of their official calendar “indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with the fall. Calendars must also “indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open. . .”

Board policy also requires that “Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.”

The schedule is reviewed and approved by the Chief Executive Officer of the institution “no later than October preceding the start of the planned academic year. Changes made by the Chief Executive Officer in the Official Calendar also will be distributed as specified above.”

DISCUSSION

On October 4, 2007 and November 1, 2007, the Council on Academic Affairs and Programs (CAAP) committee discussed the purpose of the policy and whether the requirement to submit the official calendar was still needed given that the calendars are now posted to respective institution websites. This led to a general discussion of the need for the current policy. Institutions noted that the definition in Board Policy is compatible with the Northwest Commission on Colleges and Universities (NWCCU) definition of time in a semester and requirements to have that information publicly available and easily accessible. With Idaho’s institutions accredited by NWCCU and meeting those requirements by posting their information online, the group felt the policy requirements would be a duplicative effort.

IMPACT

SBOE offices will no longer require paper copies of the institutional calendars be file at the SBOE office.

ATTACHMENTS

Attachment 1 – First Reading- Deletion of Board Policy III.D.

Page 3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

STAFF COMMENTS AND RECOMMENDATIONS

IRSA, CAAP, and Board staff recommends the deletion of this policy given that calendars are posted to respective websites and that institutions are already required to meet NWCCU requirements.

BOARD ACTION

A motion to approve the deletion of Board Policy III.D. Official Calendars.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 6-7, 2007**

Attachment 1

Idaho State Board of Education

CAAP – Draft 10/22/07

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: D. Official Calendars

April 2005

D. Official Calendars

~~Each institution will prepare a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with the fall. This schedule must be presented to the chief executive officer of the institution for "review and action" no later than October preceding the start of the planned academic year. This schedule will be designated the Official Calendar for the institution and will be distributed in October to the Office of the State Board of Education and the Idaho institutions specified in Subsection A. Changes made by the chief executive officer in the Official Calendar also will be distributed as specified above.~~

~~Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.~~

~~Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.~~

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 6-7, 2007**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	I-STARS	Motion to approve
3	STATE LONGITUDINAL DATA SYSTEM	Information Item
4	MATH INITIATIVE	Information Item
5	UPDATE ON COLLEGES OF EDUCATION	Information Item

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 6-7, 2007**

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.

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 6-7, 2007**

SUBJECT

Review and Endorsement of Idaho State Teacher Advancement and Recognition System (ISTARS)

REFERENCE

1998	State Board of Education creates the MOST Committee (Maximizing Opportunities for Students and Teachers)
2004-2005	State Board Performance Based Compensation Committee meets eight times
March 2007	Legislators introduce HB 294
September 10, 2007	Legislative Committee on Teacher Salaries meets for first time
October 15, 2007	Superintendent Luna presents ISTARS plan to Legislative Committee.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

For 10 years, policy makers in Idaho have talked about how to raise teacher pay to be competitive with other states. During Superintendent Luna's campaign he promised to raise teacher pay. After beginning office in January, Superintendent Luna solicited ideas from a variety of educational stakeholders on the issue of teacher pay including, but not limited too: Idaho School Administrators Association, Idaho School Boards Association, Northwest Professional Educators, Idaho Parent-Teacher Association, Idaho Education Association, Idaho Business Coalition for Educational Excellence, members of the Idaho Rural Initiative, and legislators.

DISCUSSION

Idaho's existing teacher pay system only rewards teachers for the number of years they spend in the classroom and the number of education credits they earn. The Idaho State Teacher Advancement and Recognition System – or I-STARs – program will build upon this existing pay system to offer teachers pay increases for raising student achievement, working in hard-to-fill positions, gaining expertise and qualifications in multiple subject areas and taking on additional leadership duties.

Under I-STARs, a teacher could earn up to a \$15,600 pay increase. Here are the highlights of the I-STARs program:

1. **Foundation Pay:** The existing teacher pay system is the foundation of I-STARs. Every Idaho teacher will still be paid based on their experience and

**STATE DEPARTMENT OF EDUCATION
DECEMBER 6-7, 2007**

the number of years they teach. The minimum teacher salary is currently \$31,000.

2. **Student Achievement:** Up to \$3,600 per person. All certificated staff in a school can earn pay increases – between \$1,200 and \$3,600 in a year – if the entire school demonstrates growth and/or overall proficiency in student performance.
3. **Local Control:** \$2,400 per person annually. School districts and charter schools will have the funds and the flexibility to attract and retain teachers to teach in hard-to-fill positions within their individual school or district.
4. **Career Opportunity:** \$2,400 per person annually. Teachers will have the opportunity to forgo tenure and earn an annual pay increase by working under the same contract as school administrators.
5. **Expertise:** Up to \$2,400 per person annually. Teachers will be rewarded for gaining more expertise and earning qualifications to teach in multiple subject areas.
6. **Leadership:** \$2,400 per person. Teachers will be given the opportunity to advance in their careers and earn pay increases while staying in the classroom and taking on leadership duties within their schools or districts.

IMPACT

Superintendent Luna included \$60 million in the FY 2009 Public Schools Budget to fund the I-STARS plan.

ATTACHMENTS

Attachment 1 – ISTARS one-page and details of category 4 contract	Page 3
Attachment 2 – Powerpoint detailing ISTARS plan	Page 5

BOARD ACTION

A motion to endorse Superintendent Luna's I-STARS program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO STATE TEACHER ADVANCEMENT AND RECOGNITION SYSTEM

Leadership Awards

\$2,400 annual bonus per person. Certificated Staff will be given the opportunity to advance in their careers and earn pay increases by taking on leadership duties within their schools or districts.

Expertise

Up to \$2,400 permanent increase per person annually. Teachers will be rewarded for gaining more expertise and earning qualifications to teach in multiple subject areas.

Career Opportunity

\$2,400 annual permanent increase per person. Teachers will have the opportunity to receive one- to three-year contracts and earn an annual pay increase by working under a new Category 4 contract similar to school administrators.

Local Control

\$2,400 annual bonus per person. School districts and charter schools will have the funds and the flexibility to attract and retain teachers to teach in hard-to-fill positions within their individual school or district.

Student Achievement

Up to \$2,400 annual bonus per person. All certificated staff in a school can earn pay increases – between \$1,200 and \$2,400 in a year – if the entire school demonstrates growth and/or overall excellence in student performance.

Career Foundation Pay (existing system)



IDAHO STATE DEPARTMENT OF EDUCATION
WWW.SDE.IDAHO.GOV/ISTARS



About the Category 4 Contract

The Category 4 contract will include the following six steps of due process:

- **Step 1: Evaluation**
A teacher must receive a fair and valid evaluation from administration.
- **Step 2: Letter of Evaluation**
A teacher must receive an official letter outlining specific areas of deficiencies.
- **Step 3: Improvement Plan**
The administration must develop a personalized teacher improvement plan.
- **Step 4: Probationary Period**
The administration must allow teachers a minimum eight-week probationary period to give the teacher the opportunity to implement the personalized improvement plan and demonstrate improvement.
- **Step 5: Re-evaluation**
A teacher must receive a fair and valid re-evaluation from administration.
- **Step 6: Appeal Process**
If the teacher has not demonstrated improvement, the teacher can appeal to the local school board. During this hearing with the local school boards, parents, patrons, students and other teachers are allowed to speak on the teacher's behalf.

IDAHO STATE TEACHER ADVANCEMENT AND RECOGNITION SYSTEM

ISTARS



History

- State Board created MOST Committee in 1998 to review teacher quality and pay.
- State Board of Education Subcommittee on pay for performance met eight times between June 2004 and June 2005
- Several innovative teacher pay bills in Legislature, culminating in HB 294
- Legislative Teacher Salaries Task Force formed
- Legislative leadership requested Luna to present plan to 2nd meeting of Task Force





Solicited Ideas From

- Idaho Association of School Administrators
- Idaho School Boards Association
- Parent-Teacher Association
- Northwest Professional Educators
- Idaho Education Association
- Rural Education Initiative
- Business Groups
- Key Legislators





Foundation Pay





Career Foundation Pay

1. Existing “steps & lanes” pay system would remain in place for all teachers in Idaho.
2. Foundation pay system rewards years of experience & education credits





Student Achievement

Foundation Pay





Student Achievement

Performance-Based Bonuses for Growth & Excellence

The Problem: Current teacher pay system based entirely on:

- Number of years in the classroom
- Number of college credits

The Solution: Give pay increases to teachers who help improve student performance.





Details of Student Achievement Step

- Pay increases based on performance of the whole school
- Paid to all certificated staff assigned to the school
- Two ways to earn pay increases:
 1. School Improvement: Growth, or positive change, in Spring ISAT scores year-over-year for entire school
 2. School Performance: Excellence of Spring ISAT scores in a given year for entire school





Pay Increases for Student Achievement Step

School Improvement:

- \$2,400 pay increase for all certificated staff in a school that reaches the top 25% improvement in the state
- \$1,200 pay increase for all certificated staff in a school that reaches the top 50% of improvement in the state

School Performance:

- \$1,200 pay increase for all certificated staff in a school that reaches the top 25% of excellence in the state



Local Control

Student Achievement

Foundation Pay



Local Control

Market Scarcity Competitiveness Pay

The Problem: Schools are finding it difficult to attract and retain certain specializations, such as math, science and special education. The problem is magnified in rural districts.

The Solution: Give local school districts the funds and flexibility to reward teachers for filling those hard-to-fill positions.





Details of Local Control Step

- The State Board of Education will designate certain instructional certification & endorsement areas as “Market Scarcity” positions based on difficulty in recruitment & retention
- Local school boards would select areas from the state list for designation, based on the local conditions and needs
- Local school boards will have the flexibility to designate up to 10% of the instructional staff in a district as “Market Scarcity” positions





Pay Increases for Local Control Step

- **\$2,400 per person annually, for up to 10% of instructional staff in a district.**
- **Employee must provide instruction or service within the designated “Market Scarcity” area to receive the pay increase.**
- **The bonus is ongoing for a teacher as long as he/she fills a “Market Scarcity” position, as defined by the district.**



Career Opportunity

Local Control

Student Achievement

Foundation Pay





Career Opportunity

The Problem: Teachers should be paid and treated more like the professionals they are.

The Solution: Give teachers the choice of entering into a non-tenured, multi-year contract.





Details of Career Opportunity Step

- Every teacher would have the option of moving to a Category 4 contract.
- Once they take this step, teachers may not move back to a Category 3 contract.
- Under the Category 4 contract:
 - Teachers with 3+ years of experience could be offered a 2-year or 3-year contract, at the discretion of the school board
 - Property right would attach within the length of a contract





Due Process under Category 4 Contract

- Career Opportunity teachers would have a contract similar to superintendents' and principals' contracts, but with additional due process.
- Due process is expanded to six-step process:
 - Step 1:** Evaluation of teacher
 - Step 2:** Letter explaining the evaluation
 - Step 3:** Improvement plan to assist teacher
 - Step 4:** Probationary period of at least 8 weeks
 - Step 5:** Re-evaluation of teacher
 - Step 6:** Appeal process with local school board





Pay Increases for Career Opportunity Step

- \$2,400 pay increase annually for a teacher who takes the Career Opportunity step.
- Opportunity to reach the next two steps in the I-STARS program.



Expertise

Career Opportunity

Local Control

Student Achievement

Foundation Pay





Expertise

Multiple Endorsement Awards

The Problem: Schools districts need teachers who can teach multiple subjects, especially in rural areas of the state.

The Solution: Reward teachers who have multiple endorsements and are qualified to teach in more than one subject area.





