

STATE BOARD OF EDUCATION MEETING
February 27–29, 2008
Boise State University
Interactive Learning Center (Daryl Jones Lecture Hall) Rm. 118
Boise, Idaho



Wednesday, February 27, 2007, 3:30 p.m., LBJ Building, 650 West State Street, 3rd floor PTE Conference Room – a quorum will be present, however we will not be convening a Board meeting at this time. This session is strictly for Board members to receive training.

1. Open Government Training Session

Wednesday, February 27, 2007, 5:00 p.m., LBJ Building, 650 West State Street, 3rd floor PTE Conference Room

EXECUTIVE SESSION (Closed to the Public)

1. Pursuant to Idaho Code Sections 67-2345(d) and (f), and as the Trustees of Idaho State University, for the purpose of considering documents subject to the attorney-client privilege and exempt from public disclosure, and to consider and advise the Boards' legal representatives in a matter of probable litigation.
2. Pursuant to Idaho Code Sections 67-2345(d) and (f), and as Regents of the University of Idaho, for the purpose of considering documents subject to the attorney-client privilege and exempt from public disclosure, and to consider and advise the Boards' legal representatives in a matter of probable litigation.
3. Pursuant to Idaho Code Section 67-2345(c), and as Regents of the University of Idaho, for the purpose of conducting deliberations regarding a potential acquisition by the University of Idaho of an interest in real property that is currently owned by private parties.
4. Pursuant to Idaho Code Section 67-2345(c), and as the Trustees of Lewis-Clark State College, for the purpose of conducting deliberations regarding a potential acquisition by Lewis-Clark State College of an interest in real property that is currently owned by private parties.

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

Thursday, February 28, 2007, 8:30 a.m., Boise State University, Interactive Learning Center (Daryl Jones Lecture Hall) Rm. 118

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 & Deletions of Positions
2. Idaho State University – New Positions & Reactivation of Position
3. University of Idaho – New Positions & Reactivations of Positions
4. Lewis-Clark State College – Deleted Position & Change to Position

PPGAC

5. Alcohol Permits Issued by University Presidents

IRSA

6. Quarterly Report on Programs Approved by the Executive Director

REGULAR AGENDA:

INSTRUCTION, RESEARCH & STUDENT AFFAIRS – Sue Thilo

1. Office of Performance Evaluation's Opening Comments
2. Idaho School for the Deaf and the Blind - Leasing of campus property
3. The Idaho Alternate Assessment Achievement Standards - Science (IAA-S) Proficiency Levels – Approval of Temporary Rule, 08.02.03.004 – Incorporation by Reference
4. College Access Challenge Grants – New Federal/State program
5. New Instructional Unit – Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS) – Idaho State University
6. Northern Local Operations Committee – Summary Report

BUSINESS AFFAIRS & HUMAN RESOURCES – Laird Stone

Section I – Human Resources

1. Idaho State University – Request for Waiver of Tenure Policy

Section II – Finance

1. Intercollegiate Athletics – Financial Reports

2. Intercollegiate Athletics – Employee Compensation Reports
3. Boise State University – Verizon Sponsorship Agreement
4. Boise State University – Library Publishing License Agreement
5. Boise State University – Capital Projects Update
6. Boise State University – Purchase Furnishings, Fixtures & Equipment for Stadium Press Box/Sky Suites Addition
7. Boise State University – Purchase Furnishings, Fixtures & Equipment for Student Union Building Expansion
8. Boise State University – Foundation Land Swap
9. Boise State University – Extension of Expansion Zone
10. Boise State University – Building Lease
11. Idaho State University – Meridian Facility Project
12. University of Idaho – Progress Report on Idaho Center for Livestock & Environmental Studies (ICLES)
13. University of Idaho – Settlement Agreement
14. University of Idaho – Request for Capital Project Authorization Increase – Aberdeen Research & Extension Center
15. Eastern Idaho Technical College – Potential Professional-Technical High School Project
16. Proposed Deferred Retirement Plan Revision Idaho State University – Settlement Agreement
17. Idaho State University – Settlement Agreement
18. College of Western Idaho – Property Transfer

PLANNING, POLICY & GOVERNMENTAL AFFAIRS – Blake Hall

1. Presidents' Council Report
2. Boise State University Progress Report
3. Vocational Rehabilitation Progress Report
4. OSBE Core Values Statement
5. Professional Technical Education – CWI Designation
6. Professional Technical Education – Five Year Plan Under Perkins Act Approval
7. Idaho Public Television - Young Professional Organization Meeting
8. Weiser School District Tuition Waiver

9. Eastern Idaho Technical College – Advisory Council Nominations

DEPARTMENT OF EDUCATION – Tom Luna

1. Superintendent's Report
2. Adolescent and School Health Data/Coordinated School Health Program
3. Northwest Nazarene University Master's Degree in Reading
4. University of Idaho, Mathematics Program Focus Visit Report
5. George Fox University Master of Arts in Teaching
6. Accreditation Annual Report
7. Curricular Materials Committee Appointment

OTHER / NEW BUSINESS

TIME CERTAIN ITEMS:

Thursday, February 28, 2007, 2:30 p.m., - Recess

Thursday, February 28, 2007, 3:00 p.m., LBJ Building, 2nd floor, Barbara Morgan Conference Room (650 W. State Street)

Reconvene

1. Wallace Foundation Presentation
2. Discussion of Board Issues w/Senate Education Committee

Friday, February 29, 2007, 8:30 a.m., Boise State University, Interactive Learning Center (Daryl Jones Lecture Hall) Rm. 118

Items not completed on Thursday, February 28, 2007 will be carried over to Friday, February 29, 2007.

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 November 2, 2007, December 6, 2007, December 20, 2007, and January 14, 2008, as submitted.

3. Rolling Calendar

BOARD ACTION

To approve February 26-27, 2009 as the dates and Boise State University as the location for the February 2009 regularly scheduled Board meeting.

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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

Paul Agidius, Vice President

Sue Thilo, Secretary

Rod Lewis

Laird Stone

Richard Westerberg

Tom Luna, State Superintendent

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

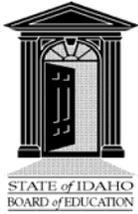
Board President Terrell updated the Board on the status of the GEAR UP grant. He reported that matching funds for year two had been raised. The Board will still need to raise approximately 1.3 million dollars spread over the next five years to complete Idaho's commitment for year one, as well as raising 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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**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 6, 2007
Idaho State University
Rendezvous Complex
Pocatello, Idaho**

A regular meeting of the State Board of Education was held December 6, 2007 at Idaho State University in Pocatello, Idaho. Board President Milford Terrell presided. The following members were present:

Present:

Milford Terrell, President

Paul Agidius, Vice President

Sue Thilo, Secretary

Blake Hall

Rod Lewis

Laird Stone

Richard Westerberg

Tom Luna, State Superintendent

EXECUTIVE SESSION

M/S (Hall/Agidius): To move into Executive Session pursuant to Idaho Code on December 6, 2007 at 9:00 am to discuss the following:

- Pursuant to Idaho Code Section 67-2345(1)(a), to consider hiring a public officer, employee, staff member or individual agent;
- Pursuant to Idaho Code Section 67-2345(1)(b), to consider the evaluation, dismissal or disciplining of, or complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student;
- Pursuant to Idaho Code Section 67-2345(1)(c), to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
- Pursuant to Idaho Code Section 67-2345(1)(d), to consider records that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code;
- Pursuant to Idaho Code Section 67-2345(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; and

- **Pursuant to Idaho Code Section 67-2345(1)(f), to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.**

A roll call vote was taken; motion carried 6-0 (Board member Lewis and State Superintendent Luna arrived at 9:15, after the roll call vote).

In executive session, the Board discussed the following: (i) on behalf of the Office of the State Board of Education, discussed hiring a public officer, employee, staff member, or individual agent; (ii) as Trustees of Boise State University, discussed acquiring an interest in real property; considered records exempt from disclosure; (iii) as Trustees of Idaho State University, discussed the evaluation, dismissal, or disciplining of, or complaints or charges brought against a public officer, employee, staff member or individual agent; and (iv) as Regents of the University of Idaho, discussed the evaluation, dismissal, or disciplining of, or complaints or charges brought against a public officer, employee, staff member or individual agent; discussed acquiring an interest in real property; considered records exempt from disclosure; discussed negotiations involving matters of trade or commerce; and communicated with legal counsel to discuss the legal ramifications of and legal options for pending litigation.

M/S (Thilo/Westerberg): To go out of Executive Session at 1:00 pm. Motion carried unanimously.

BOARDWORK

1. Agenda Review and Approval

M/S (Agidius/Terrell): To amend the agenda as noted. Motion carried 5-0 (Lewis, Luna, and Hall absent during vote).

The agenda was amended as follows: moved the Audit Committee Report ahead of the Consent Agenda; added University of Idaho property donation item to the Business Affairs and Human Resources agenda, Section II; and, pulled the Idaho State University Mission Statement item from the Instruction, Research, and Student Affairs agenda.

At this time, Board President Terrell recognized Representative Janet McGeachin of Idaho Falls in the audience.

Board President Terrell introduced Jennifer Brown, the Student Body President from Idaho State University. Ms. Brown thanked the Board for their help and support over the past year, particularly in regards to the GEAR UP program. She also noted that ISU students have been active in a number of community activities. Ms. Brown highlighted student participation in the Idaho METH project, noting that they had raised about \$7,000 for the project. Board President Terrell thanked Ms. Brown.

2. Minutes Review and Approval

M/S (Agidius/Thilo): To approve the minutes from October 11-12, 2007, and November

19, 2007, as submitted. Motion carried 7-0 (Luna absent during the vote).

3. Rolling Calendar

M/S (Thilo/Westerberg): To approve August 21-22, 2008, as the date and Idaho State University in Pocatello, Idaho 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, Idaho as the location for the December 2008 regularly scheduled Board meeting. Motion carried 7-0 (Luna absent during the vote).

AUDIT COMMITTEE

1. College and University Audit Presentation – Moss Adams, LLP

Scott Simpson, Pam Cleaver, and Mary Case (representatives from Moss Adams, LLP) were invited to present the audit report. Mr. Simpson reviewed the process undertaken in conducting the audit. He noted that Moss Adams had communicated in detail with the Board's Audit Committee. Pam Cleaver reported on the financial statements and noted that detailed summaries are provided for each institution in the Board's agenda materials. Mary Case reported on the role of the Audit Committee and noted that several suggestions were presented to the Audit Committee related to the universities and colleges. Those suggestions included: having quarterly meetings and discussions about the goals and charter of the Committee; having regular meetings with external and internal auditors to discuss findings and review possible concerns; and, regularly reviewing the performance of the external and internal auditors.

Board member Lewis, Chair of the Audit Committee, briefly reviewed the role of the Audit Committee. He noted that there is a need for it to create a charter. In addition, the Committee agreed that the suggestion about quarterly meetings was a good idea. It also wants a code-of-conduct whistle-blower policy put in place for the institutions. The Committee recommended that the Board have the internal auditors of the institutions report directly to the Audit Committee.

M/S (Thilo/Lewis): To accept from the Audit Committee the FY 2007 financial audit reports from Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College as presented by Moss Adams, LLP. Motion carried unanimously.

At this time Representative James Ruchti from District 29 was recognized in the audience.

CONSENT AGENDA

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

1. BAHR- Section I – Boise State University – New Positions & Changes to Positions

By unanimous consent, the Board agreed to approve the request by Boise State

University 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.

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

By unanimous consent, the Board agreed to approve the request by Idaho State University for 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.

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

By unanimous consent, the Board agreed to approve the request by University of Idaho to establish five (5) new positions and reactivate three (3) positions, all supported by appropriated, auxiliary, and local funds.

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

By unanimous consent, the Board agreed to approve the second reading of the amendment to board policy V.T.2.b – Waiver of Nonresident Tuition, Intercollegiate Athletics.

5. PPGAC – Alcohol Permits Issued by University Presidents

Information item only.

6. IRSA – Distribution of Advanced Opportunities Training Funds

Information item only.

DEPARTMENT OF EDUCATION AGENDA

5. Update on Colleges of Education

Christina Linder, Director of Certification for the Department of Education, reported to the Board on the teacher preparation programs. It was noted that Superintendent Luna had initiated discussions with the Deans of Education to collaboratively begin assessing the effectiveness of Idaho's teacher preparation programs. Since initiating this review, a number of items were identified for further research and possible redesign. Ms. Linder referred the Board members to attachments provided in the agenda materials as she discussed the findings.

2. I-STARS

M/S (Agius/Stone): To endorse State Superintendent Luna's I-STARS program. Motion carried unanimously.

State Superintendent Luna reported on the I-STARS initiative and explained how the system

would work. He discussed the factors for determining salary, and noted that the goal is to keep quality teachers in the classroom.

The Board discussed at length their concerns and also offered support for the I-STARS plan. Board member Hall congratulated Mr. Luna for carefully listening to and considering what the different constituencies had to say. Board member Stone and Thilo brought forward concerns that had been expressed to them about the possibility of teachers losing due process rights if they were to give up tenure in exchange for contracts. Mr. Luna emphasized that teachers will retain all the due process rights that they are entitled to under employment law.

Board President Terrell indicated his support of the plan as did Board member Lewis. Mr. Lewis asked how the system would be fine-tuned once the Board endorsed it. Mr. Luna explained that the State Department of Education would review I-STARS each year and take into account any issues or concerns, making adjustments as necessary. Board member Westerberg noted the plan provides local boards, superintendents, and districts with the tools to meet the needs of their districts. Mr. Luna agreed and explained that the plan was endorsed by the Idaho School Boards Association.

At this time Senator Diane Bilyeu was recognized in the audience.

3. State Longitudinal Data System

State Superintendent Luna introduced Mark Russell from the SDE to present the report. Mr. Russell pointed out that Idaho trails almost all other states in collecting and reporting student data. He explained that a successful system needs to have limited scope and focus, and not try to be all things to all people.

Mr. Russell emphasized that the data elements that are identified by the Department of Education and the Board of Education will be delivered. In addition, the data warehouse system being considered would adhere to the Board's strategic plan, use NCES best practices, and promote stakeholder involvement. It will operate at no cost to the districts because the state will build a system that meets up with the existing systems that the districts already have in place and mine those systems for the data for the State Longitudinal Data System.

4. Math Initiative

State Superintendent Luna explained that the Math Initiative Task Force had worked to create a plan to increase math achievement across Idaho. He introduced Cindy Johnstone, Math Coordinator for the Department of Education, and Jonathan Brendefur from Boise State University to provide more detail.

Ms. Johnstone discussed the work and goals of the Task Force. The three areas to be addressed in the math initiative are student achievement, teacher education, and public awareness. Ms. Johnstone discussed in greater detail these three areas and how each would be impacted through the Math Initiative.

Mr. Brendefur demonstrated different approaches for teaching younger, elementary-grade-students to solve algebraic equations. He explained that these other methods result in students having a grasp at an earlier age of the critical math concepts. The end result is that these

students will be better equipped and more successful at math when they reach the higher grade levels.

Mr. Luna thanked the Board for their support this past year. During discussion, Board President Terrell asked Mr. Luna to provide him with a regular update on performance-based assessments.

BUSINESS AFFAIRS AND HUMAN RESOURCES – SECTION I – Human Resources1. University of Idaho – Personnel Matter

M/S (Stone/Agidius): To allow the University of Idaho to proceed with an employee separation agreement and general release as discussed in executive session. Motion carried 6-0 (Luna and Hall absent during vote).

BUSINESS AFFAIRS AND HUMAN RESOURCES – SECTION II – Finance1. College of Western Idaho -- FY 2008 Funding

M/S (Hall/Lewis): 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. Motion carried 7-0 (Luna absent during the vote).

Dennis Griffin from the College of Western Idaho (CWI) reported on the business plan for CWI. He indicated that CWI had been looking at best practices and meeting with representatives from other community colleges to gather information that might be useful in developing and carrying out the CWI business plan. After meeting with regional representatives regarding accreditation, CWI partnered with Boise State University to attain accreditation. The business plan and budget were developed with the best information available. Two vendors have been invited to present recommendations on a computer system. Consultants are needed to develop policy and procedures. Negotiations with BSU to transfer the Seland College and programs have taken place.

2. Medical Education Study Report – Presentation by MGT of America, Inc.

Board President Terrell introduced this item and asked Matt Freeman of the Legislative Services Office for clarification on the use of funds related to Senate Bill 1210. He then introduced Kent Caruthers from MGT of America, Inc. to present the Medical Education Study Report, emphasizing that the Board would not take any action on the report at this time.

Mr. Caruthers discussed the project objectives and briefly explained the process and the parameters for conducting the study. Mr. Caruthers summarized the findings of the study and discussed four alternatives for the Board to consider in the future. A lengthy discussion followed.

Board member Stone raised a question about existing resources. Mr. Caruthers indicated that the report did not specifically list available resources, but that they would include things such as

specialized laboratories, libraries, skilled faculty, and existing programs. Mr. Caruthers provided Board member Hall with clarification about the distributive model, the expanding contract program differences, and the operating costs.

Board member Lewis asked for clarification as to the number of Idaho students who go to medical school, and suggested that it would be helpful if that number included Idaho students going to medical school both in and out-of-state. Board member Agidius indicated it would also be helpful to know how many WWAMI students from other states stay to practice in Idaho.

Board member Lewis encouraged the Board to look closely at the numbers and the costs before making a decision regarding the study. Board member Thilo agreed. She also asked about the rural initiative for loan payback for students. Mr. Caruthers indicated that some experts report that students from rural areas seem to have a better rate of returning home to practice.

Board member Westerberg asked about an economic impact number, and Mr. Caruthers indicated that a specific number wasn't given because there were too many different variables to consider. Board member Lewis noted that information on economic impact was found in the study.

Mr. Caruthers agreed to get information to Board member Hall related to a question he raised about the direct cost of medical instruction. Board member Stone asked Board members to forward additional questions and comments to the Board's Interim Executive Director for follow up and further consideration.

3. Boise State University – Aquatics Complex Project

M/S (Stone/Hall): To approve the request by Boise State University to proceed with the planning and design of the aquatics complex addition onto the Student recreation Center for a cost not to exceed \$800,000. Motion carried unanimously.

Board member Agidius asked that in the future, more detail be provided on these types of requests and also that the reserves be provided to the Board.

4. Boise State University – Turf Replacement Project

M/S (Stone/Westerberg): To approve Boise State University's request to replace the artificial turf in Bronco Stadium for a cost not to exceed \$750,000. Motion carried 7-1 (Hall voted Nay).

Stacy Pearson of Boise State University explained that the current turf product did not last as long as expected and that a warranty will be obtained with the new turf. Board member Hall indicated that a comparative study between artificial and natural turf would have been helpful.

5. Boise State University – Redirect Bond Proceeds

Board member Stone withdrew his unanimous consent request to postpone the item, and by unanimous consent the Board agreed to allow Boise State University to withdraw the request.

By unanimous consent, the Board agreed to postpone this item to a more definite time later in the agenda.

M/S (Stone/Westerberg): To find that the Center for Environmental Science and Economic Development is a project that is necessary for the proper operation of Boise State 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.

There was lengthy discussion between Boise State University and the Board about the rationale for reallocating the bond proceeds, as well as its possible impact. There were concerns about the wording used in the motion. Ultimately, the Board agreed to allow Boise State University to withdraw this item from the Board agenda.

6. Boise State University – Purchase of Nuclear Magnetic resonance Spectrometer

M/S (Stone/Lewis): To authorize Boise State University to enter into a contract to purchase a NMR spectrometer for an amount not to exceed \$836,000. Motion carried 7-0 (Thilo absent during the vote).

7. Boise State University – Purchase of X-Ray Photoelectron Spectrometer

M/S (Stone/Westerberg): 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. Motion carried 7-0 (Thilo absent during the vote).

8. University of Idaho – Kibbie Dome Life Safety Improvements Project

M/S (Stone/Agidius): 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 \$2,000,000. Motion carried unanimously.

9. University of Idaho – Kibbie Dome Non-Life Safety Improvements Project

M/S (Stone/Agidius): 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 \$4.5 million, and subject to available private funding. Motion carried unanimously.

Lloyd Mues, Vice President for Finance and Administration, explained that this request is for improvements to the Kibbie Dome and not for improvements related to life-safety issues. Chris Murray and Rob Stearns from the University of Idaho discussed the objectives and the timeline of this project.

Mr. Murray explained that a privately funded feasibility study was conducted which demonstrated that the Kibbie Dome has serious needs. Rob Stearns discussed the Dome Plan and provided an overview of the improvements that would be accomplished.

Mr. Murray discussed the two phases of the project. The design phase will begin in December 2008 and the construction phase will begin in August 2009. The total cost of the project will be \$35 million.

Board member Lewis asked if there would be additional costs that might concern the Board. Mr. Mues noted that the UI anticipates the fixed costs will remain the same.

10. University of Idaho – Capital Project Authorization Increase

M/S (Stone/Agidius): 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 and Extension Center, University of Idaho, Aberdeen, Idaho, from \$400,000 to \$800,000 to allow for the full implementation of the construction phase. Motion carried unanimously.

11. University of Idaho – Acceptance of a Gift of Real Property Near Sandpoint, Idaho

M/S (Stone/Agidius): To accept the gift of the subject eighteen (18) acre parcel and to authorize the University of Idaho Vice President for Finance and Administration to execute the gift agreement and gift deed in substantially the same form as the drafts submitted as part of this request. Motion carried unanimously.

Related to gifts and foundation plans, Board President Terrell reported that the Audit Committee will represent the universities and requested that the universities forward their comments to Board member Lewis who is the Chair of the Audit Committee.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Presidents' Council Report

President Vailas reported that the Presidents' Council had not met in December, but expected to have items to report at the next Board meeting.

2. Idaho State University Progress Report

President Vailas presented the progress report for Idaho State University. He discussed various accomplishments and reported that enrollments were up. This past year: (1) partnerships were fostered and developed between faculty and students that benefited both sides; (2) outreach efforts reached as far as Arizona in an effort to recruit more out-of-state students; (3) ISU continued to be nationally competitive for grant money in a number of fields; and, (4) the University partnered with the community to maintain and improve Holt Arena. Dr. Vailas discussed the ISU Health Professions and Medical Education mission and encouraged the Board to take into account all that ISU is able to offer in terms of establishing a medical school in Idaho.

Board member Lewis thanked Dr. Valais. He went on to reiterate that the Board will go through deliberate discussions and conduct a thorough review of all the facts before making a decision related to a medical school. Along that same line, Board member Hall indicated that an

inventory of all available assets statewide would be helpful to the Board.

By unanimous consent, the Board agreed to move to item 5 of the Planning, Policy, and Governmental Affairs Committee agenda.

5. Boise State University – Building Name

M/S (Thilo/Agidius): 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. Motion carried unanimously.

3. Idaho School for the Deaf and Blind Progress Report

Board member Hall introduced this item noting that it was a progress report and not related to the discussion regarding delivery models. He introduced Mary Dunne of Idaho School for the Deaf and the Blind (ISDB) to present the report.

Ms. Dunne explained that ISDB offers direct and indirect services to children who are blind/visually impaired and/or deaf/hard-of-hearing. Their programs follow the goals of the National Agenda on the Education of Children and Youths with Visual Impairments, Including those with Multiple Disabilities and the guidelines of the National Association of State Directors of Special Education, Inc. The ISDB programs also meet State Board of Education program standards.

Ms. Dunne reported that Idaho students receiving direct education services receive instruction in the language arts for blind/visually impaired and/or deaf/hard-of-hearing classes. In addition, they receive language immersion, project-based learning along with extra curricular activities, and opportunities for leadership and community involvement experiences. Enrichment opportunities include summer camp and a transition-to-secondary seminar which is one of a number of transition programs available. She noted that ISDB takes into account the many agents-of-change when making decisions about programs and offerings.

State Superintendent Luna and Ms. Dunne agreed to have further discussion as to how the Idaho School for the Deaf and the Blind is meeting the No Child Left Behind (NCLB) requirements or the Safe Harbor provision.

4. Idaho Historical Society Board Appointments

M/S (Thilo/Stone): To approve the appointment of Hope Ann Benedict 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 31, 2014. Motion carried unanimously.

Tom Blanchard of the Idaho Historical Society Board of Trustees was available to answer questions regarding the qualifications of the candidates under consideration for appointment.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Discussion of Board Policy III.I. – Roles and Missions

Decker Sanders of the Board office presented this item. He noted that Board policy uses the term “mission” in numerous other places in addition to this policy. Board member Lewis explained that Policy III.Z. was crafted very carefully in terms of the use of the word mission. He urged the Board to act cautiously about changing other sections of Board policy as a result of this one situation.

Board member Agidius noted that this item does not require immediate attention and so it was appropriate to address it at some other time. Board member Hall indicated that the policy is clear to him and that he is comfortable with it as is. State Superintendent Luna concurred.

2. This item was pulled from the agenda**3. New Instructional Unit: The Musculoskeletal Research Institute – Boise State University**

M/S (Thilo/Luna): To approve the establishment of the Musculoskeletal Research Institute at Boise State University as presented. Motion carried unanimously.