Details of the Expertise Step

This step in the I-STARS program is available to:

- Certificated classroom teachers, and
- Teachers who have taken the Career Opportunity step





Pay Increases for Expertise Step

- \$1,200 annually for teachers reaching the 1st threshold:
 - 2 certifications or endorsements for those teaching 8th grade or lower
 - 3 for those teaching 9th grade or higher
- \$1,800 annually for teachers reaching the 2nd threshold:
 - 3 certifications or endorsements for those teaching 8th grade or lower
 - 4 for those teaching 9th grade or higher
- \$2,400 annually for teachers reaching the 3rd threshold:
 - 4 certifications or endorsements for those teaching 8th grade or lower
 - 5 for those teaching 9th grade or higher



Leadership

Expertise

Career Opportunity

Local Control

Student Achievement

Foundation Pay





Leadership

Awards for Leadership Duties

The Problem: Many of Idaho's best teachers are looking for new challenges, but they feel their only option for career advancement is to leave the classroom for a position in administration.

The Solution: Reward our best teachers and certified staff for staying in the classroom and taking on additional leadership responsibilities in their school and/or district.





Details of Leadership Step

This step in the I-STARS program is available to:

- Certificated staff who have 4+ years of experience, and
- Teachers who have taken the Career Opportunity step, and
- 30% of the certificated staff in a school district

Districts would have to require at least one leadership duty from a list, or would have the flexibility to come up with their own

Examples of leadership duties:

- Mentor new teachers
- Develop curriculum
- Run after-school remediation programs





Pay Increases for Leadership Step

- \$2,400 allocated per person annually for 30% of the certificated staff in a school district





IDAHO STATE TEACHER ADVANCEMENT AND RECOGNITION SYSTEM

QUESTIONS AND COMMENTS



Visit the iSTARS Web site at www.sde.idaho.gov/istars



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**STATE DEPARTMENT OF EDUCATION
DECEMBER 6-7, 2007**

SUBJECT

State Longitudinal Data System (SLDS)

REFERENCE

08/09/2007

Agenda Item: Approval of State Board of Education Strategic Plan ITEM 5: Approval of State Board of Education 2008 Strategic Plan including Section I: Logic Model Institution-Agency Program Level Strategy: Develop K-20 longitudinal data system. M/S (Agidius/Lewis): To approve the State Board of Education's Strategic Plan FY 2009 as presented. Motion carried 5-0.

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-1901, Idaho Code

BACKGROUND

Progress of SDE and OSBE to field a State Longitudinal Data System (SLDS) continues to move forward. As of 1 December 2007, the SDE K-12 FY 2008 supplemental budget request has been submitted, a contract has been awarded to collect and document on requirements for a K-20 system, and RFPs for the IBEDS rewrite and SLDS project are in draft review.

DISCUSSION

SDE Technology Director Mark Russell and Project Manager Rene Hughes have been meeting monthly with OSBE representatives Mitzi Matts and Selena Grace to discuss project planning, roles and responsibilities, and goals. Superintendent Luna, Interim Executive Director Mike Rush, and the SDE/OSBE project team members met in November to review progress and goals. Federal SLDS grant opportunity expected in June.

IMPACT

The SLDS system will provide 10 Essential Data Warehouse Elements as defined by the Data Quality Campaign (DQC). The DQC is a national, collaborative effort to:

1. Encourage and support state policymakers to improve the collection, availability, and use of high-quality education data, and
2. Implement state longitudinal data systems to improve student achievement.

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SLDS Ten Essential Elements

1. A unique statewide student identifier that connects student data across key databases across years
2. Student-level enrollment, demographic and program participation information
3. The ability to match individual students' test records from year to year to measure academic growth
4. Information on untested students and the reasons they were not tested
5. A teacher identifier system with the ability to match teachers to students
6. Student-level transcript information, including information on courses completed and grades earned
7. Student-level college readiness test scores
8. Student-level graduation and dropout data
9. The ability to match student records between the K-12 and higher education systems
10. A state data audit system assessing data quality, validity and reliability

STAFF COMMENTS AND RECOMMENDATIONS

This item is for informational purposes only.

BOARD ACTION

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

**STATE DEPARTMENT OF EDUCATION
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**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;

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- (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)

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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

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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.

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SUBJECT

The Math Initiative for Idaho Students, Teachers, and Parents.

APPLICABLE STATUTE, RULE, OR POLICY

S1237

by FINANCE - APPROPRIATIONS - PUBLIC
SCHOOLS - CHILDREN'S PROGRAMS – Provided
\$350,000 to develop the Math Initiative

BACKGROUND

The Math Initiative task force has been developing a plan to increase math achievement across the state of Idaho. Test scores seem to be acceptable state wide at the elementary level and then decrease in middle school. Students develop a negative attitude for math as they are less successful the older they get. Nation wide there is attention being given to this topic. The State of Education needs to build conceptual understanding of our students rather than merely teaching procedural knowledge. The State Department will explain the plan for accomplishing this state wide over the next 5 years.

DISCUSSION

Idaho is behind the nation in reforming mathematics education programs in our K-12 and post-secondary schools. Idaho students have been taught procedural knowledge and this is leaving our students ill prepared to meet the demands of their future. The business community believes Idaho students should be able to think critically, communicate their thinking, work together in a collaborative environment, and apply their math knowledge to real life situations. K-12 schools need to build these skills in our students. Teachers need professional development opportunities to build their content knowledge and their pedagogical knowledge. The State must start at the elementary level and continue through the university level.

The Math Initiative understands this includes a shift in thinking of how math is being taught. The committee believes all students can learn math and not all students will think about and understand the concepts in the same way. Teachers and parents need to be able to support students in using multiple strategies and ask questions to guide their thinking.

In the past students have been taught there is one way to get the correct answer through using one correct formula or algorithm. This doesn't allow for the flexible thinking we know students have and should be encouraged to use. Therefore Idaho has a number of students in middle grades who are not proficient on the ISAT test. They will not be successful in high school math courses unless we use proven intervention techniques to increase their achievement.

Now is the time to make the change in Idaho's schools so we have students with deeper knowledge of the concepts therefore increased achievement. In order for

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this to happen we need to offer professional development opportunities for our current teachers, work with universities to better prepare future teachers, educate the public as to the importance of mathematics and how students learn math, and provide intervention to meet the needs of all learners.

The Math Initiative Committee is focused on three key areas: student achievement (assessment, standards and curriculum), teacher education, and public awareness.

IMPACT

The FY 09 Public Schools Budget request includes 3.9 million for the Math Initiative. The math initiative is working on a 5-year plan for implementation, as we know change takes time.

ATTACHMENTS

Attachment 1 – Steen, Lynn Arthur (2007). How Mathematics Counts. *Educational Leadership*, 65 (3), 9-14. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This item is for informational purposes only.

BOARD ACTION

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How Mathematics Counts

Fractions and algebra represent the most subtle, powerful, and mind-twisting elements of school mathematics. But how can we teach them so students understand?

Lynn Arthur Steen

Much to the surprise of those who care about such things, mathematics has become the 600-pound gorilla in U.S. schools. High-stakes testing has forced schools to push aside subjects like history, science, music, and art in a scramble to avoid the embarrassing consequences of not making "adequate yearly progress" in mathematics. Reverberations of the math wars of the 1990s roil parents and teachers as they seek firm footing in today's turbulent debates about mathematics education.

Much contention occurs near the ends of elementary and secondary education, where students encounter topics that many find difficult and some find incomprehensible. In earlier decades, schools simply left students in the latter category behind. Today, that option is neither politically nor legally acceptable. Two topics—fractions and algebra, especially Algebra II—are particularly troublesome. Many adults, including some teachers, live their entire lives flummoxed by problems requiring any but the simplest of fractions or algebraic formulas. It is easy to see why these topics are especially nettlesome in

today's school environment. They are exemplars of why mathematics counts and why the subject is so controversial.

Confounded by Fractions

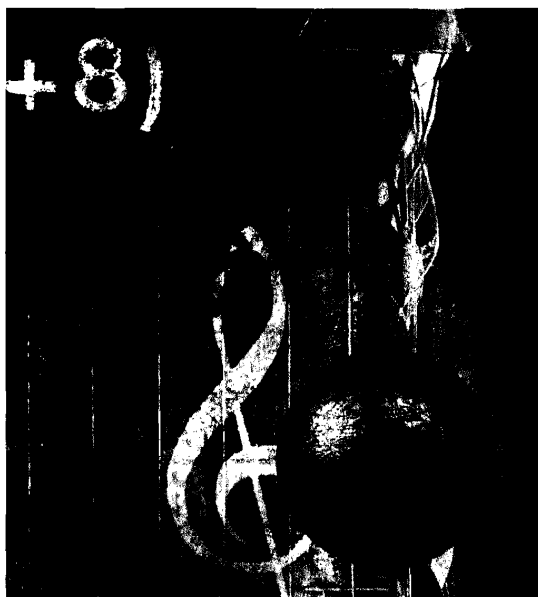
What is the approximate value, to the nearest whole number, of the sum $19/20 + 23/25$? Given the choices of 1, 2, 42, or 45 on an international test, more than half of U.S. 8th graders chose 42 or 45. Those responses are akin to decoding and pronouncing the word *elephant* but having no idea what animal the word represents. These students had no idea that $19/20$ is a number close to 1, as is $23/25$.

Neither, it is likely, did their parents. Few adults understand fractions well enough to use them fluently. Because people avoid fractions in their own lives, some question why schools (and now entire states) should insist that all students know, for instance, how to add uncommon combinations like $2/7 + 9/13$ or how to divide $1\frac{3}{4}$ by $2/3$. When, skeptics ask, is the last time any typical adult encountered problems of this sort? Even mathematics teachers have a hard time imagining authentic problems that require these exotic calculations (Ma, 1999).

Moreover, many people cannot properly express in correct English the fractions and proportions that *do* commonly occur, for instance, in ordinary tables of data. A simple example illustrates this difficulty (Schield, 2002). Even though most people know that 20 percent means $1/5$ of something, many cannot figure out what the something is when confronted with an actual example, such as the table in Figure 1. Although calculators can help the innumerate cope with such exotica as $2/7 + 9/13$ and $1\frac{3}{4} + 2/3$, they are of no help to someone who has trouble reading tables and expressing those relationships in clear English.

These examples illustrate two very different aspects of mathematics that apply throughout the discipline. On the one hand is calculation; on the other, interpretation. The one reasons *with* numbers to produce an answer; the other reasons *about* numbers to produce understanding. Generally, school mathematics focuses on the former, natural and social sciences on the latter. For lots of reasons—psychological, pedagogical, logical, motivational—students will learn best when teachers combine these two approaches.

There may be good reasons that so many children and adults have difficulty with fractions. It turns out that even mathematicians cannot agree on a single proper definition. One camp argues that fractions are just names for certain points on the number line (Wu, 2005), whereas others say that it's better to think of them as multiples of basic unit fractions such as $1/3$, $1/4$, and $1/5$ (Tucker, 2006). Textbooks for prospective elementary school teachers exhibit an even broader and more confusing



array of approaches (McCrary, 2006).

Instead of beginning with formal definitions, when ordinary people speak of fractions they tend to emphasize contextual meaning. Fractions (like all numbers) are human constructs that arise in particular social and scientific contexts. They represent the magnitude of social problems (for example, the percentage of drug addiction in a given population); the strength of public opinion (for example, the percentage of the population that supports school vouchers); and the consequences of government policies (for example, the unemployment rate). Every number is the product of human activity and is selected to serve human purposes (Best, 2001, 2007).

Fractions, ratios, proportions, and other numbers convey quantity; words convey meaning. For mathematics to make sense to students as something other than a purely mental exercise, teachers need to focus on the interplay of numbers and words, especially on expressing quantitative relationships in

meaningful sentences. For users of mathematics, calculation takes a backseat to meaning. And to make mathematics meaningful, the three Rs must be well blended in each student's mind.