Decker Sanders presented this item and noted that the term “institute” is one that BSU’s internal policies use. He explained that the funding amount exceeds the limit established by Board policy for what the Executive Director of the Board can approve. He also indicated that 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 would be subject to review under Board policy. Board member Agidius explained that CAAP thoroughly vetted this item and was in favor of this request.

4. Higher Education Research Council Appointments

M/S (Terrell/Lewis): To postpone this item to a time certain before the end of the year. Motion carried unanimously. Motion carried 5-3 (Thilo, Stone, Hall voted Nay).

M/S (Thilo/Agidius): To appoint Dennis Stevens and David Tuthill to the Higher Education Research Council respectively for three-year terms, December 2007 – December 2010.

Board member Lewis asked for assurance that these appointments would make it possible for HERC to work objectively and openly. Board member Thilo indicated that she had looked carefully at the candidates and was comfortable with the selection. Interim Executive Director Rush explained that the Board office had solicited nominations, but received only a few. Board President Terrell asked to put this item on hold until further review. It was noted that a timely decision on this item is most important so action needs to be taken before the end of the year.

5. Native-American Higher Education Committee Update

Board member Stone reported that the Committee is working to draft a list of currently available programs and funding sources in order to compile an inventory. When that list is ready the Committee will reconvene.

6. Idaho/Washington Reciprocity Agreement

Substitute M/S (Lewis/Luna): To extend the existing contract for one year in accordance with the existing terms during which time the Board staff will evaluate data and negotiate the provision of additional institutions from the state of Washington to be put into a new contract beginning July 1, 2008. If Board staff is unable to negotiate a one year extension, Board staff will be authorized to go ahead and draw up a three-year contract with existing terms with the same objective of negotiating a new contract with additional Washington institutions starting July 1 of 2008. Motion carried 7-1 (Stone voted nay).

M/S (Hall/Agidius): 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 Interim Executive Director to sign the agreement on the Board's behalf.

There was lengthy discussion of this item. It was noted that this agreement had been in place for a number of years, but it is time to have it signed for the next two-year term. The Board concluded that the agreement needed to be reviewed, but expressed concerns about changing anything that may impact the students currently enrolled under the current agreement. There was discussion about the timelines for negotiating new terms. It was agreed that time is of the essence in taking some sort of action in this matter as the agreement has expired. The substitute motion was restated for clarity.

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

M/S (Thilo/Hall): To ratify the proposal submitted to the U.S. Department of Education in 2007 as the rigorous secondary school program of study for Idaho to meet the requirement for the Academic Competitiveness Grant program. Motion carried 6-2 (Lewis and Terrell voted nay).

By unanimous consent, the Board agreed to direct Board staff to come back with the information that has been requested in terms of time spent by staff to administer this grant program.

Decker Sanders presented this item. He noted that these two scholarship programs have brought Idaho millions of dollars, dollars that follow the children. He indicated this request simply maintains what was put into place in 2006. There are no matching funds connected to this.

Board President Terrell asked for specifics as to exactly how much time and resources would be required of the Board office staff to administer this scholarship. Those numbers were not readily available. It was noted that Board staff dedicates time to work on a number of scholarships and so do the financial aid officers at the institutions. After a long discussion it was noted that the Board wanted information provided as to how Board staff administers grants, the percentage of time and resources spent administering grants, and whether or not there is another way to get that job done.

8. First Reading, Deletion of Board Policy III.D. – Official Calendars

Substitute M/S (Hall/Terrell): To change the language of the policy that provides that the institutions would be required to post their master calendars on their website within the time frames previously indicated in Board policy. Motion carried unanimously.

M/S (Thilo/Agidius): To approve the deletion of Board Policy III.D. – Official Calendars.

The rationale behind this request was discussed at length. Board member Agidius indicated that the items being eliminated are picked up by accreditation requirements. Board member Hall pointed out that the Board as the governance Board should be the entity to set the standard for Idaho's universities and colleges, and suggested that it be revised, rather than deleted, to require calendars be posted electronically so that the public has access to the information in a timely manner. State Superintendent Luna reiterated that this policy is a duplication of effort because of the requirements of the NW Commission on Colleges and Universities. Board member Lewis observed that accreditation is a process that reviews policies and procedures. He suggested that the Board should not rely on the accreditation process to set the requirements.

It was noted that the rewritten policy would be brought back for a second reading.

OTHER BUSINESS

Board President Terrell noted that in January the Board would need to review all education related legislation and rules not generated by the Board for support, opposition, or neutral position by the Board. The Board will also review the yearly flow chart of activities.

In addition, he requested that the State Board of Education appoint a committee to monitor the Board's in-house budget. Related to that, Board President Terrell appointed Richard Westerberg, Sue Thilo, and Paul Agidius to serve on that committee.

Board member Lewis, on behalf of the Board, publicly thanked Board President Terrell for the time and effort he has dedicated to addressing and resolving budget issues over the past months.

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

M/S (Hall/Lewis): To adjourn at 8:23 p.m. Motion carried unanimously.



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 MEETING
650 West State Street
Len B. Jordan Building
PTE Conference Room, 3rd Floor
Boise, Idaho
December 20, 2007**

A special teleconference meeting of the State Board of Education was held December 20, 2007. It originated from the Office of the PTE Conference room on the 3rd floor of the Len B. Jordan Building, at 650 West State Street, Boise, Idaho. Board President Milford Terrell presided. The following members were present in person or by phone:

Present:

Milford Terrell, President

Paul Agidius, Vice President

Sue Thilo, Secretary

Rod Lewis

Tom Luna, State Superintendent

Richard Westerberg

Board President Milford Terrell called the meeting to order at 5:04 p.m. on December 20, 2007 with a roll call of members and a review of the agenda.

STATE BOARD OF EDUCATION AGENDA

SUBJECT

1. Higher Education Research Council Appointments

M/S (Terrell/Agidius): To re-appoint Dennis Stevens and to appoint David Tuthill to the Higher Education Research Council respectively for three-year terms, December 2007-December 2010. Motion carried unanimously.

2. 2nd Amendment to contract with Data Recognition Corporation

M/S (Terrell/Thilo): To direct Board staff to implement the cost reductions outlined in the agenda item including the discontinuation of Grade 9 assessment and to bring these

items back to the Board in the form of a contract amendment at a later date for formal approval. Motion carried 5-1 (Luna voted nay).

State Supt. Luna explained that while he appreciates the financial position the Board is in, he explained that he voted against approving this item because he views 9th grade testing as a critical requirement, and would like the Board and staff to continue looking for ways to reinstate 9th grade testing.

3. Waiver of Ninth Grade ISAT Tests

M/S (Terrell/Stone): To waive the requirement for night grade ISAT testing for spring 2008. Motion carried unanimously.

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

M/S (Luna/Agidius): To adjourn the Board meeting at 5:40 p.m. Motion carried unanimously.



**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 MEETING
700 West State Street
JR Williams Building
East Conference Room
Boise, Idaho
January 14, 2008**

A regular meeting of the State Board of Education was held January 14, 2008 in the East Conference room of the JR Williams Building, at 700 West State Street, Boise, Idaho. Board President Milford Terrell presided.

Milford Terrell, President

Paul Agidius, Vice President

Sue Thilo, Secretary

Laird Stone

Rod Lewis
Westerberg

Richard

Tom Luna, State Superintendent

Absent: Blake Hall

Board President Terrell called the meeting to order at 1:00 p.m. MT. He recognized Senator John Goedde, Chair of the Senate Education Committee, and Representative Bob Nonini, Chair of the House Education Committee, in the audience. He also recognized Dr. Claudeen Buettner from the College of Southern Idaho and acknowledged her upcoming retirement.

Board member Stone extended thanks to Dr. Buettner as well for her many years of service and her contributions statewide. He also thanked Board President Terrell for representing the Board of Education with his presentation to the Joint Finance and Appropriation Committee at their morning session.

Board President Terrell acknowledged Clete Edmundson from the Governor's Office and thanked him for his attendance.

OPEN SESSION

STATE BOARD OF EDUCATION REGULAR AGENDA

Board Vice President Terrell introduced the agenda.

M/S (Agidius/Thilo): To accept the agenda as presented. Motion carried unanimously.

1. BSU – Delegated Authority Legislation

M/S (Stone/Luna): To approve Boise State University’s request to pursue legislative changes to Idaho Code 67-5710A and 67-5711 as presented. Motion carried unanimously.

Board member Stone presented this item. He suggested that the final draft of the legislation include language related to the Board’s statutory authority. Board member Agidius concurred.

Kevin Satterlee from Boise State University pointed out that the Board already has policies and rules in place to affirm the Board’s statutory authority in that the Board must approve such contracts before a university president or designee may sign them. He assured the Board that BSU will make sure the language in the legislation complies with the Board’s policy.

2. Education Related Legislation

Board member Stone presented this item and noted it was an information item only.

3. HERC One-Time \$75k Grant Program Recommendation

M/S (Thilo/Luna): To approve the finalists of the One-Time \$75k Grant Program at \$75,000 each for a total of \$450,000 as presented. Motion carried unanimously.

4. DRC Contract Amendment

M/S (Stone/Agidius): To approve the draft second amendment to DRC contract as provided starting on page 3 of the agenda materials. Motion carried 5-2 (Luna and Lewis voted nay).

Board member Stone presented this item. Approval of the contract will eliminate 9th grade testing. State Supt. Luna explained that while he appreciates the financial position the Board is in, he intends to vote against approving this item because he views 9th grade testing as a critical requirement.

Board member Lewis expressed concerns about the two-year extension on the contract. He also indicated that a number of concerns had been expressed to him regarding DRC’s performance, as well as about problems with the tests themselves. A lengthy discussion followed about the vendor, the contract, and the quality of the tests.

Margo Healy of the Board office came forward to clarify the issue of extending the contract with DRC related to concerns communicated by the educational community regarding the

effectiveness of the fall tests. She explained the RFP and the NCLB requirements. The Board's attorney, Jeff Schrader pointed out that the contract includes a variety of termination clauses, including a clause which allows the Board to terminate the contract at its convenience, without cause. State Superintendent Luna noted the clause gives the Board flexibility in terms of the contract.

5. ISU – Reed Gymnasium Complex

M/S (Stone/Thilo): To approve the request by Idaho State University to direct the State Division of Public Works to provide specifications and documents for bidding and awarding of the contract for an addition to the student recreation center located in the Reed Gymnasium complex. Motion carried unanimously.

Board member Stone introduced this item. It was noted that the project had been vetted by the ASISU and it is supported by the student body.

6. UI – Idaho Center for Livestock and Environmental Studies (ICLES)

M/S (Stone/Agidius): To approve the University of Idaho Center for Livestock and Environmental Studies (ICLES) for planning pursuant to Board Policy Section V, Subsection K.; to authorize the University of Idaho to spend up to \$750,000 of appropriated funds for planning; and to authorize the President of the Board to send a letter to the Joint Finance and Appropriation Committee of the Idaho Legislature indicating the Board's approval for planning and requesting release of appropriated funds currently held in the Permanent Building Fund for the ICLES. The University shall continue to work with the Board of Land Commissioners and the Idaho Department of Lands to utilize Agriculture College Endowment assets in the build-out of the facility, and shall report to this Board at each Board meeting on the progress of planning, including an accounting of funds expended to date as well as any specifically identified future expenditures. The University shall return to the Board for further approval prior to commencing construction. Motion carried unanimously.

Board member Stone presented this item and clarified that the request pertains to the planning stage of the project and not the construction phase. Kent Nelson of the University of Idaho noted that the dollar amount in the motion should read \$750,000. The maker of the motion and the second agreed to that correction in the motion.

Mr. Nelson explained that the UI brought their request to the Board at this time in order to fit with the timeline of the Joint Finance and Appropriation Committee.

DEPARTMENT OF EDUCATION AGENDA

1. IT Position Funding with ICTL Monies

M/S (Luna/Stone): To approve the use of monies for ICTL for a programmer position in Information Technology. Motion carried unanimously.

State Superintendent Luna presented this item.

2. NCLB Adequate Yearly Progress Sanctions

First Motion/S (Luna/Stone): To approve the Adequate Yearly Progress Accountability Procedures for Idaho Local Education Agencies and Schools.

Substitute M/S (Lewis/Thilo): To approve the Adequate Yearly Accountability Progress Procedures as amended for Idaho Local Education Agencies and Schools.

Board member Lewis clarified that included within the amendments indicated in the motion would be the following language in 3e, under restructuring as set forth in attachment A of the Restructuring Rubric for Idaho Local Education Agencies and Schools: “and include as an amendment to those procedures Attachment A Restructuring Rubric for Idaho Local Education Agencies and Schools.”

Amended Substitute M/S (Lewis/Thilo): To approve the Adequate Yearly Progress Accountability Procedures as amended for Idaho Local Education Agencies and Schools.

Motion carried unanimously.