Algebra for All?

Conventional wisdom holds that in Thomas Friedman's metaphorically flat world, all students, no matter their talents or proclivities, should leave high school prepared for both college and high-tech work (American Diploma Project, 2004). This implies, for example, that all students should master Algebra II, a course originally designed as an elective for the mathematically inclined. Indeed, more

than half of U.S. states now require Algebra II for almost all high school graduates (Zinth, 2006).

Advocates of algebra advance several arguments for this dramatic change in education policy:

- Workforce projections suggest a growing shortage of U.S. citizens having the kinds of technical skills that build on such courses as Algebra II (Committee on Science, Engineering, and Public Policy, 2007).

- Employment and education data show that Algebra II is a "threshold course" for high-paying jobs. In particular, five in six young people in the top quarter of the income distribution have completed Algebra II (Carnevale & Desrochers, 2003).

- Algebra II is a prerequisite for College Algebra, the mathematics course most commonly required for postsecondary degrees. Virtually all college students who have not taken Algebra II will need to take remedial mathematics.

- Students most likely to opt out of algebra when it is not required are those

whose parents are least engaged in their children's education. The result is an education system that magnifies inequities and perpetuates socioeconomic differences from one generation to the next (Haycock, 2007).

Skeptics of Algebra II requirements note that other areas of mathematics, such as data analysis, statistics, and probability, are in equally short supply among high school graduates and are generally more useful for employment and daily life. They point out that the historic association of Algebra II with economic success may say more about common causes (for example, family background and peer support) than about the usefulness of Algebra II skills. And they note that many students who complete Algebra II also wind up taking remedial mathematics in college.

Indeed, difficulties quickly surfaced as soon as schools tried to implement this new agenda for mathematics education. Shortly after standards, courses, and tests were developed to enforce a protocol of "Algebra II for all," it became clear that many schools were unable to achieve this goal. The reasons included, in varying degrees, inadequacies in preparation, funding, motivation, ability, and instructional quality. The result has been a proliferation of "fake" mathematics courses and lowered proficiency standards that enable districts and states to pay lip service to this goal without making the extraordinary investment of resources required to actually accomplish it (Noddings, 2007).

Several strands of evidence question the unarticulated assumption that additional instruction in algebra would necessarily yield increased learning. Although this may be true in some subjects, it is far

High school mathematics is the ultimate exercise in deferred gratification. Its payoff comes years later, and then only for the minority who struggle through it.

less clear for subjects such as Algebra II that are beset by student indifference, teacher shortages, and unclear purpose. For many of the reasons given, enrollments in Algebra II have approximately doubled during the last two decades (National Center for Education Statistics [NCES], 2005a). Yet during that same period, college enrollments in remedial mathematics and mathematics scores on the 12th grade National Assessment of Educational Progress (NAEP) have hardly changed at all (NCES, 2005b; Lutzer, Maxwell, & Rodi, 2007). Something is clearly wrong.

Although we cannot conduct a

randomized controlled study of school mathematics, with some students receiving a treatment and others a placebo, we can examine the effects of the current curriculum on those who go through it. Here we find more disturbing evidence:

■ One in three students who enter 9th grade fails to graduate with his or her class, leaving the United States with the highest secondary school dropout rate among industrialized nations (Barton, 2005). Moreover, approximately half of all blacks, Hispanics, and American Indians fail to graduate with their class (Swanson, 2004). Although mathematics is not uniquely to blame for this shameful record, it is the academic subject that students most often fail.

■ One in three students who enter college must remediate major parts of high school mathematics as a prerequisite to taking such courses as College Algebra or Elementary Statistics (Greene & Winters, 2005).

■ In one study of student writing, one in three students at a highly selective college failed to use any quantitative reasoning when writing about subjects in which quantitative evidence should have played a central role (Lutsky, 2006).

■ College students in the natural and social sciences consistently have trouble expressing in precise English the meaning of data presented in tables or graphs (Schield, 2006).

FIGURE 1. The Challenge of Expressing Numerical Data in Ordinary Language

Percentage Who Are Runners			
	Nonsmoker	Smoker	Total
Female	50%	20%	40%
Male	25%	10%	20%
Total	37%	15%	30%

Source: From Schield Statistical Literacy Inventory: *Reading and Interpreting Tables and Graphs Involving Rates and Percentages*, by M. Schield, 2002. Minneapolis, MN: Augsburg College, W. M. Keck Statistical Literacy Project. Copyright 2002 by M. Schield. Available: <http://web.augsburg.edu/~schield/MiloPapers/StatLitKnowledge2r.pdf>. Reprinted with permission.

Which of the following correctly describes the 20% circled in the table above?

- 20% of runners are female smokers.
- 20% of females are runners who smoke.
- 20% of female smokers are runners.
- 20% of smokers are females who run.

One explanation for these discouraging results is that the trajectory of school mathematics moves from the concrete and functional (for example, measuring and counting) in lower grades to the abstract and apparently non-functional (for example, factoring and simplifying) in high school. As many observers have noted ruefully, high school mathematics is the ultimate exercise in deferred gratification. Its payoff comes years later, and then only for the minority who struggle through it.

In the past, schools offered this abstract and ultimately powerful mainstream mathematics curriculum to approximately half their students—those headed for college—and little if anything worthwhile to the other half. The conviction that has emerged in the last two decades that all students should be offered useful and powerful mathematics is long overdue. However, it is not yet clear whether the best option for all is the historic algebra-based mainstream that is animated primarily by the power of increasing abstraction.

Mastering Mathematics

Fractions and algebra may be among the most difficult parts of school mathematics, but they are not the only areas to cause students trouble. Experience shows that many students fail to master important mathematical topics. What's missing from traditional instruction is sufficient emphasis on three important ingredients: communication, connections, and contexts.

Communication

Colleges expect students to communicate effectively with people from different backgrounds and with different expertise and to synthesize skills from multiple areas. Employers seek the same things. They emphasize that formal knowledge is not, by itself, sufficient to deal with today's challenges. Instead of looking primarily for technical skills,

today's business leaders talk more about teamwork and adaptability. Interviewers examine candidates' ability to synthesize information, make sound assumptions, capitalize on ambiguity, and explain their reasoning. They seek graduates who can interpret data as well as calculate with it and who can communicate effectively about quantitative topics (Taylor, 2007).

To meet these demands of college and work, K–12 students need extensive practice expressing verbally the quantitative meanings of both problems and solutions. They need to be able to write fluently in complete sentences

and show just how naïve this belief is. If we want students to be able to communicate mathematically, we need to ensure that they both practice this skill in mathematics class and regularly use quantitative arguments in subjects where writing is taught and critiqued.

Connections

One reason that students think mathematics is useless is that the only people they see who use it are mathematics teachers. Unless teachers of all subjects—both academic and vocational—use mathematics regularly and significantly in their courses, students will treat math-

On the one hand is calculation; on the other, interpretation. The one reasons *with* numbers to produce an answer; the other reasons *about* numbers to produce understanding.

and coherent paragraphs; to explain the meaning of data, tables, graphs, and formulas; and to express the relationships among these different representations. For example, science students could use data on global warming to write a letter to the editor about carbon taxes; civics students could use data from a recent election to write op-ed columns advocating for or against an alternative voting system; economics students could examine tables of data concerning the national debt and write letters to their representatives about limiting the debt being transferred to the next generation.

We used to believe that if mathematics teachers taught students how to calculate and English teachers taught students how to write, then students would naturally blend these skills to write clearly about quantitative ideas. Data and years of frustrating experi-

ematics teachers' exhortations about its usefulness as self-serving rhetoric.

To make mathematics count in the eyes of students, schools need to make mathematics pervasive, as writing now is. This can best be done by cross-disciplinary planning built on a commitment from teachers and administrators to make the goal of numeracy as important as literacy. Virtually every subject taught in school is amenable to some use of quantitative or logical arguments that tie evidence to conclusions. Measurement and calculation are part of all vocational subjects; tables, data, and graphs abound in the social and natural sciences; business requires financial mathematics; equations are common in economics and chemistry; logical inference is fundamental to history and civics. If each content-area teacher identifies just a few units where quantitative thinking can enhance understanding,

students will get the message.

The example of many otherwise well-prepared college students refraining from using even simple quantitative reasoning to buttress their arguments shows that students in high school need much more practice using the mathematical resources introduced in the elementary and middle grades. Much of this practice should take place across the curriculum. Mathematics is too important to leave to mathematics teachers alone.

Contexts

One of the common criticisms of school mathematics is that it focuses too narrowly on procedures (algorithms) at the expense of understanding. This is a special problem in relation to fractions and algebra because both represent a level of abstraction that is significantly higher than simple integer arithmetic. Without reliable contexts to anchor meaning, many students see only a meaningless cloud of abstract symbols.

As the level of abstraction increases, algorithms proliferate and their links to meaning fade. Why do you invert and multiply? Why is $(a + b)^2 \neq a^2 + b^2$? The reasons are obvious if you understand what the symbols mean, but they are mysterious if you do not. Understandably, this apparent disjuncture of procedures from meaning leaves many students thoroughly confused. The recent increase in standardized testing has aggravated this problem because even those teachers who want to avoid this trap find that they cannot. So long as procedures predominate on high-stakes tests, procedures will preoccupy both teachers and students.

There is, however, an alternative to meaningless abstraction. Most applications of mathematical reasoning in daily life and typical jobs involve sophisticated thinking with elementary skills (for example, arithmetic, percentages, ratios), whereas the mainstream of mathematics in high school (algebra, geometry,

trigonometry) introduces students to increasingly abstract concepts that are then illustrated with oversimplified template exercises (for example, trains meeting in the night). By enriching this diet of simple abstract problems with sophisticated realistic problems that require only simple skills, teachers can help students see that mathematics is really helpful for understanding things they care about (Steen, 2001). Global

warming, college tuition, and gas prices are examples of data-rich topics that interest students but that can also challenge them with surprising complications. Such a focus can also help combat student boredom, a primary cause of dropping out of school (Bridgeland, Dilulio, & Morison, 2006).

Most important, the pedagogical activity of connecting meaning to numbers needs to take place in

My "Aha!" Moment

**Douglas Hofstadter, Distinguished Professor of Cognitive Science,
Indiana University, Bloomington.**

I first realized the deep lure of mathematics when, at about age 3, I thought up the "great idea" of generalizing the concept of 2×2 to what seemed to me to be the inconceivably fancier concept of $3 \times 3 \times 3$. My inspiration was that since 2×2 uses the concept of two-ness *twice*, I wanted to use the concept of three-ness *thrice*! It wasn't finding out the actual value of this expression (27, obviously) that thrilled me—it was the idea of the fluid conceptual structures that I could play with in my imagination that turned me on to math at that early age.

Another "aha" moment came a few years later, when I noticed that $3^2 \times 5^2$ is equal to $(3 \times 5)^2$. Once again I was playing around with structures, not trying to prove anything. (I didn't even know that proofs existed!) It thrilled me to discover this pattern, which of course I verified for other values and found mystically exciting.

I believe that teachers should encourage playfulness with mathematical concepts and should encourage the discoveries of patterns of whatever sort. Any time a child recognizes an unexpected pattern, it may evoke a sense of wonder.

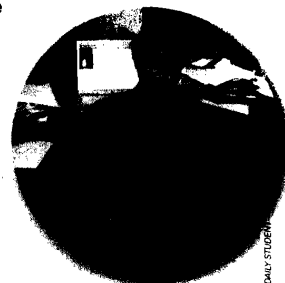
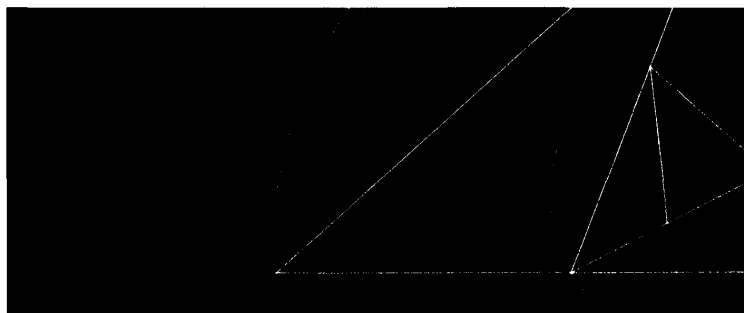


PHOTO BY JACOB KRESE, INDIANA DAILY STUDENT



authentic contexts, such as in history, geography, economics, or biology—wherever things are counted, measured, inferred, or analyzed. Contexts in which mathematical reasoning is used are best introduced in natural situations across the curriculum. Otherwise, despite mathematics teachers' best efforts, students will see mathematics as something that is useful only in mathematics class. The best way to make mathematics count in the eyes of students is for them to see their teachers using it widely in many different contexts. **E**

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The best way to make math count is for students to see their teachers using it widely in many different contexts.

Lynn Arthur Steen is Professor of Mathematics at St. Olaf College, 1520 St. Olaf Ave., Northfield, MN; steen@stolaf.edu.

SENATE BILL NO. 1237

View [Bill Status](#)

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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

S1237.....by FINANCE
APPROPRIATIONS - PUBLIC SCHOOLS - CHILDREN'S PROGRAMS - Provides a description of the Division of Children's Programs; appropriates \$166,468,100 to the Public School Income Fund/Division of Children's Programs for fiscal year 2008; provides for expenditures regarding moneys received pursuant to Sections 63-2506, 63-2552A and 67-7439, Idaho Code; provides for allocation of moneys and requirements for the Idaho Safe and Drug-Free Schools Program; provides intent that the Idaho Safe and Drug-Free Schools Program must include certain features; provides for expenditures for literacy programs; provides for expenditures for early math education programs; provides for expenditures for students with non-English or limited-English proficiency; provides legislative intent regarding assistance to students failing to achieve proficiency in areas of the Idaho Standards Achievement Test; amends and adds to existing law to provide for distributions to the Idaho Digital Learning Academy, to provide a funding formula for the Idaho Digital Learning Academy and to provide use of the funds; and grants authority to transfer funds between the five divisions of the Educational Support Program budget.

03/16 Senate intro - 1st rdg - to printing

03/19 Rpt prt - to Fin

Rpt out - rec d/p - to 2nd rdg

03/20 2nd rdg - to 3rd rdg

03/27 3rd rdg - PASSED - 33-0-2

AYES -- Andreason, Bair, Bastian, Bilyeu, Broadsword,
Burkett(Cronin), Cameron, Coiner, Corder, Darrington, Davis, Fulcher,
Gannon, Geddes, Goedde, Hammond, Heinrich, Hill, Jorgenson, Kelly,
Keough, Langhorst, Little, Lodge, Malepeai, McGee, McKague,
Richardson, Schroeder, Siddoway, Stegner, Stennett, Werk(Douglas)

NAYS -- None

Absent and excused -- McKenzie, Pearce

Floor Sponsor - Bair

Title apvd - to House

03/27 House intro - 1st rdg - to 2nd rdg

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, Crane, Edmunson, Eskridge, Hart, Harwood, Henbest, Henderson,
Jaquet, Killen, King, Kren, Labrador, LeFavour, Loertscher, Luker,
Marriott, Mathews, McGeachin, Mortimer, Moyle, Nielsen, Nonini,

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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 -- Collins, Durst, Hagedorn, Lake

Floor Sponsor - Bayer

Title apvd - to Senate

03/28 To enrol - Rpt enrol - Pres signed - Sp signed
To Governor

04/02 Governor signed
Session Law Chapter 353
Effective: 07/01/07

Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE SENATE

SENATE BILL NO. 1237

BY FINANCE COMMITTEE

1 AN ACT
2 RELATING TO THE APPROPRIATION FOR THE PUBLIC SCHOOLS DIVISION OF CHILDREN'
3 PROGRAMS; PROVIDING A DESCRIPTION OF THE PUBLIC SCHOOLS DIVISION O
4 CHILDREN'S PROGRAMS AND PROVIDING THE AMOUNTS TO BE EXPENDED; APPROPRIAT
5 ING GENERAL FUND MONEYS FOR TRANSFER TO THE PUBLIC SCHOOL INCOME FUND
6 APPROPRIATING MONEYS TO THE EDUCATIONAL SUPPORT PROGRAM/DIVISION O
7 CHILDREN'S PROGRAMS FOR FISCAL YEAR 2008; DIRECTING THAT \$7,000,000 OF TH
8 MONEYS ACCRUING PURSUANT TO SECTIONS 63-2506 AND 63-2552A, IDAHO CODE, AN
9 SUCH OTHER MONEYS WHICH MAY BECOME AVAILABLE PURSUANT TO SECTION 63-7439
10 IDAHO CODE, BE EXPENDED FOR THE IDAHO SAFE AND DRUG-FREE SCHOOLS PROGRAM
11 DIRECTING THE DISTRIBUTION OF FUNDS FOR THE IDAHO SAFE AND DRUG-FRE
12 SCHOOLS PROGRAM; EXPRESSING LEGISLATIVE INTENT WITH REGARD TO FEATURES O
13 THE IDAHO SAFE AND DRUG-FREE SCHOOLS PROGRAM; DIRECTING THAT \$2,800,000 B
14 USED FOR THE LITERACY PROGRAMS AND EXPRESSING LEGISLATIVE INTENT THAT TH
15 STATE DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION COORDINAT
16 CERTAIN PROGRAMS; DIRECTING THAT \$350,000 BE ALLOCATED TO DEVELOP AN EARL
17 MATH EDUCATION PROGRAM; DIRECTING THAT \$6,040,000 BE ALLOCATED FOR PRO
18 GRAMS FOR STUDENTS WITH NON-ENGLISH OR LIMITED-ENGLISH PROFICIENCY
19 DIRECTING THAT \$5,000,000 BE DISTRIBUTED TO PROVIDE REMEDIAL EDUCATION FO
20 CERTAIN STUDENTS AND REQUIRING A LOCAL EXPENDITURE MATCH; AMENDING SECTIO
21 33-1002, IDAHO CODE, TO PROVIDE FOR DISTRIBUTIONS TO THE IDAHO DIGITA
22 LEARNING ACADEMY; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDI
23 TION OF A NEW SECTION 33-1020, IDAHO CODE, TO PROVIDE A FUNDING FORMUL
24 FOR THE IDAHO DIGITAL LEARNING ACADEMY; AMENDING SECTION 33-5508, IDAH
25 CODE, TO REVISE FUNDING FOR THE IDAHO DIGITAL LEARNING ACADEMY; DIRECTIN
26 THE IDAHO DIGITAL LEARNING ACADEMY TO UTILIZE STATE FUNDS TO ACHIEVE CER
27 TAIN GOALS; AND GRANTING AUTHORITY TO TRANSFER FUNDS BETWEEN THE FIV
28 DIVISIONS OF THE EDUCATIONAL SUPPORT PROGRAM BUDGET.

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37 for their substance abuse programs.
38 (2) Districts will have an advisory board to assist each district in mak
39 ing decisions relating to the programs.
40 (3) The districts' substance abuse programs will be comprehensive to mee
41 the needs of all students. This will include prevention programs, studen
42 assistance programs that address early identification and referral, an
43 aftercare.
44 (4) Districts shall submit an annual evaluation of their programs to th
45 State Department of Education as to the effectiveness of their programs.

46 SECTION 7. Of the moneys appropriated in Section 3 of this act
47 \$2,800,000 shall be used for literacy programs, as outlined in Section
48 33-1614, 33-1615 and 33-1207A(2), Idaho Code. It is legislative intent tha
49 the State Board of Education and the State Department of Education coordinat
50 federally funded literacy programs with state literacy programs, resulting i

3

1 well-coordinated, complementary literacy efforts.

2 SECTION 8. Of the moneys appropriated in Section 3 of this act, \$350,00
3 shall be utilized by the Superintendent of Public Instruction to develop a
4 early math education program, similar in approach to the literacy program
5 described in Section 7 of this act. The program developed shall be presente
6 to the State Board of Education, the Governor, and the Legislature by no late
7 than February 1, 2008.

8 SECTION 9. Of the moneys appropriated in Section 3 of this act
9 \$6,040,000 shall be distributed for support of programs for students with non
10 English or limited-English proficiency, as follows:

11 (1) The State Department of Education shall distribute \$5,290,000 t
12 school districts pro rata, based upon the population of limited-Englis
13 proficient students under criteria established by the department.

14 (2) The State Department of Education shall distribute \$750,000 t
15 schools in which the population of English language learners failed t
16 meet Adequate Yearly Progress (AYP) in math or reading, as defined in fed
17 eral law. The department shall develop the program elements governing th
18 use of these funds, modeled on the training, intervention and remediatio
19 elements of the program described in Section 7 of this act. The purpose o
20 these funds is to improve the English language skills of English languag
21 learners, to enable such students to better access the educational oppor
22 tunities offered in public schools. Such funds shall be distributed on
23 one-time basis, and the Superintendent of Public Instruction shall repor
24 to the Joint Finance-Appropriations Committee and the House of Representa
25 tives and the Senate Education Committees, by no later than February 1
26 2008, on the program design, uses of funds, and effectiveness of the pro
27 gram.

28 SECTION 10. Of the moneys appropriated in Section 3 of this act
29 \$5,000,000 shall be distributed to provide remedial coursework for student
30 failing to achieve proficiency in the Idaho Standards Achievement Test. Th
31 Superintendent of Public Instruction shall determine the formulas an
32 methodologies by which such funds are distributed, and the permissible uses
33 provided however, that the distribution of such funds shall be conditioned o
34 a match of at least one dollar (\$1.00) in local expenditures for every tw
35 dollars (\$2.00) in distributed funds.

36 SECTION 11. That Section 33-1002, Idaho Code, be, and the same is hereb
37 amended to read as follows:

1 ciency in one (1) or more areas of the Idaho Standards Achievement Test.
2 (3) Pursuant to State Board of Education rule, IDAPA 08.02.03.106, pro
3 vide advanced learning opportunities for students.
4 (4) Pursuant to State Board of Education rule, IDAPA 08.02.03.106, wor
5 with institutions of higher education to provide dual credit coursework.
6 The preceding list shall not be construed as excluding other instructio
7 and training that may be provided by the Idaho Digital Learning Academy.

8 SECTION 15. The State Department of Education is hereby granted th
9 authority to transfer funds between the five (5) divisions of the Educationa
10 Support Program budget, in any amount necessary, to comply with the publi
11 school funding provisions of appropriations and the Idaho Code.

Statement of Purpose / Fiscal Impact

STATEMENT OF PURPOSE RS16426

This is the Fiscal Year 2008 appropriation for the Division of Children's Programs portion of the Public Schools budget. The pieces of the Public Schools budget that are part of this division's appropriation include: 1.) Border Contracts for children educated out-of-state; 2.) Exceptional Contracts/Tuition Equivalencies; 3.) Program Adjustments (funding for the Marian Pritchett program); 4.) Idaho Safe & Drug-Free Schools program; 5.) Idaho Reading Initiative; 6.) Limited English Proficiency (LEP) program; 7.) High School Redesign (Idaho Digital Learning Academy) funding; 8.) Remedial education funding for students failing to meet Idaho Standards Achievement Test (ISAT) standards; 9.) Funding to develop a Math Initiative along the lines of the Idaho Reading Initiative; and 10.) the Children's Programs' portion of federal pass-through funding to local school districts.