Board member Lewis clarified that included within the amendments indicated in the motion would be that which is marked in yellow, in the following language; “to be included after 3e as set forth in the Idaho State Department of Education Restructuring Rubric for Idaho Local Education Agencies and Schools.”

Second Motion/S: (Luna/Stone): To approve the restructuring rubric for Idaho Local Education Agencies and Schools. Motion carried unanimously.

State Superintendent Luna introduced Rob Sauer and Nick Smith from the Idaho Department of Education to give background information. Mr. Sauer introduced Marybeth Flachbart and Marcia Beckman to present an overview.

Ms. Flachbart explained that the accountability plan is a requirement. She noted that since 2004, the number of schools not meeting AYP had increased due in large part to the additional accountability requirements of NCLB. She noted that while the 2006 plan allowed schools to get credit for a variety of remediation approaches, more problems are arising now that schools are entering year five of the restructuring effort.

Ms. Beckman discussed the requirements and noted that SDE is in the process of providing more detail regarding restructuring and what the schools must provide. Rob Sauer referred to the Board agenda materials as he explained the restructuring rubric. He reviewed the minimum subgroup indicators and the systemic indicators of the rubric, and clarified which students fall into each subgroup. Mr. Sauer explained how the restructuring rubric would be applied and what the expected outcome would be.

Board member Lewis made a substitute motion to attach the rubric to the AYP manual. However, during discussion SDE staff explained it would be better to reference the rubric rather than attach it to the AYP manual because the rubric is in the testing stage and may need minor adjustments. They pointed out that a number of guidance documents are handled in the same fashion. Board member Lewis amended his substitute motion.

EXECUTIVE SESSION

At this time the Board voted to go into executive session.

M/S (Luna/Stone): To go into executive session pursuant to Idaho Code Section 67-2345(1)(d) and (e) to consider records evidencing attorney-client communications that are exempt from disclosure pursuant to chapter 3, title 9, Idaho Code, and to consider and advise the Board's legal representatives in a matter of probable litigation. A roll call vote was taken; motion carried unanimously.

In executive session, the Board discussed the following: as Regents of the University of Idaho, considered records exempt from disclosure, and communicated with legal counsel to discuss the legal ramifications of and legal options for pending litigation.

M/S (Stone/Westerberg): To go out of Executive Session. Motion carried unanimously.

**CONSENT AGENDA
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I BOISE STATE UNIVERSITY New Positions, Changes to Positions & Deletions of Positions	Motion to approve
2	BAHR-SECTION I IDAHO STATE UNIVERSITY New Positions and Reactivation of Position	Motion to approve
3	BAHR-SECTION I UNIVERSITY OF IDAHO New Positions & Reactivations of Positions	Motion to approve
4	BAHR-SECTION I LEWIS-CLARK STATE COLLEGE Deleted Position & Change to Position	Motion to approve
5	PPGAC – Alcohol Permits Issued by University Presidents	Motion to approve
6	IRSA – Quarterly Report on Programs Approved by the Executive Director	Motion to approve

**CONSENT AGENDA
FEBRUARY 28-29, 2008**

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**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

BOISE STATE UNIVERSITY

SUBJECT

New positions, changes in positions and deletions of 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 one (1) new faculty position (1.0 FTE) supported by local funds
- Create two (2) new professional staff positions (2.0 FTE) supported by appropriated funds, create four (4) new professional staff positions (4.0 FTE) supported by local funds, and create one (1) new professional staff position (1.0 FTE) supported by grant funds
- Create three (3) new classified positions (2.75 FTE) supported by appropriated funds, and create one (1) new classified position (1.0 FTE) supported by grant funds
- Increase the term of two (2) professional staff positions (2.0 FTE), and increase the term of three (3) classified positions (2.80 FTE), all supported by local funds
- Delete three (3) faculty positions (3.0 FTE), three (3) professional staff positions (3.0 FTE), and delete one (1) classified position (1.0 FTE) all supported by local funds

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approving the changes to positions listed above.

BOARD ACTION

A motion to approve the request by Boise State for twelve (12) new positions (11.75 FTE); term, salary, FTE change to five (5) positions (4.80 FTE), and delete seven (7) positions (7.0 FTE).

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

NEW POSITIONS

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$88,000
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Electrical Engineering
Duties and Responsibilities	Provide instruction in Electrical and Computer Engineering coursework and related research.
Justification of Position	Additional faculty needed due to growth in Ph.D. program.

Position Title	Research Assistant/Associate
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$44,000
Funding Source	Appropriated Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Biology Department
Duties and Responsibilities	Operate, schedule, and train Confocal Imaging System (computerized real-time 3-D view of living cells) users.
Justification of Position	Permanent research staff needed to support technology and create consistent resource for researchers.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Position Title	Compensation Manager
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$70,000
Funding Source	Appropriated Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Human Resource Services
Duties and Responsibilities	Plan, organize, direct and oversee compensation systems and processes; develop and recommend compensation policies and ensure policy compliance.
Justification of Position	Additional position needed to manage, administer and implement compensation and classification programs and systems.

Position Title	Associate Manager, Printing and Graphics
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$50,000
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Printing and Graphic Services
Duties and Responsibilities	Design workflows and processes, manage campaigns and monitor reports, assist with marketing, promotions and technology initiatives.
Justification of Position	Department has acquired new technology and reorganized functions in response to industry trends. Additional position required to assist with implementation of new business model.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Position Title	Director, Operations-Press Box/SkySuite
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$40,000
Funding Source	Local Funds
New or Reallocation	New
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Manage all aspects of special event support and facility operations for Press Box/Sky Suites.
Justification of Position	Staff required for additional Bronco Stadium facilities.

Position Title	Executive Director, Press Box/Sky Suites
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$62,000
Funding Source	Local Funds
New or Reallocation	New
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Direct events, conferences and activities in Press Box/Sky Suite.
Justification of Position	Staff required for additional Bronco Stadium facilities.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Position Title	Senior Associate Director, Alumni Relations /Director, Programs
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$60,000
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Alumni Relations
Duties and Responsibilities	Lead the development and growth of alumni chapters and networks; coordinate on-line community; assist director in achieving key strategic objectives.
Justification of Position	Additional position needed to engage more members, bring a higher level of participation, and identify additional potential prospects for the comprehensive campaign.

Position Title	Manufacturing Specialist
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$60,000
Funding Source	Grant Funds
New or Reallocation	New
Area/Department of Assignment	TechHelp
Duties and Responsibilities	Provide technical and training assistance to Idaho's small and medium manufacturers to help them improve profit, products and services.
Justification of Position	On-going grant projects and industry needs require establishing a permanent position.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
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Position Title	Administrative Assistant 1
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$22,963
Funding Source	Appropriated Funds
New or Reallocation	Reallocation
Area/Department of Assignment	College of Business and Economics
Duties and Responsibilities	Perform a wide variety of secretarial support functions; develop and maintain program records, collect information and prepare reports; provide customer service and support liaison activities.
Justification of Position	Additional position required to support College's Director of Development.

Position Title	Office Specialist 2
Type of Position	Classified
FTE	.75 FTE
Term of Appointment	9 Months
Effective Date	3/1/2008
Salary Range	\$15,538
Funding Source	Appropriated Funds
New or Reallocation	Reallocation
Area/Department of Assignment	College of Health Sciences
Duties and Responsibilities	Provide administrative support to the Dean's Office.
Justification of Position	Additional staff needed to meet increasing demands on the College of Health Sciences.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Position Title	Administrative Assistant 2
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$25,605
Funding Source	Appropriated Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Energy Research, Policy and Campus Sustainability
Duties and Responsibilities	Provide administrative support for reporting, grant and outreach activities.
Justification of Position	Additional position required to support newly established Associate Vice President for Energy Research, Policy and Campus Sustainability.

Position Title	Administrative Assistant 1
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	\$23,963
Funding Source	Grant Funds
New or Reallocation	New
Area/Department of Assignment	Center for School Improvement/Policy Studies
Duties and Responsibilities	Provide a variety of administrative support functions.
Justification of Position	Growth in department programs and projects requires permanent support staff.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

CHANGES IN POSITIONS

Position Title	Teacher
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	Change from 9 Months to 12 Months
Effective Date	3/1/2008
Salary Range	Change from \$13,860 to \$16,071
Funding Source	Local Funds
New or Reallocation	Reallocation
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 in order to ensure consistent staffing during the summer and optional care times.

Position Title	Accountant
Type of Position	Professional
FTE	Change from .5 FTE to 1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Change from \$20,000 to \$40,000
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	University Advancement
Duties and Responsibilities	Provide accounting support including logging payments, fund transfers, expense reconciliations and budgeting.
Justification of Position	Additional FTE needed to handle growth due to Comprehensive Campaign.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
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Position Title	Administrative Assistant 1
Type of Position	Classified
FTE	Change from .80 FTE to 1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Change from \$20,750 to \$25,938
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Selland College of Applied Technology - Truck Driving Program
Duties and Responsibilities	Provide administrative support to department and assistance to students.
Justification of Position	Additional administrative support required due to growth in program, enrollments and inquiries.

Position Title	Financial Technician
Type of Position	Classified
FTE	Change from .50 FTE to 1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Change from \$14,154 to \$28,309
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Selland College of Applied Technology - Accounting Unit
Duties and Responsibilities	Analyze, research, forecast, and reconcile complex financial documents; ensure compliance with laws, rules, and policies.
Justification of Position	Additional FTE required due to department workload.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
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Position Title	Technical Records Specialist 1
Type of Position	Classified
FTE	Change from .70 FTE to .80 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Change from \$21,184 to \$24,211
Funding Source	Local Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Boise State Radio
Duties and Responsibilities	Support membership program and system; point of contact for members; analyze, research and reconcile systems and accounts.
Justification of Position	Additional hours needed to meet increased workload.

DELETED POSITIONS

Position Title	Associate Dean, Enrollment Management
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Less \$81,099
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	Selland College of Applied Technology
Duties and Responsibilities	Provide overall leadership in enrollment management and student success.
Justification of Position	Position deleted due to reorganization.

Position Title	Associate Dean, Instruction
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Less \$75,005
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	Selland College of Applied Technology
Duties and Responsibilities	Assist the Dean in overseeing instructional programs and faculty affairs; ensure fulfillment of mission and goals.
Justification of Position	Position deleted due to reorganization.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
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Position Title	Senior Instructor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	9 Months
Effective Date	3/1/2008
Salary Range	Less \$51,459
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	Selland College of Applied Technology
Duties and Responsibilities	Provide instruction in Electronics Technology.
Justification of Position	Position no longer needed; duties redistributed to existing staff.

Position Title	Educational Advisor
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Less \$34,507
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	AT - Student Support Division
Duties and Responsibilities	Provide career and academic advising for College programs.
Justification of Position	Position no longer needed; duties redistributed to existing staff.

Position Title	Educational Advisor
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Less \$31,849
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	Selland College of Applied Technology - Student Support Division
Duties and Responsibilities	Provide career and academic advising for College programs.
Justification of Position	Position no longer needed; duties redistributed to existing staff.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
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Position Title	Accountant
Type of Position	Professional
FTE	.60 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Less \$21,000
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	Selland College of Applied Technology
Duties and Responsibilities	Perform accounting functions such as budgeting, forecasting, tracking funds, grant administration and compliance, and effort reporting.
Justification of Position	Department decided not to utilize this position due to organizational changes.

Position Title	Office Specialist 2
Type of Position	Classified
FTE	1.0 FTE
Term of Appointment	12 Months
Effective Date	3/1/2008
Salary Range	Less \$20171
Funding Source	Local Funds
New or Reallocation	n/a
Area/Department of Assignment	Selland College of Applied Technology/ Center For Workforce Training
Duties and Responsibilities	Provide customer service and registration assistance; schedule and coordinate training and assessment events.
Justification of Position	Position no longer needed; duties redistributed to existing staff.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: B. Appointment Authority and Procedures

August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.
2. **Delegation of Authority**
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.
3. **Specifically Reserved Board Authority**
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:
 - a. **Position Authorizations**
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
 - (a) position title;
 - (b) type of position;
 - (c) FTE
 - (d) Term of appointment;
 - (e) Effective date;
 - (f) approximate salary range;
 - (g) funding source;
 - (h) area or department of assignment;
 - (i) a description of the duties and responsibilities of the position; and
 - (j) a complete justification for the position

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

(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
FEBRUARY 28-29, 2008**

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
FEBRUARY 28-29, 2008**

IDAHO STATE UNIVERSITY

SUBJECT

Approval of new positions & reactivation of position

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 seven (7) new professional staff positions (7.0 FTE) supported by appropriated funds reallocation and local funds;
- reactivate one (1) professional staff position (1.0 FTE) supported by local funds;
- create one (1) classified staff position (1.0 FTE) supported by appropriated funds reallocation

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff recommends approving the changes to positions listed above.

BOARD ACTION

A motion to approve the request by Idaho State University for seven (7) new professional staff positions (7.0 FTE) supported by appropriated funds reallocation and local funds, to reactivate one (1) professional staff position (1.0 FTE) supported by local funds, and one (1) new classified staff position (1.0 FTE) supported by appropriated funds reallocation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

NEW POSITIONS

Position Title	University Business Officer (6 positions)
Type of Position	Non-Classified
FTE	6.0
Term of Appointment	12 month
Effective Date	March 3, 2008
Salary Range	\$55,000.00 – 70,000.00
Funding Source	Appropriated Funds
New or Reallocation	Reallocation
Area/Department of Assignment	Colleges of Arts & Sciences, Business, Education, Engineering, Health Professions, and Pharmacy
Duties and Responsibilities	Provide guidance to College Dean and facilitate the Dean's implementation of the full range of administrative, fiscal, and human resources activities within the College, including resource planning, budget control, financial analysis and fiscal oversight of instructional and research programs, space administration, and organizational and operational improvements.
Justification of Position	To provide administrative support for College Deans. These positions will operate under a dual reporting relationship to the College Dean and the Vice President for Finance and Administration.
Position Title	Physician Assistant (PCN 1325)
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	March 3, 2008
Salary Range	\$71,760.00
Funding Source	Local Funds
New or Reallocation	New – Local funds from patient fees
Area/Department of Assignment	Family Medicine
Duties and Responsibilities	Responsible for Family Medicine patient care; model and teach PA, MD inter-relationship to Family Medicine residents.
Justification of Position	Reactivation of deleted position originally approved by the Board on June 15, 2006.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Position Title	Family Medicine Resident Physician
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	July 1, 2008
Salary Range	\$42,057.60
Funding Source	Local Funds
New or Reallocation	New – Local funds from patient fees
Area/Department of Assignment	Family Medicine
Duties and Responsibilities	Graduate medical student in residency training for three years to qualify as a family physician in a rural setting. Duties include work in the clinic, inpatient service, and on-call service. The resident physician in this position will conduct portions of their training both in Pocatello and Rexburg.
Justification of Position	To provide a transitional resident physician for the Rural Training Track (RTT), which will allow physicians, nurses and the hospital in Rexburg a more gentle and appropriate entry into resident education.

Position Title	IT Programmer Analyst, Associate
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	March 3, 2008
Salary Range	\$30,472.00
Funding Source	Appropriated Funds
New or Reallocation	Department reallocation
Area/Department of Assignment	University Relations, Web Communications
Duties and Responsibilities	Code, test and debug basic web files with direction, instruction and supervision from managers; design and develop web pages; perform related work.
Justification of Position	To provide additional technical support due to increased emphasis on the University's web site.

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**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

UNIVERSITY OF IDAHO

SUBJECT

Approval of three new positions and three position reactivations

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

The University of Idaho requests approval to:

- Create three (3) new positions (3.0 FTE) supported by appropriated and non appropriated funds
- Reactivate three (3) positions (3.0 FTE) 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

Staff recommends approving the changes to positions listed above.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish three (3) new positions and reactivate three (3) positions (6.0 Total FTE), all supported by appropriated and non appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

NEW POSITIONS

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	July 1, 2008
Salary Range	\$37,814.40
Funding Source	Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College Agriculture & Life Sciences/District IV
Duties	Responsible for research and instruction
Justification	Faculty needed for research and teaching at Idaho Falls

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	March 1, 2008
Salary Range	\$55,016.00
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 1734
Area/Department of Assignment	College Agriculture & Life Sciences/District I
Duties	Responsible for research and instruction
Justification	Position was vacant for over 12 months due to failed searches

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	March 1, 2008
Salary Range	\$58,448.00
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 0015
Area/Department of Assignment	College of Science/Biology
Duties	Responsible for research and instruction
Justification	Position was vacant for over 12 months due to failed searches

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

REACTIVATED POSITIONS

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	Academic Year
Effective Date	March 1, 2008
Salary Range	\$55,016.00
Funding Source	Appropriated funds
New or Reallocation	Reactivation of PCN 0018
Area/Department of Assignment	College of Science/Biology
Duties	Responsible for research and instruction
Justification	Position was vacant for over 12 months due to failed searches

Position Title	Farm Operations Foreperson
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	March 1, 2008
Salary Range	\$23,982.40
Funding Source	Appropriated and Non Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	College Agriculture & Life Sciences/Palouse R&E Center
Duties	Responsible for general farm support operations
Justification	Staff needed for Palouse R&E Center

Position Title	Student Computing Labs Analyst
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	March 1, 2008
Salary Range	\$42,016.00
Funding Source	Non Appropriated funds
New or Reallocation	New PCN from reallocation of resources
Area/Department of Assignment	Information Technology Services/Student Computing Labs
Duties	Responsible for the efficient maintenance of hardware and software in the student computing labs
Justification	Existing temporary position changing to permanent

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**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

LEWIS-CLARK STATE COLLEGE

SUBJECT

Approval of one (1) deleted position and one (1) change in position

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

Lewis-Clark State College is requesting approval to:

- Delete one (1) position (.5 FTE) supported by grant funds
- Change one (1) position (.5 to 1.0 FTE) supported by local and grant funds

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approving the changes to positions listed above.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College for one (1) deleted position (.5 FTE) and one (1) change in position (.5 to 1.0 FTE) supported by local and grant funding.

Moved _____ Seconded _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

DELETED POSITIONS

Position Title	Office Specialist I
Type of Position	Classified
FTE	.5
Term of Appointment	12 months
Effective Date	2/1/2008
Salary Range	\$10,962
Funding Source	Grant Funds
Area/Department of Assignment	Tech Prep
Justification of Position	Departmental reorganization, duties reassigned

**CHANGES IN POSITIONS
OTHER**

Position Title	Office Specialist I
Type of Position	Classified
FTE	Increase from 0.5 to 1.0
Term of Appointment	12 months
Effective Date	2/1/2008
Salary Range	Increase \$10,962 to \$21,923
Funding Source	Grant and local Funds
Area/Department of Assignment	Workforce Training
Justification of Position	Departmental reorganization, duties reassigned to full-time

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

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 December 2007 Board meeting. Since that meeting, Board staff has received 14 permits from Boise State University, 17 permits from Idaho State University, and 2 permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use from December 2007 through June 2008. The list is attached for the Board's review.

ATTACHMENTS

BSU permits	page 3
ISU permits	page 5
UI permits	page 7

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
FEBRUARY 28-29, 2008**

**APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY**

December 2007 – June 2008

EVENT	LOCATION	DATE (S)
Culinary Arts Capstone Dinner	Boise State Culinary Building	12/08/2007
Fly Me Home For Christmas	Morrison Center Main Hall	12/08/2007
Idaho STAR Awards Banquet	Hatch Ballroom / SUB	12/08/2007
Concert for a Cause	Morrison Center Main Hall	12/12/2007
Coaches Club Holiday Social	Allen Noble Hall of Fame	12/28/2007
George Carlin	Morrison Center Main Stage	1/18/2008
Rodney Carrington	Taco Bell Arena	1/31/2008
Bronco Advocacy Network Reception	Allen noble Hall of Fame	2/6/2008
Jeff Dunham	Morrison Center Main Hall	2/7/2008
Rachel Price	Morrison Center Main Hall	2/16/2008
Lisa Lampanelli	Morrison Center Main Hall	2/17/2008
Power & Grace Boise Philharmonic	Morrison Center Main Hall	2/23/2008
Gypsy	Morrison Center Main Hall	2/25-2/27/2008
McCurdy/Davis Wedding	The Galleria at BSU Hall of Fame	6/7/2008

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY		
December 2007 – April 2008		
EVENT	LOCATION	DATE (S)
Faculty Party	Stephen's Performing Arts Center	12/6/2007
Kurt Bestor Pre-Concert Reception	PAC Rotunda	12/18/2007
Kurt Bestor Intermission Reception	PAC, Bennion Promenade	12/18/2008
Colling Family Wedding	Stephen's Performing Arts Center	1/5/2008
Annual Potlatch	Magnussen Alumni House	1/18/2008
Martin Luther King Banquet	Wood River Room- ISU	1/21/2008
IMEA Biennial In-Service	ISU Student Union Building	1/24/2008
IMEA Biennial In-Service Conference	Stephens Performing Arts Center (Foyer)	1/25/2008
Bengal Foundation, Col. Kirkpatrick Award Banquet	Bennion Room- Holt Arena	2/2/2008
Official Opening of the Richard H. Stallings Papers	ISU Library Lounge	2/8/2008
Pre-Concert Dinner	Marshall Rotunda, Stephens PAC	2/20/2008
Bengal Foundation Auction Preview	Bennion Room- Holt Arena	2/21/2008
Idaho Business Leader of the Year Reception	L.E. and Thelma E. Stephens Performing Arts Center, Bennion Promenade	2/26/2008
Bengal Foundation Membership Drive Kickoff Party	Holt Arena	3/4/2008
Gem Legacy, President's Donor Recognition Dinner	L.E. and Thelma E. Stephens Performing Arts Center, Bennion Promenade	3/28/2008
ISU Women's Art Exhibit and Silent Auction	Cyber Café in the Rendezvous Building	3/29/2008
Chamber After Hours	Holt Arena	4/3/2008

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

**APPROVED ALCOHOL SERVICE AT
University of Idaho**

February 2008

EVENT	LOCATION	DATE (S)
Prichard Benefit Auction	UI Prichard Art Gallery	2/09/2008
Jazz Festival VIP Event	Wawawai Canyon Winery	2/22/2008

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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
FEBRUARY 28-29, 2008

SUBJECT

Quarterly Report: Program Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4.b.(2), Program Approval and Discontinuance

BACKGROUND

In accordance with Board policy, "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."

DISCUSSION

In accordance with Board policy, "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, etc. from Idaho's public colleges and universities that were approved by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Program Changes Approved by the
Executive Director

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

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 - INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008**

**Academic Programs
Approved by Executive Director
October 2007 – February 2008**

*The Board did not have a regular meeting in January; therefore, this report includes programs and changes approved by the Executive Director from October through February.

Boise State University
Establishment of a Basque Studies Center
Certificate in Public Relations
Name change of Master of Arts in English to Master of Arts in English, Literature
Name change of Department of Biology to Department of Biological Sciences
Off-Campus Offering – BSU's Master of Social Work and BA in Social Work Programs at CSI – Twin Falls Campus
Change name of General Business Management major to General Business and change name of degrees offered BBA, BS, BA in General Business Management to General Business
Addition of Radiography Information Administrator option to BS Radiological Sciences program
New Bachelor of General Studies

Lewis-Clark State College
New BA or BS in Business and Communication
Name change of Hotel Restaurant Mgmt to BS/BA Hospitality Mgmt
New minor in Education for the Gifted & Talented (moving from an endorsement to a Minor)

Idaho State University
New Associate of Science in Fire Service Administration (to be offered online)
Establish an Academic Certificate of Completion of the Pre-professional Program in Communication Sciences and Disorders, and Education of the Deaf
Discontinue Photography Emphasis
Addition of a Minor in Business (college-wide)
Establish a Minor in Military Science
New Associate of Science, Emergency Management (to be offered online)

College of Southern Idaho
New Associate of Arts in Dance Program

**Professional - Technical Education Programs
Approved by Executive Director**

Program Activity	Institution
Delete Drafting Technology, AAS Advanced option	BSU
Addition of a new Health Information Technology program	CSI
Discontinue ATC offered in Office Specialist option of Office Technologies program	EITC
Discontinue ATC offered in Business Technology option of Business Tech program	EITC
Change name of Medical Office Program to Administrative Medical Assistant	LCSC
Discontinue AAS in Marketing Technology E-Commerce	ISU
Discontinue Postsecondary Tech Certificate, Basic Business Applications	ISU
Discontinue AAS, Hospitality Management Technology/Hotel/Restaurant & Travel Tourism	ISU
Consolidate Management Technology and Marketing Technology Retail options into one Marketing and Management Technology option	ISU

**CONSENT - INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2005

4. Program Approval Policy

b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
1	OFFICE OF PERFORMANCE EVALUATIONS	Information Item
2	IDAHO SCHOOL FOR THE DEAF AND THE BLIND – LEASING OF CAMPUS PROPERTY	Information Item
3	THE IDAHO ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS – SCIENCE (IAA-S) PROFICENCY LEVELS – APPROVAL OF TEMPORARY RULE, 08.02.03.004 – INCORPORATION BY REFERENCE	Motion to Approve
4	COLLEGE ACCESS CHALLENGE GRANTS- NEW FEDERAL/STATE PROGRAM	Motion to Approve
5	NEW INSTRUCATIONAL UNIT- CENTER FOR ARCHAEOLOGY MATERIALS, AND APPLIED SPECTROSCOPY (CAMAS) – IDAHO STATE UNIVERISTY	Motion to Approve
6	NORTHERN LOCAL OPERATIONS COMMITTEE – SUMMARY REPORT	Information Item

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

SUBJECT

Office of Performance Evaluations

BACKGROUND

At the request of Representative Durst, the Joint Legislative Oversight Committee has directed the Office of Performance Evaluation (OPE) to conduct a study of the consolidation of school district services.