This budget adds funds for increases in Border Contracts, which will cover the portion of Border Contract costs that were formerly paid from local M&O levy funds. There is also additional funding in Program Adjustments (Marian Pritchett program), state funding for Safe & Drug-Free Schools programs, and available federal pass-through funds.

Section 8 provides \$350,000 in one-time funding for the Superintendent of Public Instruction to develop a Math Initiative, along the lines of the Idaho Reading Initiative, which targets grades K-3.

Section 10 of the bill provides \$5 million for remedial education for students failing to achieve proficiency on the Idaho Standards Achievement Test (ISAT). In order to receive these funds, there must be at least \$1 in local funds spent for every \$2 in state funds received.

Sections 11, 12 and 13 provide the statutory framework for a funding formula for the Idaho Digital Learning Academy (IDLA). Section 14 directs IDLA to achieve certain goals with the funding so provided, including functions related to offering additional advanced placement (AP) coursework and dual college credit coursework, in order to meet the requirements of the State Board of Education's high school redesign rule.

FISCAL NOTE

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	FY 2007 Approp.	FY 2008 Approp.	Div. of Children's Programs
I. STATE APPROPRIATION			
A. Sources of Funds			
1. General Fund	\$1,291,587,000	\$1,367,363,800	\$24,545,000
2. Dedicated Funds	\$51,366,800	\$62,334,600	\$7,000,000
3. Federal Funds	\$175,000,000	\$215,000,000	\$134,923,100
4. TOTAL STATE APPROPRIATIONS	\$1,517,953,800	\$1,644,698,400	\$166,468,100
<i>General Fund Percent Increase:</i>	30.8%	5.9%	45.0%
<i>Total Funds Percent Increase:</i>	26.8%	8.3%	25.9%
II. PROGRAM DISTRIBUTION			
A. Statutory Requirements			
1. Transportation	\$64,316,700	\$67,032,300	\$0
2. Border Contracts	\$800,000	\$1,000,000	\$1,000,000
3. Exceptional Contracts/Tuition Equivalents	\$5,750,000	\$6,075,000	\$6,075,000
4. Program Adjustments	\$435,000	\$480,000	\$480,000
5. Salary-based Apportionment	\$740,842,100	\$774,788,600	\$0
6. Teacher Incentive Award	\$313,200	\$166,100	\$0
7. State Paid Employee Benefits	\$133,897,900	\$139,771,900	\$0
8. Early Retirement Program	\$4,750,000	\$4,750,000	\$0
9. Bond Levy Equalization	\$6,300,000	\$11,200,000	\$0
10. Idaho Safe & Drug-Free Schools	\$5,500,000	\$7,000,000	\$7,000,000
11. Sub-total -- Statutory Requirements	\$962,904,900	\$1,012,263,900	\$14,555,000
B. Other Program Distributions			
1. Technology	\$9,800,000	\$9,800,000	\$0
2. Idaho Reading Initiative	\$2,800,000	\$2,800,000	\$2,800,000
3. Limited English Proficiency (LEP)	\$6,040,000	\$6,040,000	\$6,040,000
4. High School Redesign (Gifted & Talented)	\$500,000	\$1,000,000	\$0
5. High School Redesign (IDLA)	\$1,100,000	\$2,800,000	\$2,800,000
6. School Facilities Funding (Lottery)	\$10,772,900	\$19,122,600	\$0
7. School Facilities Maintenance Match	\$5,650,000	\$2,300,000	\$0
8. Classroom Supplies	\$0	\$5,180,000	\$0
9. Textbook Allowance	\$0	\$9,950,000	\$0
10. ISAT Remediation	\$0	\$5,000,000	\$5,000,000
11. Dual Credit Class Allowance	\$0	\$0	\$0
12. Math Initiative	\$0	\$350,000	\$350,000
13. Ag Replacement Phase-out	\$0	\$3,017,000	\$0
14. Safe School Study	\$0	\$150,000	\$0
15. Rural School Initiative	\$0	\$100,000	\$0
16. Federal Funds for Local School Districts	\$175,000,000	\$215,000,000	\$134,923,100
17. Sub-total -- Other Program Distributions	\$211,662,900	\$282,609,600	\$151,913,100
TOTAL CATEGORICAL EXPENDITURES	\$1,174,567,800	\$1,294,873,500	\$166,468,100
III. EDUCATION STABILIZATION FUNDS	\$0	\$0	
IV. STATE DISCRETIONARY FUNDS	\$343,386,000	\$349,824,900	
V. ESTIMATED SUPPORT UNITS	13,500	13,750	
VI. STATE DISCRETIONARY PER SUPPORT	\$25,436	\$25,442	
VII. LOCAL DISCRETIONARY PER SUPPORT	\$0	\$0	

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**STATE DEPARTMENT OF EDUCATION
DECEMBER 6-7, 2007**

SUBJECT

Update on Colleges of Education

REFERENCE

06/14/07

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

08/09/07

Mr. Luna noted that SDE had been in discussion with the Deans of the Colleges of Education related to new teachers being prepared to teach in the 21st century classroom. Their dialogue will continue, and will include input from local superintendents and administrators.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Z.2.

BACKGROUND

In the wake of No Child Left Behind and issues surrounding state vs. federal requirements for ensuring a Highly Qualified teaching force, both alternative and traditional methods of preparing teachers have come under greater scrutiny. In June of 2007, Idaho's Public Higher Education Institutions came together to report on the state of teacher preparation across the state.

While each university acknowledged the challenges in preparing teachers for the 21st century, and reported on specific program changes to meet the needs of Idaho, it became clear that more discussion was necessary. During the June meeting 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. Board member Blake Hall indicated that some Superintendents have reported resistance from the Colleges of Education when it comes to making changes suggested by the Superintendents.

At the June Board Meeting 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

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institutions to collect because they have no way to really force or control the collection of that data.

As a result, in August, Superintendent Luna initiated a conference call to the Deans of Education to collaboratively begin assessing the effectiveness of Idaho's teacher preparation programs. A first step was to design a brief survey to gather an overall rating and specific comments related to teacher preparation. A second step was to review the Teacher Quality Yearbook report as it related to Idaho's teacher preparation, and begin a series of dialogues on improving program quality as necessary.

DISCUSSION

Since initiating a review of teacher preparation at Idaho's state universities, a number of items have been identified for further research and possible redesign.

- 1) The survey results indicate that Administrators believe that the current core teacher standards are of great importance, and should remain a focus of our teacher preparation programs.
- 2) Lewis and Clark State College seems to have a slightly better reputation for teacher preparation than the other four institutions based on the numeric scale. Although this is an informal survey, the average score for the university seems to correlate with the generally "above average" comments that the college received.
- 3) Comments from the survey generally inform teacher preparation programs in areas of need, focusing on classroom management, supervised practicum and differentiation of instruction based on authentic assessment.
- 4) Feedback from this survey, and findings in the NCTQ Teacher Quality Yearbook Report indicate areas to be reviewed over the next year at Dean's meetings.

ATTACHMENTS

Attachment 1 – Copy of Survey Sent to Superintendents	Page 3
Attachment 2 – Survey results	Page 9
Attachment 3 – Teacher Standards and Preparation Assessment Results	Page 11
Attachment 4 – Goal Summary and Idaho Report	Page 19
Attachment 5 – NCTQ Best Practices 2	Page 25

STAFF COMMENTS AND RECOMMENDATIONS

This item is for informational purposes only.

BOARD ACTION

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

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Standard #1: Knowledge of Subject Matter :

The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

Standard #2: Knowledge of Human Development and Learning:

The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

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Standard #3: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

Standard #4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

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Standard #5: Classroom Motivation and Management Skills

The teacher understands individual and group motivation/behavior and creates an environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

Standard #6: Communication Skills

The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

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Standard #7: Instructional Planning Skills

The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

Standard #8: Assessment of Student Learning

The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

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Standard #9: Professional Commitment and Responsibility

The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

Standard #10: Partnerships

The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

POSITION IN YOUR DISTRICT:

_____ Superintendent

_____ Federal Programs Manager

_____ Building Administrator

_____ Other: _____

COMMENTS:

All comments will be recorded verbatim, and distributed as a separate attachment along with the results of the survey for the review of the Colleges of Education, the State Department and the Board of Education. This survey is for internal purposes only.

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Teacher Standards and Preparation Assessment Results

Standard 1	Average	Standard 2	Average	Standard 3	Average
BSU	3	BSU	3	BSU	3
Uofl	3	Uofl	3	Uofl	3
ISU	3	ISU	3	ISU	3
LCSC	2	LCSC	2	LCSC	2
Other	4	Other	4	Other	4
Standard 4	Average	Standard 5	Average	Standard 6	Average
BSU	3	BSU	3	BSU	3
Uofl	3	Uofl	3	Uofl	3
ISU	3	ISU	3	ISU	3
LCSC	2	LCSC	2	LCSC	2
Other	4	Other	4	Other	4
Standard 7	Average	Standard 8	Average	Standard 9	Average
BSU	3	BSU	3	BSU	3
Uofl	3	Uofl	3	Uofl	3
ISU	3	ISU	3	ISU	3
LCSC	2	LCSC	2	LCSC	2
Other	4	Other	4	Other	4
Standard 10	Average				
BSU	3				
Uofl	3				
ISU	3				
LCSC	2				
Other	4				

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Teacher Standards and Preparation Assessment Results

Comments:

--At the elementary level, classroom management and communication are critical for the success of first year teachers.

--My experience tells me that all of the domains are essential to teaching. I only have access to ISU, though.

--Our colleges and universities are "putting out" quality young educators (however not enough). They are enthusiastic, knowledgeable, well versed in techniques and flexible. However, each individual district and classroom has its own idiosyncrasies. Sometimes what you learned in class and/or during your student teaching experiences doesn't fit the dynamics and issues faced in individual classrooms. Some new staff members manage to make adjustments fairly quickly, while others need more supervisory and experiential advice. The good news is that I do not feel a need to "retrain" new teachers. My new staff is willing to share new ideas and approaches with some of us "older folk" and have made a positive impact on the overall building dynamics. I have not worked with a LCSC graduate so do not feel qualified to comment. University of Idaho, Boise State and Idaho State have all the basics and generally the commitment to education.

--We have hired very few new teachers who were recent grads of Idaho state schools.

--Sorry, wish I had more info for you.

--Most of my experience has been with teachers from BYU-Idaho. They have been phenomenal.

--ISU does not seem to be as current in preparing its teacher candidates in relationship to expectations of the "new" classroom teacher. It seems that ISU candidates also take longer to complete their program??? It would be GREAT for all of these institutions to place student teachers in small, rural areas. We see very few.

--The school where I work has entered into a Professional Development School relationship with BSU. This has developed over a period of years and, in my opinion, is a far better program for the training of future teachers. The program is teacher-driven, has developed a close working relationship with the University and has proven to be beneficial for both the school staff and the teacher interns.

--The U.I. has made significant improvements over the past decade. Quality partnerships between the public schools and the U.I. would improve teacher quality. Specifically, teaching courses onsite at the public schools would create powerful partnerships. One suggestion: Drop the required "portfolios." Administrators do not have time to flip through this "scrapbook" and it is a tremendous waste of time for the prospective educator.

--I believe more emphasis needs to be directed towards teaching their students on how to lead student lead classes vs. teacher led classes. This is difficult in a college setting as they are traditionally very teacher driven. There also needs to be more training on meeting the needs of our Special Education population which is the fastest growing population in all our public

schools. Teachers need to be taught on how to make accommodations and adaptations to instruction, assignments, assessments, and the curriculum.

--This is my second year as building administrator and have not hired any recent graduates.

--I had a recent graduate from U of I last year who was absolutely NOT ready for the classroom. I attempted several times to contact the U of I dept of education and did not receive a response. This person created havoc in the lives of many children. I cannot believe he was ever granted a teaching certificate. I think the universities need to send out surveys to us when we hire one of their graduates and get feedback.

--Like most beginners in any profession new teachers have a lot of theory but little practical material to guide on. I have found that new teachers who come to the profession after a prior career tend to adjust better to the realities of the classroom. Too many young teachers are instructed by college professors who have a political agenda and arrive on campus with a bias which does nothing for their students. It troubles me that the afore-mentioned professors are telling prospective students what to expect/prepare for when they have no clue themselves what challenges our students, parents, and teachers face today. College of Education professors need to teach in modern classrooms at least one year out of five to understand what requirements teachers, parents, and students deal with daily.

--Secondary teachers are not taught how to teach students they are only taught how to teach the subject matter. Implementing engaging activities is also another component that our secondary teachers need to learn.

--BSU needs to reevaluate the education department and make necessary changes to improve the quality of teachers produced.

--I have supervised some excellent student teachers from BSU, U of I, and ISU but I can't tell you whether their skills in the aforementioned domains was related to their specific classwork at their college.

--I would like to see more with SBR materials and proven instructional strategies in the areas of reading and Math. Thank you for this opportunity.

--I really can't generalize. It depends on the individual not the program.

-- Some of the questions asked refer directly to the teacher preparation program and we do not know all of the classes the teacher has taken. Many of the teacher skills are cultivated through the student teaching process.

--I am not sure what this is trying to show.

--The quality of ISU students has been of high caliber for the past few years. I have been very pleased with their strong skills and knowledge and have had a good pool to hire from.

--I'm sorry that I do not have more knowledge of these other institutions. Although it is limited to the 2, I feel I know what they offer and put emphasis on their graduates mastering before exiting the program.

--Classroom management, using data for instructional effectiveness, more important than content knowledge until teaching upper division classes at the high school level.

--The survey opinion for me is only based on one or two staff from these institutions since I don't have much turn-over. Of course, the individual staff member makes a great deal of difference.

--The bottom line is all educational preparation is understanding the three legs of the educational stool, which are Curriculum, Instruction and Assessment. These are not isolated and students

must understand what is, and how to use, a district created curriculum and the important of its use. Teamwork and the responsibility in the ongoing work of curriculum is a critical component in education. Sorry to say, but State Standards are not curriculum and too many people in education say they are using the stat standards when they have truly not taken the time to turn them into curriculum. Look up the work of Dr. Fenwick English in this area. With instruction, the best instruction is "Real world" and not "School World" and all of us in education must push instruction in all subjects in that direction based on research and not tradition. Too many teachers, old and new, teach their own history or how they were taught in the "American" mode. We can't have that, because it is truly backwards for learning. Education today for the most part must explore first and create the questions within instruction before teaching the facts. We need to look at the methodologies truly being used in Europe and Japan and realize that their type of instruction is what helps motivate learners. Showing students how to do a math problem and assigning 25 of them to do is not instruction and yet it is still the history of teaching in the US. There is also way too much "Book" emphasis in instruction today. Books are a resource and nothing more and remember the goal of the book company is to sell the book. We have to know and use what research tells us is truly effective and not rely upon tradition. Assessment is more than formal and informal as the above standard mentions. Way too many people in education, including the policy makers, do not understand assessment of learning and for learning or summative and formative assessment that is directly tied at the objective level of the curriculum. Educators must understand that assessment is also part of the instruction. Using Bloom's Taxonomy in both instruction and assessment with real world emphasis creates the interest level that causes the brain to remember. This is not a hard concept once you get it but I am not sure that educators of all levels understand the true important of the three legs of the stool of education. Thanks for letting us have some input.

--I would encourage colleges to incorporate the following: 1. the purpose and use of collaboration in the high school setting, common assessments to determine student learning. 2. To assess data and make determinations as to how to proceed next. 3. To emphasize student learning rather than teaching.

--It is too early in the year to rate the new hires from the University programs.

--Unfortunately, I have not hired recent graduates from the universities.

--My experience leans heavily with the NNU students, as I had 5-7 teaching interns from NNU in my building each year for several years.

--I am also the Federal Programs Director.

--Differentiating instruction is critical to the success of K-12 students. New teachers seem unprepared to deal with classrooms of students who are heterogeneously grouped.

--Would like to see a lot more emphasis on analyzing data, differentiated instruction, and classroom management.

--While the choices I have are by institution, it really depends on the person hired, not always reflective of the program. You can have two different people complete the same program, one may be outstanding as an all around teacher, while the other could be lacking. So, I don't know that the evaluation is really reflective of the institutions program, but rather as the individual teacher- who then ends up being a representative of the school program in which they were educated in. I don't know that that is a fair assessment.

--In today's world we need teacher candidates that can do it all. All of these areas are extremely

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important. Our communities, parents, and students demand competency.

--My main "complaint" about ISU is that they are on a different page than the state department and public schools. For example: it appears that ISU is anti-Reading First. I am in a Reading First school and we understand and value the importance of having fidelity to our reading program. We have learned how to use data to drive our instruction and ISU seems to be not interested in even learning about current research. The students are very open to learning what we are doing in the schools, but it seems to go against what they have learned in college. Another example is with lesson planning. The college students are almost discouraged to use text books and are encouraged to develop their own ideas. We encourage using any and all resources, including the text books -- as long as the state standards are being met. As a building administrator, I wish the colleges would work more closely with public educators and truly prepare them for the real work force. The expectations for public schools have changed (for the better) and I think the colleges haven't quite gotten on board. Hopefully (from this survey) something will be done about that. Our children need prepared teachers and we owe it to them to guarantee that every classroom teacher is truly "highly qualified" and not just qualified on paper.

--In all fairness to BYU Idaho - their program is relatively new. We have been seeing good things from the student teachers who have been placed with us during the fall semester.

--I'm not familiar with the inner workings of most of the programs listed on the survey. Those teachers who come to us from ISU and BYU-Idaho seem to be pretty well trained.

--Cooperating teachers would be able to complete this survey with much more accurate information. They work more closely with the student teachers on a day today basis.

--We had one teacher new to the profession. It is difficult to determine if the experience in the core teaching standards are related to a learning institution or if it is a product of who the individual is as a person. Lastly, the most meaningful training will happen on the job.

--I am a new administrator with limited experience working with recent college graduates so I did not feel qualified to rate the different institutional programs based on graduate preparedness.

--The ability of my teachers coming from these institutions is about as varied as the students they teach.

--I have had a couple of LCSC students become teachers, but not from the other schools recently.

--This will be a difficult research tool as these standards can be thoroughly taught by an institution, but become very individual skills according to the teacher's application and personality!

--I have only hired five new teachers as principal and four of those came from out of state and the other one came from the U of I. I couldn't comment on BSU, ISU, or LCSC students.

--We do get teachers from the private Brigham Young University of Idaho, but you did not ask about those students.

--I work closely with ISU in their teacher preparation program. The new teachers I have hired have all been ISU graduates, so I am not familiar with the other universities preparation.

--Students have little knowledge and or experience with regard to the challenges at Title One and ELL school.

--Clark County School Dist. is way.....out of control. Do all small school dist. run below/under the radar of the state? I don't think the state has ever looked into the problems of this small school. This dist. needs a tough review!!!!

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- My rating is based on experience with two students. I believe my responses could have easily changed with another student.
- Teacher educators from NNU are by far the most qualified and well-educated candidates for teaching positions.
- One room school dist. no teachers hired in last 5 years. therefore very little current experience to comment on this survey
- Our new teachers have been from the U of I and LCSC. We do not have any from BSU or ISU.
- We have hired some great teachers from Western Montana @ Dillon. I think that Idaho institutions are making an effort to produce better prepared teachers.
- All of these competencies/skills are developed with on-going, on-the-job practice. ISU does an excellent job of getting education students out into the schools early in the education program and they are required to have a tremendous amount of student contact time -- much more than were required in past years when the present teaching force was in college. In 2000 or 2001, ISU initiated a formal, on-going collaborative partnership with School District 25 to provide ISU students with this on-the-job experience. This partnership has also given district teachers the opportunity to mentor and work with the students, thereby providing them (the teachers) with opportunities to reflect on their own instructional practices and professional development. It has been a real win-win situation.
- Interestingly, in four years as an administrator I have never had a student intern from BSU or ISU or LCSC. I have never hired anyone out of these schools, either. During the past four years, University of Phoenix, George Fox University, and U of I have exclusively contacted our school to place their student teachers in our building and we have hired them...as they have been wonderfully prepared.
- I am a new administrator and have not had the opportunity of hiring individuals from these Universities.
- I haven't had a new teacher in a few years so my comments may not help you.
- I have only had experience with LCSC student teachers and it has been wonderful. I find that during teacher interviews the LCSC new teachers are very knowledgeable and prepared. I have hired 4LCSC teachers in the past 3 years. I am very pleased with them.
- As an elementary administrator, I would like to see universities teach the 5 components of reading. I would also like teachers to learn how to differentiate instruction through the use of workshop, small group instruction, and intervention activities. Many college graduates do not have a strong understanding of classroom management and discipline. A final area to strengthen is a teacher's ability to analyze data including state and federal assessments and unit test. Once they receive data, it is important to understand how to use it to create intervention and re-teach groups.
- I personally prefer a 5 point likert scale to the 4 point one provided. You would have seen a bit more diversity in my responses had a 5 point scale been used. (with "don't know" being the sixth)
- Also a principal for the alternative high school
- Thank you for the opportunity to provide input on the various standards.
- Classroom Management needs to be a hands-on course providing future teachers with real students, not peers pretending. Nothing can substitute for real classroom management experience.

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--The format that BSU uses with student teachers only in the buildings part time throughout the year makes it difficult for both the students in our classrooms and the student teachers. Management, communication, and continuity of instruction are all affected.

--Very small school, with very few teachers that have recently completed their educational programs. ISU we have two excellent teachers with 4-5 years of experience and a 2nd year teacher that shows positive signs of becoming an excellent teacher.

--I am concerned about South Eastern Idaho's lack of graduating Elementary teachers. ISU's education program is simply too long requiring too many credits.

--Very little emphasis is put on interaction with staff or parents. Only one class of classroom management is required and not enough practical application in the classroom throughout the course of the program. Practical application is saved for student teaching. It would be nice to see ISU have a program that is more thorough. A good model is NNU, BYU-I and Utah State Univ. I have worked with each of these schools and I don't even consider employing ISU graduates unless it is a last resort.

--College and university preparation programs for new teachers have remained the same for too long. Our schools are experiencing a high enrollment of students with social and emotional needs that can't be addressed by the traditional teacher preparation programs. Is it a teacher's responsibility to help students with social and emotional needs? That question is constantly asked by many educators, as an administrator, I can say that if the issues are not addressed; learning doesn't take place. Do we need more counselors in the elementary level and what do we give up to have those positions in place? In my experience, teachers are the most effective partners with these students, but they must be willing and flexible. Teachers need to be informed and familiarized to strategies that work with at risk students.

--I am new to the job and cannot give you an educated answer or comparisons on new hires.

--I've been an elementary principal for 11 years. The past 3 years have been in Idaho. I have had more U of I teacher interns than from Lewis & Clark but I have found them to be very well trained and ready to meet the challenges of education today.

--wow nice!