DISCUSSION

OPE has requested some time to go over their process with Board members and answer any questions they might have regarding this evaluation.

ATTACHMENTS

Attachment 1 - Project Scope

BOARD ACTION

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

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Feasibility of School District Services Consolidation

OFFICE OF PERFORMANCE EVALUATIONS

Draft Project Scope

October 2007

Idaho currently has 114 school districts and a growing number of charter schools, including virtual schools. In 2006, school districts spent over \$2 billion for education and related activities. School district expenses include costs for instructing students, providing support services and administrative functions, transportation, facilities maintenance, and food service. School districts generally provide these services directly or have contracts in place for these services.

Following a request from Representative Durst, with supporting letters from the State Superintendent of Public Instruction and the State Board of Education, the Joint Legislative Oversight Committee directed the Office of Performance Evaluations to conduct a study of the consolidation of school district services. This study will focus on the types of services school districts provide and the amounts and costs of these services. The study will also focus on the feasibility of consolidating services, and the potential impacts of consolidation. In order to maintain a manageable project scope, this study will not focus on instructional staff (e.g., teachers or assistants), administrators (e.g., principals or superintendents), or school boards.

This evaluation, to be conducted in two steps, will focus on the following:

Step One. *The first part of our study will help us identify the types of school district services that would most benefit from additional review:*

- What types of services do Idaho schools districts provide or purchase? What percent of a school district's annual expenditures is spent on these services? What percent of the state's public education spending do these services represent?
- From stakeholders' perspectives, do Idaho school districts currently purchase or provide services that could be considered for consolidation? What efforts have Idaho school districts already made to consolidate services?

Step Two. *The second part of our study will involve a more in-depth analysis of consolidation efforts and provide recommendations about the feasibility of consolidating the school district services identified in the first part of our study:*

- How have other states approached consolidation of school district services? What have been the outcomes of those efforts? Are there best practices related to the consolidation

of services? Are there generally accepted criteria for consolidation? Are any of these options feasible for Idaho?

- If consolidation of services is feasible in Idaho, what are the potential impacts of such consolidation? Do state laws and rules provide incentives or disincentives for consolidation of services?

Projected completion date: October 2008

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

SUBJECT

Idaho School for the Deaf and the Blind - Leasing of campus property

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-3404, Idaho Code

BACKGROUND

The Idaho School for the Deaf and the Blind (ISDB) has been approached by North Valley Academy (NVA), a new charter school in Gooding, and has expressed interest in leasing property from ISDB for their school. Space in the ISDB Round Building is being considered. However, the College of Southern Idaho (CSI) presently occupies a major portion of that building for various classes and uses.

The relationship between the CSI and the ISDB started 18 years ago. While CSI does not have a formal lease, they estimate that they have invested close to half a million dollars in infrastructure in that facility, providing significant benefits to ISDB.

CSI has occupied three or more rooms over the years. Presently however, as part of the Northside Center, they co-op with three other entities (Kids' Discovery Center, Behavior Strategies, and Proactive Advantage, LLC) taking in an additional six rooms for: a testing center, telecommunications room, computer room for students, classroom, CNA training room, and a GED, ABE (Adult Basic Education) and ESL (English Language Learners) classroom.

DISCUSSION

Mary Dunne, Superintendent of ISDB, was instructed by prior OSBE executive directors to work on finding entities that could fill space on the campus. NVA is an entity that would be complementary to the ISDB campus environment. In November Superintendent Dunne signed a letter of intent to lease space to NVA in the Round Building.

CSI has indicated that the loss of space they are currently utilizing in the Round Building could result in the closing of their North Side Center in Gooding.

NVA is willing to accept a lease of other space on the ISDB campus; however, the Round Building would require the least renovation of space to be utilized by NVA. Leasing other space on the ISDB campus may present additional costs to NVA and/or ISDB. Also, in accordance with the Public Charter School Commission's requirement for the approval of NVA's charter petition, NVA has an alternative plan for its facilities (involving portable buildings on an unimproved piece of property) available to fall back on if no space is available at ISDB. Leasing space at the alternate site would come at a significantly greater cost to NVA.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

IMPACT

CSI does not pay rent to ISDB, and under the proposed lease terms, NVA would pay annual rent of \$42,000, plus an additional use fee for use of the gymnasium. While rental monies to ISDB could help offset facility operating costs, the primary considerations are for the students at ISDB and for the Gooding community. CSI is currently running ABE programs, short-term training such as EMT, and testing centers for CSI as well as Boise State and ISU. The economic benefits to the community of this educational outreach are significant.

ATTACHMENTS

Attachment 1 – ISDB Letter of Intent to Lease
(dated November 14, 2007)

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Per Board policy, the ISDB superintendent is delegated the authority to determine whether or not to lease property. Staff feels that ISDB should continue with their current arrangements with CSI.

BOARD ACTION

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

Idaho School for the Deaf and the Blind

Serving the Deaf and the Blind Students of Idaho Since 1906

(208) 934-4457
Fax. (208) 934-8352



1450 Main Street
Gooding Idaho 83330

November 14, 2007

ISDB INTENT TO LEASE TO NORTH VALLEY ACADEMY AND PROPOSED COST OF ANNUAL LEASE

The Idaho School for the Deaf and the Blind (ISDB) hereby establishes its intent to lease space to the North Valley Academy (NVA) for three (3) school years. The lease will be for the 2008-2009, 2009-2010 and 2010-2011 school years.

The ISDB is willing to lease 9 classrooms and additional office space in the Round Building to NVA. Each classroom comprises 800 square feet and the additional office space is 1200 square feet. At the agreed rate of \$5/square foot, the annual balance for the 2008-2009 school year is:

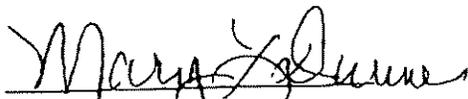
9 classrooms	\$36,000
Additional office space	\$6,000

Additional classrooms can be obtained on years two and three. All rooms will be leased in a non-furnished state. It will be the responsibility of NVA to furnish the rooms to their specifications.

The above leased space includes use of the ISDB playground. Note: Reasonable utilities are included in the above lease balances. The above balances are for only the 2008-2009 school year as the lease will contain a lease escalation rate of 5% for the last two years of the lease.

Use of the ISDB Library, small gymnasium and auto shop area will be for additional fees. The ISDB proposes charging NVA a rate of \$7,000 for the use of these facilities.

The above proposal does not include any services, maintenance of the facilities, or any other items than those explicitly described above.


Mary L. Dunne
Superintendent

Access, Independence and Meaningful Integration for Everyone

ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and our state-wide service delivery partners.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 34
IDAHO SCHOOL FOR THE DEAF
AND THE BLIND**

33-3404. TITLE TO PROPERTY -- ACQUIRING, SELLING OR EXCHANGING PROPERTY.
All rights and title to property, real and personal, belonging to or vested in the Idaho School for the Deaf and the Blind are hereby vested in its board of trustees and their successors. The board of trustees is empowered to acquire, by purchase or exchange, any property which in the judgment of the board is needful for the operation of the Idaho School for the Deaf and the Blind, and to dispose of, by sale or exchange, any property which in the judgment of the board is not needful for the operation of the same.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

SUBJECT

The Idaho Alternate Assessment Achievement Standards - Science Proficiency Level Descriptors (PLD's) – Approval of Cut Scores and PLD's. Approval of Temporary Rule Governing Thoroughness IDAPA 08.02.03.004.07

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Rules – Executive Department, Idaho Code
Section 33-1612 – Thorough System of Public Schools, Idaho code
Section 67-5229 – Incorporation by Reference, Idaho Code

BACKGROUND

The Individuals with Disabilities Act (IDEA 1997) and the No Child Left Behind Act (NCLB 2002) require all students, including students with disabilities, to participate in the state accountability system. In 2003 NCLB further defined how students with significant cognitive disabilities are to be included in the state accountability system by including guidelines for the development of an alternate assessment for up to 1% of the population.

The Idaho Alternate Assessment Achievement Standards - Science (IAA-S) has been developed for use in place of the ISAT-Science for students with significant cognitive disabilities who cannot meaningfully participate in the regular assessment, even with accommodations. Alternate assessments are already in place for mathematics, language arts, and reading. The recent addition of science to the ISAT now requires the development of IAA-S.

DISCUSSION

The current state alternate assessments must undergo major revisions in order to realign with the 2006 Idaho Academic Content Standards, including Science. However, because NCLB legislation requires results from the State Science assessments to be reported in 2008, Idaho must use the current alternate assessment that is aligned to the 2000 Idaho State Achievement Standards. The current alternate assessment for science has field tested items for a rating scale that has a clearly defined structure, scoring criteria and procedure.

The State Department of Education Special Education Division is currently in the process of developing the Extended Standards to align with the 2006 Idaho Academic Content Standards. The Idaho State Board of Education will address these updated Extended Standards at their April 2008 meeting. Once the Board approves these standards, new cut scores and performance level descriptors will need to be developed and will be presented to the Board once again for their review and approval.

IMPACT

This Temporary Rule will be in force only for this school year in order to meet the NCLB science reporting requirements for 2008.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008**

ATTACHMENTS

Attachment 1 – Total Cut Score Ranges for the IAA Science Proficiency Levels	Page 3
Attachment 2 – Alternate Assessment Science Performance Level Descriptors for Grades 5, 7, and 10	Page 5
Attachment 3 – Rules Governing Thoroughness – Incorporation by Reference	Page 17

STAFF COMMENTS AND RECOMMENDATIONS

On November 2, 2007, the Board approved a Pending Rule to set cut scores for the Idaho Alternative Assessment. The Alternative Assessment – Science was not included. To meet NCLB requirements, staff recommends that the proposed IAA-Science cut score ranges and the proficiency levels be approved and a Temporary Rule be approved.

BOARD ACTION

A motion to approve the Proficiency Level Cut Scores and Performance Level Descriptors for the Idaho Alternate Assessment Science for grades 5, 7, and 10 and to incorporate them into the Idaho Alternate Assessment Achievement Standards – IDAPA 08.02.03.004.07.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the temporary and proposed Rule Governing Thoroughness – Incorporation by Reference, IDAPA 08.02.03.004.07

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Total Cut-Score Ranges for the IAA Science Proficiency Levels

	5th Grade	7th Grade	10th Grade
Advanced	229 to 368	248 to 368	283 to 368
Proficient	130 to 228	158 to 247	170 to 282
Basic	49 to 129	60 to 157	62 to 169
Below Basic	23 to 48	23 to 59	23 to 61

* Possible range of raw scores on the IAA-S is 23 to 368 for each grade level.

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Attachment 2

Alternate Assessment – Science

Performance Level Descriptors for Grades 5, 7 and 10

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

Grade 5 Science IAA Proficiency Level Descriptors

Advanced

In the area of the Nature of Science, fifth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science and health knowledge and skills with simple abstract tasks. These students:

- Make observations and predictions of physical changes in common materials of matter, animals, or plants
- Using appropriate measurement tools, measure change that occurs in physical states using U.S. Standard Measurements
- Demonstrate how to use some of the simple steps in the scientific method to problem solve

In the area of Physical Science, fifth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Observe & discuss characteristics of matter in various environments
- Select and use an appropriate tool/technology for a given science task

In the area of Biology, fifth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science and health knowledge and skills with simple abstract tasks. These students:

- Identify the differences in the needs of plants and animals to grow and survive
- Identify differences between living and non-living objects
- Identify why a leisure activity promotes physical and mental health

In the area of Earth Science, fifth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Demonstrate the relationship between days, months, and year
- Identify the seasons and respond to its weather by choosing appropriate clothing

In the area of Personal and Social Perspectives and Technology, fifth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Follow a conservation plan of recycling
- Read and follow a simple technical instruction/direction given a science/health task
- Demonstrate the operation of a technological adaptive device(s) and how they are a part of the student's life
- Identify appropriate use and determine a misuse of health products in society

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

Grade 5 Science IAA Proficiency Level Descriptors

Proficient

In the area of Nature of Science, fifth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Make observations of physical changes in common materials of matter, animals, or plants
- Identify that change occurs in physical states using U.S. Standard Measurements
- Demonstrate a few simple steps in the scientific method by either asking a question, observing, recording data, or displaying results

In the area of Physical Science, fifth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Identify different characteristics of matter
- Select and use an appropriate tool/technology for a given science/health task

In the area of Biology, fifth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Recognize the needs of plants and animals to grow and survive
- Classify living and non-living objects
- Identify leisure activities that promote personal physical and mental health

In the area of Earth Science, fifth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Demonstrate the relationship of an activity to day/night or day of the week
- Identify the type of weather and respond by choosing appropriate clothing

In the area of Personal and Social Perspectives and Technology, fifth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Recognize objects that can be recycled
- Follow a simple technical instruction or direction given for a science/health task
- Request and operate a technological adaptive device for a purpose
- Identify appropriate uses of health products in society

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

Grade 5 Science IAA Proficiency Level Descriptors

Basic

In the area of Nature of Science, fifth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Observe change in self and others
- Use appropriate measurement tools to identify change in self
- Demonstrate how to use a simple step in the scientific method

In the area of Physical Science, fifth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Observe a characteristic of an object in the environment
- Identify a tool necessary for a given science task

In the area of Biology, fifth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Follow a plan to care for a living thing
- Identify living things
- Participate in a leisure activity to promote personal physical and mental health

In the area of Earth Science, fifth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Associate activities to the time of the day – day or night
- Identify a weather condition

In the area of Personal and Social Perspectives and Technology, fifth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Participate in a recycling plan
- Follow a simple direction
- Operate a technological adaptive device
- Identify a health product used in society

Grade 7 Science IAA Proficiency Level Descriptors

Advanced

In the area of the Nature of Science, seventh grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science and health knowledge and skills with simple abstract tasks. These students:

- Demonstrate observation and prediction skills with supporting reasons
- Carry out an investigation over time using appropriate measurement tools
- Demonstrate how to use some of the simple steps in the scientific method for problem solving by asking questions(s), observing, and gathering information/data

In the area of Physical Science, seventh grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Observe and identify characteristics of matter in environments & how they are different
- Demonstrate and discuss the relationship of object permanence with matter in different forms/states

In the area of Biology, seventh grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science and health knowledge and skills with simple abstract tasks. These students:

- Sequence the life cycle of plants and animals
- Demonstrate differences of care between living and non-living things
- Identify sickness and wellness in self and others

In the area of Earth Science, seventh grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Observe how and why different organisms respond to different weather conditions
- Observe and discuss how environments change

In the area of Personal and Social Perspectives and Technology, seventh grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Develop a recycling plan
- Read and follow simple technical directions
- Use technology that shows how science is interrelated
- Identify misuses of health products in society and why

Grade 7 Science IAA Proficiency Level Descriptors

Proficient

In the area of Nature of Science, seventh grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Demonstrate simple observation and prediction skills
- Use appropriate measurement tools and charts changes that occur
- Demonstrate how to use a few simple steps in the scientific method by asking question(s), observing, or gathering information/data

In the area of Physical Science, seventh grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Observe and identify characteristics of matter in environments
- Demonstrate object permanence with matter in two forms/states

In the area of Biology, seventh grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Sequence a life cycle of animals
- Demonstrate care of living and non-living things
- Identify body signals of sickness and wellness in self

In the area of Earth Science, seventh grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Observe how different organisms respond to different weather conditions
- Observe and record how environments change

In the area of Personal and Social Perspectives and Technology, seventh grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Follow a recycling plan
- Follow simple technical directions
- Use technology for a purpose
- Identify appropriate use and purposes of health products in society

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

Grade 7 Science IAA Proficiency Level Descriptors

Basic

In the area of Nature of Science, seventh grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Demonstrate observation skills
- Select appropriate measurement tools
- Demonstrate how to use a simple step in the scientific method by either asking a question, observing, gathering data/information or displaying data

In the area of Physical Science, seventh grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Identify a characteristic of an object in the environment
- Indicate an understanding of object permanence in the environment

In the area of Biology, seventh grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Recognize the beginning and last stages of the human life cycle
- Demonstrate care of living things
- Identify sickness in self

In the area of Earth Science, seventh grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Respond to different weather conditions
- Identify a change in the environment

In the area of Personal and Social Perspectives and Technology, seventh grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Participate in a conservation plan
- Follow a one-step technical direction
- Operate a technology device
- Identify health products that are used in society

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

Grade 10 Science IAA Proficiency Level Descriptors

Advanced

In the area of the Nature of Science, tenth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science and health knowledge and skills with simple abstract tasks. These students:

- Observe situations and predict changes with basic reasons/explanations
- Observe, measure, and record a simple change over time
- Demonstrate how to use some of the simple steps in the scientific method for problem solving by asking question(s), observing, gathering information/data, or displaying what occurred in a scientific experiment

In the area of Physical Science, tenth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Observe and identify familiar matter in their environments in the three states: solid, liquid, and gas
- Demonstrate the relationships between the concept of motion & force with an object

In the area of Biology, tenth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science and health knowledge and skills with simple abstract tasks. These students:

- Recognize differences and identify characteristics between living and non-living things
- Understand (identify) when & why organisms adapt to the environment
- Demonstrate knowledge of the life cycles of plants and animals
- Identify what plants and animals need to survive
- Demonstrate that organisms have behavioral responses to internal and external stimuli
- Identify differences between good and poor practices of personal hygiene & use of health products

In the area of Earth Science, tenth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Observe and identify changes occurring in seasons, a month, and the length of a day
- Observe and identify why different organisms respond to different weather conditions

In the area of Personal and Social Perspectives and Technology, tenth grade students performing at the Advanced level on the Idaho Alternate Assessment demonstrate generalized use and application of extended or entry level science knowledge and skills with simple abstract tasks. These students:

- Develop and follow a conservation project/plan
- Follow or give technical directions

Grade 10 Science IAA Proficiency Level Descriptors

Proficient

In the area of Nature of Science, tenth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Observe situations and predict a change with at least one supporting reason
- Observe and measure a change over time
- Demonstrate how to use a few simple steps in the scientific method by asking question(s), observing, gathering information/data, or displaying what occurred in a scientific experiment

In the area of Physical Science, tenth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Observe & identify matter in two of the three states: solid, liquid, gas
- Demonstrate the concepts of motion or force with an object

In the area of Biology, tenth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Recognize differences between living and non-living things
- Understand (identify) when organisms adapt to the environment
- Sequence a simple life cycle of plants or animals
- Demonstrate knowledge of what living things need to survive
- Demonstrate that organisms have behavioral responses to external stimuli
- Demonstrate personal hygiene & use of health products

In the area of Earth Science, tenth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Identify the four seasons and a characteristic that defines them
- Identify how different organisms respond to weather

In the area of Personal and Social Perspectives and Technology, tenth grade students performing at the Proficient level on the Idaho Alternate Assessment demonstrate developing use and application of extended or entry level science/health knowledge and skills with basic concrete and some abstract tasks. These students:

- Follow a conservation project/plan
- Follow technical directions in creating or interpreting a graph, chart, or diagram

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Grade 10 Science IAA Proficiency Level Descriptors

Basic

In the area of Nature of Science, tenth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Identify that change occurs
- Follow a science experiment and record changes that occur
- Demonstrate how to use a simple step in the scientific method by either observing or gathering information/data in a scientific experiment

In the area of Physical Science, tenth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Observe & identify matter in one of the three states: solid, liquid, gas
- Demonstrate the concept of force with an object

In the area of Biology, tenth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Identify living things
- Make a change to adapt to the environment
- Identify the beginning and last stages of a life cycle with plants or animals
- Identify a personal need for survival
- Demonstrate that organisms have behavioral responses to internal stimuli
- Follow a personal hygiene routine

In the area of Earth Science, tenth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Identify different times of the day associated with activities in their environment
- Respond to different weather conditions with the four seasons

In the area of Personal and Social Perspectives and Technology, tenth grade students performing at the Basic level on the Idaho Alternate Assessment demonstrate emerging use and application of extended or entry level science/health knowledge and skills with only concrete level tasks. These students:

- Participate in a conservation plan with peers or family
- Follow a simple one step direction

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

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TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 52
IDAHO ADMINISTRATIVE PROCEDURE ACT

67-5229. INCORPORATION BY REFERENCE. (1) If the incorporation of its text in the agency rules would be unduly cumbersome, expensive, or otherwise inexpedient an agency may incorporate by reference in its rules and without republication of the incorporated material in full, all or any part of:

- (a) A code, standard or rule adopted by an agency of the United States;
- (b) A code, standard or rule adopted by any nationally recognized organization or association;
- (c) A code or standard adopted by Idaho statute or authorized by Idaho statute for adoption by rule; or
- (d) A final rule of a state agency; provided however, that a state agency shall not adopt a temporary rule incorporating by reference a rule of that agency that is being or has been repealed unless the rule providing for the incorporation has been reviewed and approved by the legislature.

(2) The agency shall, as part of the rulemaking:

- (a) Note where copies of the incorporated material may be obtained or electronically accessed; and
- (b) If otherwise unavailable, provide one (1) copy of the incorporated material to the Idaho supreme court law library.

(3) The incorporated material shall be identified with specificity and shall include the date when the code, standard or rule was published, approved or became effective. If the agency subsequently wishes to adopt amendments to previously incorporated material, it shall comply with the rulemaking procedures of this chapter.

(4) Unless prohibited by other provisions of law, the incorporated material is subject to legislative review in accordance with the provisions of section 67-5291, Idaho Code, and shall have the same force and effect as a rule.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on November 1, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

06. The Idaho Alternative Assessment Extended Content Standards. The Idaho Alternative Assessment Extended Content Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on ~~April 20, 2006~~ February 28, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD0704)

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

College Access Challenge Grants – New Federal/State program

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section V.N. Grants and Contracts

BACKGROUND

The United States Department of Education's Office of Postsecondary Education (OPE) recently announced the College Access Challenge Grant Program, a new formula grant program designed to help low-income students and families learn about, prepare for, and finance higher education. This initiative was created as part of the *College Cost Reduction and Access Act of 2007*, and \$66 million has been appropriated from the federal government for Fiscal Year 2008. Funds can be used for the following activities:

- Providing information about college to students and their families, such as the benefits of going to college, opportunities, financing, and career preparation;
- Outreach activities for students at risk of not enrolling or completing postsecondary education;
- Need-based grants for college students;
- Student loan cancellation, repayment, or interest rate reduction for borrowers in high-need geographical areas or high-need professions;
- Professional development for middle and high school guidance counselors, financial aid administrators, or college admissions counselors.

Grants will be awarded to states based on a formula that considers the relative number of people within certain age groups living below the poverty level. For FY 2008, the minimum award is \$330,000. Application packages should be available to states in June. It is expected that the application will be due within 45 days of the application becoming available. States are encouraged to begin planning and designing how the activities they would like to include in their grant application.

The program must be administered by a state agency; the Governor determines which state entity will serve as the administering body for the grant funds. We anticipate that the Governor will ask the state agency that is responsible for higher education to be the designee. Letters have recently been sent from the U.S. Department of Education's OPE to the Governor.

DISCUSSION

The purpose of the College Access Challenge program is to assist states in creating a coordinated strategy for improving preparation for, and access to, college for low income students. This is in line with other Board and Idaho initiatives which aim to increase the college going rate of Idaho High School graduates.

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Tentative grant allotments for states have already been provided, and Idaho is eligible to receive \$330,000 for two years, for a total of \$660,000.

States must apply for the funds, but funds are guaranteed to the state as long as the application is received from an eligible entity, their request funds for allowable activities, and they satisfy the state matching requirement.

Federal funds will constitute 2/3 of the total allocation for the grant program in a state; a state must raise or allocate the remaining 1/3 required to be a match with non-federal funds. Matching funds may be in the form of cash or in-kind donations, such as personnel, equipment, space, etc., that will be used to provide the grant program in the state. The total amount of the state matching funds must be available during the period in which Federal funds are expended; however, allocations to projects are not restricted. Thus, certain activities can be funded by federal funds only, while others are funded by state funds only, as long as the total amount of federal funds spent in a grant period (one academic year) is equal to 2/3 of the total funds spent on the project in that grant period.

Board staff requested verification from Federal Program staff to determine if the new funds for the need-based Idaho Opportunity Scholarship were an acceptable source of Idaho's match for this program. On January 9, 2008 we received written electronic confirmation that Idaho can use Opportunity scholarship funds as part of the required state match. Staff will verify that there is an appropriate state match before submitting the grant.

The list of approved activities for the College Access Challenge Grant is broad enough to allow Idaho to design specific activities that would best meet the state goals of providing access to postsecondary education for its citizens.