Executive Summary: Goals

(From the 2007 State Teacher Policy Yearbook – *Progress on Teacher Quality*)

Area 1 Meeting NCLB Teacher Quality Objectives

Goal A Equitable Distribution of Teachers

The state should contribute to the equitable distribution of quality teachers by means of good reporting and sound policies.

Goal B Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teacher candidates with a broad liberal arts education.

Goal C Secondary Teacher Preparation

The state should require its teacher preparation programs to graduate secondary teachers who are highly qualified.

Goal D Veteran Teachers Path to HQT

The state should phase out its alternative “HOUSSE” route to becoming highly qualified.

Goal E Standardizing Credentials

The state should adopt the national standard defining the amount of coursework necessary to earn a major or minor.

Area 2 Teacher Licensure

Goal A Defining Professional Knowledge

Through teaching standards, the state should articulate and assess the professional knowledge of teaching and learning that new teachers need, but steer clear of “soft” areas that are hard to measure.

Goal B Meaningful Licenses

The state should require that all teachers pass required licensing tests before they begin their second year of teaching.

Goal C Interstate Portability

The state should help to make teacher licenses fully portable among states—with appropriate safeguards.

Goal D Teacher Prep in Reading Instruction

The state should ensure that new teachers know the science of reading instruction.

Goal E Distinguishing Promising Teachers

The state license should distinguish promising new teachers.

Area 3 Teacher Evaluation and Compensation

Goal A Evaluating Teacher Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Goal B Using Value-Added

The state should install strong value-added instruments to add to schools' knowledge of teacher effectiveness.

Goal C Teacher Evaluation

The state should require that schools formally evaluate teachers on an annual basis.

Goal D Compensation Reform

The state should encourage, not block, efforts at compensation reform.

Goal E Tenure

The state should not give teachers permanent status (tenure) until they have been teaching for five years.

Area 4 State Approval of Teacher Preparation Programs

Goal A Entry Into Preparation Programs

The state should require undergraduate teacher preparation programs to administer a basic skills test as a criterion for admission.

Goal B Program Accountability

The state should base its approval of teacher preparation programs on measures that focus on the quality of the teachers coming out of the programs.

Goal C Program Approval and Accreditation

The state should keep its program approval process wholly separate from accreditation.

Goal D Controlling Coursework Creep

The state should regularly review the professional coursework that teacher candidates are required to take, in order to ensure an efficient and balanced program of study.

Area 5 Alternate Routes to Certification

Goal A Genuine Alternatives

The state should ensure its alternate routes to certification are well structured, meeting the needs of new teachers.

Goal B Limiting Alternate Routes to Teachers with Strong Credentials

The state should require all of its alternate route programs to be both academically selective and accommodating to the nontraditional candidate.

Goal C Program Accountability

The state should hold alternate route programs accountable for the performance of their teachers.

Goal D Interstate Portability

The state should treat out-of-state teachers who completed an approved alternate route program no differently than out-of-state teachers who completed a traditional program.

Area 6 Preparation of Special Education Teachers

Goal A Special Education Teacher Preparation

The state should articulate the professional knowledge needed by the special education teacher and monitor teacher preparation programs for efficiency of delivery.

Goal B Elementary Special Education Teachers

The state should require that teacher preparation programs provide a broad liberal arts program of study to elementary special education candidates.

Goal C Secondary Special Education Teachers

The state should require that teacher preparation programs graduate secondary special education teacher candidates who are “highly qualified” in at least two subjects.

Goal D Special Education Teacher and HQT

The state should customize a “HOUSSE” route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.

How is **Idaho** Faring?

(From the 2007 State Teacher Policy Yearbook – *Progress on Teacher Quality*)

Overall Performance: Last in Class

<u>GRADE</u>	<u>State Analysis</u>
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- | | |
|----------|---|
| D | Area 1 – Meeting NCLB Teacher Quality Objectives
Idaho needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its policies for the preparation of elementary teacher candidates need work as well. The state's subject matter preparation policies for future secondary teachers, on the other hand, are unnecessarily extensive. Idaho also needs to phase out its use of HOUSSE routes entirely, although the state does meet the industry standard for a subject matter major. |
| D | Area 2 – Teacher Licensure
Idaho's professional teaching standards, although focused on student learning standards that teachers must have, do not clearly articulate the knowledge and skills new teachers must have before entering the classroom. The state is moving in the right direction toward ensuring that all new teachers are prepared in scientifically based reading instruction; however, independent researchers have doubts about the strength of the state's reading licensure test. The state allows new teachers up to three years before being required to pass state licensure tests. While the state has signed an interstate reciprocity agreement, it has yet to adequately address the issue of reciprocity for out of state teachers. Idaho does not recognize distinct levels of academic caliber at the time of initial certification. |
| D | Area 3 – Teacher Evaluation and Compensation
Idaho fails to exercise much-needed leadership in the realm of teacher accountability. Although the state requires annual evaluation, Idaho does not provide the criteria for assessing teachers and thus does not ensure that evaluations are based primarily on evidence of classroom effectiveness. Teacher accountability efforts are furthered hampered by a lack of value-added data and by granting teachers tenure after only three years. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay. |
| F | Area 4 – State Approval of Teacher Preparation Programs
Idaho does not require aspiring teachers to demonstrate basic skills before entering a program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, Idaho has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires its programs to meet national accreditation standards. |
| D | Area 5 – Alternate Routes to Certification
Idaho has an alternate route to certification with a sound structure, but it is compromised by low admissions standards. While Idaho does not allow programs to require excessive coursework, it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Idaho also has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses. |
| F | Area 6 – Preparation of Special Education Teachers |

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Idaho's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Idaho does not require elementary special education teachers to take any subject matter courses. The state, however, does require secondary special education teachers to meet the content knowledge and coursework requirements needed for a secondary education endorsement, ensuring that they are likely to finish their preparation highly qualified in at least one area. The state, however, has not developed a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

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**National Council on Teacher Quality 2007 State Teacher Policy Yearbook
Recommended Best Practices for Idaho**

**Area 1 Meeting NCLB Teacher Quality Objectives
Recommended Best Practices for Idaho**

Goal A Equitable Distribution of Teachers (Meets small part of goal.)	Goal B Elementary Teacher Preparation (Requires immediate attention.)	Goal C Secondary Teacher Preparation (Nearly meets this goal.)	Goal D Veteran Teachers Path to HQT (Partly meets goal.)	Goal E Standardizing Credentials (Nearly meets goal.)
<p>1) <u>Publicly</u> report the following data:</p> <ul style="list-style-type: none"> • % of highly qualified teachers by school and by teaching area¹; • Annual teacher absenteeism by school; • Annual teacher turnover rate and reasons for leaving by school; • Ratio of new (first & second year) teachers to full school staff by school. 	<p>1) Establish specific subject-area coursework requirements²—require teacher preparation programs deliver comprehensive program of study in broad liberal arts coursework;</p> <p>2) Require arts & sciences faculty, not education faculty, should teach this coursework;</p> <p>3) Allow teacher candidates to test out of specific coursework requirements;</p> <p>4) Administer licensing test³ (which reports subscores) based on content standards.</p>	<p>1) Streamline subject matter preparation requirements for middle and high school teacher candidates by requiring that middle school teacher candidates complete either a major or two minors in subject matter coursework, and that high school teacher candidates complete a subject matter major⁴. (Idaho's current two-subject-area requirement exceeds the boundaries and objectives of licensure.)</p>	<p>1) Eliminate using HOUSSE for "critical situations." Tighten policy wording, which would reduce using HOUSSE for employing teachers without the requisite subject matter knowledge. USDOE exceptions include: rural secondary teachers teaching multiple subjects and are hqt in one subject area; special ed. teachers teaching multiple subjects who are hqt in one core area; teachers from other countries teaching in US on temporary basis.</p>	<p>1) Adopt the national standard defining the amount of coursework necessary to earn a major or minor by defining a subject-area minor as 15 credit hours rather than 20 credit hours. Idaho's current definition is excessive considering it is the state's job to set the minimum standard, not the optimum. In order to move towards a system of national portability of licenses and endorsements, states need to adopt a standard definition of both a major and a minor.</p>
<p>Notes: ¹Idaho partially meets this goal. ² See the Core Knowledge Foundation list of subject-matter courses that elementary teacher candidates should complete: www.coreknowledge.org/CK/resrcs/syllabus.htm . ³ With Idaho's general subject-matter test, it is in technical compliance with NCLB, but teacher performance in each subject area needs to be reported to ensure that teachers cannot fail a subject area or two and still pass the test, especially given Idaho's low state cut scores. ⁴Idaho currently requires secondary teacher candidates take 30 credit hours in a major and another 20 credit hours in a minor (or 45+ credit hours in single subject area).</p>				
<p>Kudos to Idaho: Goal A: Idaho encourages districts to hire hqt by withholding state funds for misassigned teachers and by offering both alternate pathways to certification and incentives to teach in high-need schools. Idaho has developed overlapping systems for monitoring the effectiveness of its strategies and progress toward its goals. Goal C: Idaho is commended for its commitment to ensuring that its teachers have strong subject matter knowledge.</p>				
<p>State(s) recognized for their Best Practices: Goal A: Connecticut has the best public reporting system in the nation. Ohio and Nevada have comprehensive Equity Plans. Goal B: Massachusetts requires elementary teacher candidates complete 36 credit hours of arts and sciences in specific coursework. Goal C: Connecticut requires middle school teachers complete a subject-matter major or an interdisciplinary major consisting of 24 credit hours in one subject and 15 in another; Georgia, Louisiana, and Mississippi require two minors of middle school teacher candidates and a major for high school teacher candidates. Goal D: Alabama, Arizona, Florida, Louisiana, Maine, Minnesota, and Wyoming have all phased out HOUSSE in an extremely efficient manner by completing the use of HOUSSE for veteran teachers and implemented a revised system for exceptions identified by the U.S. DOE. Goal E: Alaska, Delaware, New Jersey, Utah, Vermont, and West Virginia have appropriate definitions for both a major and a minor.</p>				

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**Area 2 Teacher Licensure
Recommended Best Practices for Idaho**

Goal A Defining Professional Knowledge (Meets a small part of goal.)	Goal B Meaningful Licenses (Does not meet goal.)	Goal C Interstate Portability (Partly meets goal.)	Goal D Teacher Prep in Reading Instruction (Partly meets goal.)	Goal E Distinguishing Promising Teachers (Does not meet goal.)
1) Revise standards to exclude all untestable, vague, and emotionally driven statements; 2) Articulate clear <u>knowledge</u> and <u>skill</u> standards across all endorsement areas that all teachers should have and that must be demonstrated by new teachers through entry level testing, and which should guide the setting of institutional standards; 3) Include more research citations for standards to help guide teacher preparation programs; 4) Develop own test OR verify that commercially available pedagogy tests actually serve as an indicator of future teacher effectiveness.	1) Require that out-of-state teachers and alternate route teachers pass a subject matter assessment <u>before</u> entering the classroom; (When this is not possible, teachers should be required to pass all tests during their first year in the classroom and not be allowed to teach for a second year without passing. ¹⁾	1) Develop a more flexible policy that recognizes completion of an approved program for traditionally prepared teachers from another state and meet Idaho's testing ² standards; 2) Rely less on transcript reviews (which adds little value on a teacher's effectiveness) and require, instead, evidence of good standing in previous employment, such as letters of reference, current certification status, student achievement data, and/or copies of teacher evaluations.	1) Adopt more specific standards that reflect all five (not just the current three: phonics, comprehension, and fluency) components of scientifically based reading instruction ³ for the Idaho Comprehensive Literacy Course; 2) Verify through an independent source that the ICLA is based on scientifically researched reading instruction.	1) Develop a plan to officially recognize newly certified teachers who are of superior academic caliber at the time of initial certification. ⁴
Notes: ¹ The title of "Teacher" should signify an accomplishment. ² Testing requirements should be upheld not waived. ³ National Reading Panel's 2000 report "Teaching Children to Read." ⁴ A teacher's own academic ability matters.				
Kudos to Idaho: Goal C: Idaho is commended for upholding its testing standards for all teachers.				
State(s) recognized for their Best Practices: Goal A: New York clearly delineates its expectations for specific professional knowledge new teachers must have through its state's framework. Colorado focuses on the practical aspects of teaching and includes the type of specificity that facilitates testing as a means to verify that entry-level teachers meet the standard requirements. Texas' very detailed standards include subheadings "What teachers know" and "What teachers can do" which also forms the basis of an entry-level test. Goal B: Connecticut and Massachusetts implement restrictive policies regarding licensure tests, saving one-year waivers for transferring and charter-school teachers. Goal C: Alabama, Hawaii, Maine, and Texas accept teachers who hold valid certificates and meet the state's testing standards. Goal D: Virginia and Massachusetts have very strong policies for teacher preparation in reading instruction and their tests actually verify teacher candidates' knowledge of the science of reading. Goal E: Delaware, DC, Maryland, and Virginia offer the Meritorious New Teacher Candidate (MNTC) credential to new teachers with strong academic backgrounds.				

**Area 3 Teacher Evaluation and Compensation
Recommended Best Practices**

Goal A Evaluating Teacher Effectiveness (Does not meet goal.)	Goal B Using Value-Added (Does not meet goal.)	Goal C Teacher Evaluation (State meets goal.)	Goal D Compensation Reform (Partly meets goal.)	Goal E Tenure (Meets a small part of goal.)
1) Adopt a state policy that requires districts to use evidence of student learning, such as standardized test results, as the preponderant consideration in local evaluation processes ¹ ; 2) Evaluation instruments should include multiple classroom observations that focus on and document effectiveness of instruction including the value a teacher adds as demonstrated by classroom-based artifacts, such as tests, quizzes, and other student work.	1) Expand state data system for the purpose of measuring the learning gains made by individual students by developing a student-and teacher-level longitudinal data system to analyze the effect of teachers on student achievement gains; 2) Require data collection in three areas: <ul style="list-style-type: none"> • assign each student a unique student identifier for tracking from year to year; • link student identifiers to the state's assessment system to follow progress of learning over time; • assign every teacher a unique identifier so that student test records can be matched with individual teachers. 	1) Adopt a policy addressing teachers with two negative evaluations within five years as automatically eligible for dismissal.	1) Develop a differential pay plan as a way to link teacher compensation more closely to district and school needs and achieve greater equitable distribution of teachers; 2) Develop or encourage the development of performance pay plans that would reward effective teachers.	1) Extend the minimum probationary period for a permanent status to five years.
Notes: ¹ Teach for America and Teacher Advancement Program are two national programs have rigorous performance models.				
Kudos to Idaho: Goal C: Idaho is commended for requiring annual evaluations and for placing on probation teachers who receive a single negative evaluation. Goal D: Idaho is commended for not placing regulatory obstacles in the way of compensation reform. Further, Idaho rewards teachers certified by the National Board for Professional Teaching Standards with a \$10,000 bonus distributed in installments of \$2,000 per year.				
State(s) practicing Best Practices: Goal A: Florida requires evaluations to rely on classroom observations as well as objective measures of student achievement, including state assessment data. South Carolina, Tennessee, and Texas are also recognized for their best practices in this area. Goal B: Tennessee has first statewide value-added assessment (Tennessee Value-Added Assessment System); although analysis is not included as indicator on teacher evaluations, the data is used to target professional development needs. Goal C: Pennsylvania. Goal D: Florida offers strong policies that encourage and protect compensation reform including passing legislation requiring local districts to offer differential pay. Additionally, Florida prohibits districts from approving collective bargaining agreements that preclude salary incentives. Goal E: Only two states, Indiana and Missouri, have five-year probationary periods for new teachers.				

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**Area 4 State Approval of Teacher Preparation Programs
Recommended Best Practices**

Goal A Entry Into Preparation Programs (Does not meet goal.)	Goal B Program Accountability (Does not meet goal.)	Goal C Program Approval and Accreditation (Partly meets goal.)	Goal D Controlling Coursework Creep (Does not meet goal.)
1) Require approved teacher preparation programs only accept applicants who have first passed a basic skills test or demonstrated equivalent performance on a college entrance exam ¹ ; 2) Determine at the state level, the test, minimum passing score, and equivalent college entrance exam scores.	1) Make objective outcomes the focus of the teacher preparation program approval process and establish precise standards for program performance that are more useful for accountability purposes; 2) Require preparation programs to report pass rates on state licensing tests for individuals entering student teaching, not program completers ² ; 3) Raise the minimum pass rate on state licensing assessments; 4) Post publicly an annual report card detailing data collected and criteria used for program approval including identification of programs that fail to meet these criteria and why they failed.	1) Remove requirement that approved programs must address NCATE's standards and demonstrate during an on-site review how they are being met.	1) Adopt policy to check tendency of teacher preparation programs to impose too many professional coursework requirements.
Notes: ¹ The best time for assessing basic skills is at program entry, which protects the public's interest. ² The following program performance data should be collected: average raw scores of graduates on licensing tests (basic skills, subject matter, professional); satisfaction rates (by principals and supervising teachers) using a standardized form to permit program comparison; evaluation results from first and/or second year of teaching and percentage of teachers eligible for tenure; academic achievement gains of graduates' students average over the first three years of teaching; five-year retention rate of graduates in the teaching profession; and establish the minimum standard of performance for each of these categories of data.			
Kudos to Idaho:			
State(s) recognized for their Best Practices: Goal A: Connecticut, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and West Virginia require a basic skills test as a condition for teacher preparation program. They set the minimum passing score for the test, and they eliminate unnecessary testing by allowing candidates to opt out of the basic skills test by demonstrating a sufficiently high score on the SAT or ACT. Goal B: No states meets best practice status, but Alabama and Louisiana partly meet this goal. Goal D: Tennessee teacher preparation programs are required to offer courses based on a state policy template, which consist of 50% of the program is devoted to general liberal arts coursework, 30% of the program is devoted to a major in a specific area, and 20% of the program is devoted to professional coursework.			

**Area 5 Alternate Routes to Certification
Recommended Best Practices**

Goal A Genuine Alternatives (Partly meets goal.)	Goal B Limiting Alternate Routes to teachers with Strong Credentials (Partly meets goal.)	Goal C Program Accountability (Does not meet goal.)	Goal D Interstate Portability (Does not meet goal.)
<p>1) Provide more specific guidelines about the type of coursework that will contribute the most value with the least burden;</p> <p>2) Review coursework or professional development requirements of individual programs regularly to ensure program design flexibility;</p> <p>3) Provide new teacher support with practice teaching opportunities to similar populations prior to teaching in the classroom, intensive mentoring, reduced teaching load, and relief time to allow new teachers to observe experienced teachers;</p> <p>4) Allow candidates to receive full certification within two years and empower school districts and nonprofits to operate their own programs.</p>	<p>1) Establish standards for candidates' academic background, which should be higher than what is required of traditional teacher candidates, which is typically a 2.5 GPA¹;</p> <p>2) Require all alternate route candidates to pass a subject-area test, which provides a uniform, objective standard by which to judge subject-matter competency;</p> <p>3) Assess the state's current levels it has set for passing subject-area tests so they can be meaningful indicators².</p>	<p>1) Collect recommended performance data from all alternate route programs³ and establish the minimum standard of performance for each of these categories of data;</p> <p>2) Establish precise program performance standards based on objective measurable outcomes that alternate route programs must meet in order to receive state approval;</p> <p>3) Post an annual report card on state website detailing the data it collects for all programs.</p>	<p>1) Develop a coherent policy recognizing teacher experience, employability, and effectiveness⁴;</p> <p>2) Develop a way to accommodate less experienced teachers who have completed their preparation program, but who have not yet earned a standard certificate⁵.</p>
<p>Notes: ¹The original concept behind the alternate route is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has demonstrated strong subject-area knowledge and/or an above-average academic background. ²The passing scores for Idaho's Praxis II subject-area tests are some of the lowest in the nation. ³The following data should be collected for alternate route programs: average raw scores on licensing tests; satisfaction ratings from schools; evaluation results for program graduates; student learning gains; and teacher retention rates. ⁴Other licensed professions rely on evidence of 1) having complete an approved or accredited preparation track; 2) passing required tests; and 3) good standing in the profession. ⁵Provided the teacher can demonstrate evidence of program completion, has satisfactory evaluations, and can meet the state's testing requirements, the state should make an interim certificate available. A substantial body of research has failed to discern differences in effectiveness between alternate and traditional route teachers. Judging the quality of a candidate on the basis of what course titles are listed on a transcript is unlikely to yield any meaningful data as to the quality of the preparation or if the teacher found other ways to acquire the knowledge and skills needed.</p>			
<p>Kudos to Idaho: Goal B: Idaho is recognized for demonstrating significant flexibility by its approval of the ABCTE route to certification.</p>			
<p>State(s) recognized for their Best Practices: Goal A: Arkansas, Connecticut, Georgia, Kentucky, Louisiana, and Maryland all offer structurally sound alternate routes to teacher certification. Goal B: Arizona meets three admission criteria for a quality alternate route: 1) requirement that all candidates pass a subject-area test; 2) flexibility built into its policy respecting nontraditional candidates' diverse backgrounds, and 3) some evidence from candidates of good academic performance. Goal C: No state earns best practice recognition, but Kentucky comes closest. Goal D: Georgia's policies on teachers prepared through an alternate route are the most fair.</p>			

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**Area 6 Preparation of Special Education Teachers
Recommended Best Practices**

Goal A Special Education Teacher Preparation (Does not meet goal.)	Goal B Elementary Special Education Teachers (Does not meet goal.)	Goal C Secondary Special Education Teachers (Partly meets goal.)	Goal D Special Education Teacher and HQT (Does not meet goal.)
1) Adopt standards that clearly address the knowledge and skills required of new special education teachers ¹ ; 2) Audit regularly the professional requirements for approved programs and work with them to streamline coursework delivery and reduce redundant coursework.	1) Require all special education teacher candidates to receive preparation in elementary subject areas. See Goal 1-B, which describes the steps that Idaho should take to improve its requirements; 2) Require elementary special education candidates to take elementary subject-area licensing tests.	1) Require new secondary special education teachers be highly qualified in tow core academic areas upon completion of a teacher preparation program; a combination of coursework and testing can be used in order to meet this goal.	1) Develop a HOUSSE route uniquely tailored for new secondary special education teachers focusing on increasing teacher subject matter knowledge, not pedagogical skills.
Notes: ¹ The four critical areas that special education teachers need to know are: historical and legal foundations of special education, instruction, behavior management, and student assessment. Although the standards do address instruction, they are short on specifics.			
Kudos to Idaho:			
State(s) recognized for their Best Practices: Goal A: While no state fully meets this goal, Virginia comes closest. Goal B: Massachusetts requires elementary special education teacher candidates to complete the same coursework and pass the same test(s) as other elementary candidates. Goal C: No state meets fully meet this goal, but Michigan and New Jersey come closest. Goal D: No state has met this goal.			

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Z.2.

Section III Postsecondary Affairs

Z. Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

2. The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the "Board") to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering postsecondary education within a service region in accordance with the terms of the memorandums of understanding entered into between the institutions and consistent with this policy.

This policy is not applicable to programs or courses offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment courses for secondary education.

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