IMPACT

If Idaho submits an application and is approved, the state will receive \$330,000 for year one of the grant cycle, and if Idaho continues providing activities as outlined in the grant application, Idaho can apply for a second year of funding for a total of \$660,000 for the two year grant. Since we have already received approval from the Federal program staff that the Opportunity Scholarship funds qualify as match, there will be no additional state funds required.

This program does permit up to 6% of the federal funds to be used for administrative costs if necessary. The program also permits up to 8% of the funds to be used for indirect costs associated with the implementation and completion of activities from the State's plan.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends participation in the College Access Challenge Grant Program.

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BOARD ACTION

A motion to allow the designee for this grant program to proceed with the planning and preparation for submission of a College Access Challenge Grant application, to include working with the Governor's Staff, Division of Financial Management, and Legislative Services Office.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
N. Grants and Contracts**

April 2005

1. Approval of Grant and Contract Applications

All applications for grants and contracts that require the institution, school or agency to dedicate current funds or facilities or will obligate the institution, school or agency or state to dedicate future funding or significant facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application shall be approved by the chief executive officer of the institution, school or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information must be included:

- a. Agency to which application is made.
- b. Amount of the proposal.
- c. Period of the grant or contract.
- d. Purpose of the grant or contract.
- e. Nature of obligations including amount of funds involved or facilities to be committed.

2. Acceptance of Grants and Contracts

Grants and contracts accepted by the institution, school or agency must be reported to the executive director quarterly by the institution, school or agency of official notification, when the amount of the grant or contract award exceeds one hundred thousand dollars (\$100,000). When grant or contract awards are presented to the executive director, the following information must be provided:

- a. Name of grantor or contract.
- b. Amount of the grant or contract.
- c. Grant or contract period.
- d. Purpose of the grant or contract.
- e. Indicate nature of institution, school or agency's obligations in the form of dedicated funding or dedication of significant facilities. If there is none, the following statement should be included: "No future state obligation will be incurred with the acceptance of this grant or contract."

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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3. Facilities and Administrative Cost Recovery

a. The following cost recovery rates will be used by institutions, school and agencies under the governance of the Board for grant and contract services:

(1) For grants and contracts with the federal government, the cost recovery rates are those negotiated between the institution, school or agency and the federal government. The indirect cost rate may vary from one class of contract services to another, but institutions, school and agencies are encouraged to maximize indirect cost reimbursement rates.

(2) For grants and contracts with other state of Idaho departments, the cost recovery rate is twenty percent (20%) of the total direct cost.

(3) For grants and contracts with Idaho municipal, county, health district, joint planning, and other public non-profit agencies, the cost recovery rate is not less than twenty percent (20%) of total direct cost.

(4) For grants and contracts with private entities, whether profit or non-profit, cost recoverys are charged at either the negotiated federal indirect cost rate for research projects or twenty-five percent (25%) of total direct costs, whichever rate will generate the greater amount of revenue for the institution, school or the agency.

b. Reduction or Waiver of Cost Recoverys

(1) For good cause, the chief executive officer or his or her designee of the institution, school or agency is authorized to reduce or waive cost recoverys.

(2) Where cost recoverys are anticipated to total more than ten thousand dollars (\$10,000) over the life of the contract, reduction, or waiver of indirect costs must be reported to the executive director on a quarterly basis.

4. Restrictions on Contract Services

a. Prior to the consideration of any contract for services that is required to be submitted to the Board for approval, all institutions, school or agencies shall include in the Business Affairs and Human Resources agenda an opinion from legal counsel stating the proposed contract obligation is consistent with applicable rules and policies of the State Board of Education. The opinion statement shall include the name, address, and phone number of legal counsel. Contracts presented to the Board for consideration which do not contain this information shall be determined disapproved. Grants and those educational agreements designed for articulation or affiliation shall not be construed to be within the jurisdiction of this subsection unless a fiscal liability is created for the Board, its agencies, school or institutions.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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b. Research or consultant entities of agencies, institutions and the school under the governance of the Board may not bid on contract services when it appears that the contract services are reasonably available from the private sector.

c. If the product of contract work is to be privileged or its dissemination restricted, the agency, school or institution may not undertake the contract work without the written approval of the chief executive officer of the agency, school or institution. The chief executive officer must report all such approvals to the Board at its next scheduled meeting.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

New Instructional Unit – Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS) – Idaho State University

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4, Program Approval and Discontinuance
- Sections 33-107 (7), Idaho Code.

BACKGROUND

In accordance with Board policy III.G.4. (a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year.

DISCUSSION

Idaho State University is requesting approval to create the Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS). This center will create a scientific core for the physical science investigation of archaeology, materials, biocomplexity, health and nutrition, ecosystem dynamics, and related areas. CAMAS will house six laboratories, three of which are already funded and one of which was just awarded a National Science Foundation (NSF) Major Research Instrumentation grant, with other proposals pending. Those laboratories are:

- ILEIA: Interdisciplinary Laboratory for Elemental and Isotopic Analysis
- BioFac: ISU Bioanalysis Facility
- PA³L: Photon Activation Analysis in Archaeology Laboratory
- IVL: Idaho Virtualization Laboratory
- AML: Applied Microscopy Laboratory
- Molecular Structure Laboratory (MSL)

This proposal seeks to put ISU in the center of global research initiatives by creating a multidisciplinary center of materials and mass spectrometry that will house mass spectrometers, a visualization lab, an atomic force microscope and a SEM, and other laboratories for the advancement of interdisciplinary research agendas. Envisioned as a companion center to the Idaho Accelerator Center (IAC), CAMAS will provide research and educational opportunities without peer in the Intermountain and Northwest regions.

CAMAS will provide the basic infrastructure for pursuing a set of new funding initiatives from sources such as NSF, NASA, NIH, USDA, DOD, DOE, the National Geographic Society, plus other funding organizations. CAMAS will also provide an umbrella framework for coordinating currently funded projects such as the Sanak Biocomplexity Project (NSF) and a group of proposals under review. It will further serve as a vehicle for cross-disciplinary interaction and research.

While such a center requires no accreditation or licensing, the Center's merits will be evaluated by the professional community through the Center's ability to obtain

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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extramural funding and through publication of research findings. The core researchers have received tens of millions in external funds, including over four million from the National Science Foundation.

Currently there are no research centers at the University of Idaho or at Boise State University that have a research agenda and theoretical focus similar to the proposed center. There are no analytical centers that integrate Social Sciences and Physical Sciences. There is also no such center at Utah State University that includes a core group dedicated to understanding the complexities of human-based socio-physical scientific research and materials analysis.

Fiscal Impact

No additional resources are required for the creation of CAMAS. The expenditures are all personnel-related, and are from positions that are being reassigned to CAMAS, with the exception of the position in Isotope Ratio Mass Spectrometry, which is being funded through the Office of Research allocation of indirect funds. The program also has a *half-time office assistant* (\$10 per hour, 20 hours per week) to handle the day-to-day planning, budgeting and scheduling issues associated with a research center. This position is funded by the Office of Research and by the Department of Anthropology and will grow in time allocation with the development of the center.

The ISU Office of Research has identified the ISU Business and Technology Center as the appropriate location for CAMAS. There is adequate office space and rooms for the accompanying laboratories. Individual faculty and departmental laboratories in Geology, Biology, Physics, and Chemistry are adequate for supporting the facility. Laboratories in Anthropology are not adequate, and remodeling is necessary for archaeological sample preparation (in negotiation at present).

The funding sources listed under "Other" are from local sources (external grant indirects) and reallocated appropriated funds (within the Department of Anthropology) resulting from faculty and administrative workload adjustments/reallocations. Further details can be found on pages 13 - 18.

IMPACT

Estimated Fiscal Impact	FY 08	FY 09	FY 10	Total
A. Expenditures				
1. Personnel	\$308,454	\$319,705	\$331,4880	\$959,647
2. Operating	4,793	3,793	1,793	\$10,379
3. Capital Outlay	0	0	0	
4. Facilities	\$40,920	\$25,920	\$25,920	\$92,760
TOTAL:	\$354,167	\$349,418	\$359,201	\$1,062,786

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B. Source of Funds

1. Appropriated Reallocation	_____	_____	_____	_____
2. Appropriated – New	_____	_____	_____	_____
3. Federal	_____	_____	_____	_____
4. Other (external grants indirects and reallocated appropriated funds)	\$354,167	\$349,418	\$359,201	\$1,062,786
TOTAL:	\$354,167	\$349,418	\$359,201	\$1,062,786

C. Nature of Funds

1. Recurring *	336,167	347,418	359,201	1,042,786
2. Non-recurring **	18,000	2,000	_____	20,000
3. Federal	_____	_____	_____	_____
TOTAL:	\$354,167	\$349,418	\$359,201	\$1,062,786

* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

ATTACHMENTS

Attachment 1 – Notice of Intent – CAMAS Research Center

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Instructional units are typically not on eight-year plans; however, ISU notes that the creation of CAMAS will augment existing programs, including those in the health sciences, and foster continued infrastructure development in biomedical sciences. ISU does have plans to propose a new Ph.D. in Social Dynamics and Human Biocomplexity in the future, which is on their eight-year plan and is intimately tied to the creation of this center. IRSA, CAAP, and Board staff recommends approval as presented.

BOARD ACTION

A motion to approve Idaho State University’s request to establish a new Center for Archaeology, Materials, and Applied Spectroscopy 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: Idaho State University
Name of College, School, or Division: Arts and Sciences, Pharmacy
Name of Department(s) or Area(s): Anthropology, Physics, Chemistry, Geosciences, Biomedical and Pharmaceutical Sciences, Biological Sciences

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic _____ Professional - Technical _____

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative Research Unit (circle one) leading to:

CENTER FOR ARCHAEOLOGY, MATERIALS, AND APPLIED SPECTROSCOPY (CAMAS)
(Research Center)

Proposed Starting Date: 1 December 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

College Dean (Institution) _____ Date _____

VP Research & Graduate Studies _____ Date _____
Lawrence C. Ford 9/18/2007

A&S: Maureen Gordon 9/17/07
Pharm: Joseph A. Steiner 9/17/07

Chief Fiscal Officer (Institution) _____ Date _____
Bruce 11-13-07

State Administrator, SDPTE _____ Date _____

Chief Academic Officer (Institution) _____ Date _____
11/15/07

Chief Academic Officer, OSBE _____ Date _____

President _____ Date _____

SBOE/OSBE Approval _____ Date _____

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).**

Summary: We seek to create the Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS), a center for research founded in the use of advanced analytical techniques for solving multidisciplinary research questions. Integrating researchers already collaborating from the Departments of Anthropology, Physics, Chemistry, Biomedical and Pharmaceutical Sciences, Geosciences, and Biological Sciences, this center will create a powerful scientific core for the physical science investigation of archaeology, materials, biocomplexity, health and nutrition, ecosystem dynamics, and related areas. CAMAS will house six laboratories, three of which are already funded and one of which was just awarded a National Science Foundation (NSF) Major Research Instrumentation grant, with other proposals pending.

Rationale and Justification: Recent initiatives at NSF and elsewhere throughout the research infrastructure of the United States have recognized that multidisciplinary research is critical to solving the world's most pressing scientific problems. Integrating multiple fields for a more powerful understanding of human impacts on the global environment, long-term environmental change, geologic processes and history, the structure of natural and man-made materials, and investigating how species interact with their ecosystems is critical to modern scientific enquiry. Idaho State University is in an unique position in the Intermountain Region and Northwest to create an interdisciplinary analytical facility to accomplish some of the most critical tasks in multidisciplinary research. This proposal seeks to put ISU in the center of global research initiatives by creating a multidisciplinary center of materials and mass spectrometry that will house mass spectrometers, a visualization lab, an atomic force microscope and a SEM, and other laboratories for the advancement of interdisciplinary research agendas. Integrating multiple disciplines including Anthropology, Geosciences, Ecology, Chemistry, Pharmacy, and Physics, these instruments will provide the core integration for taking Idaho State University into the mainstream of research ranging from ocean ecology and fisheries sustainability to global climate change in the arctic to planetary geosciences, materials analysis and physics. Envisioned as a companion center to the Idaho Accelerator Center (IAC), CAMAS, will provide research and educational opportunities without peer in the Intermountain and Northwest regions. This center will be mandated as an open access facility where broad interdisciplinary questions may be investigated by drawing on the knowledge, theories, and intellectual resources of all scientific disciplines.

PLANNED RESEARCH

The interdisciplinary nature of scientific advancement is well established. Research areas for interdisciplinary activities at ISU will grow as the facility matures. But certainly broad programs of history, climate change, ecosystem dynamics, regional interaction, materials analysis, energy, and hydrology currently cross so many disciplinary

boundaries that the facility itself will spur the development of a range of research interests and proposals. Maschner is currently leading the NSF funded Sanak Biocomplexity Project, a multiyear interdisciplinary study (including Anthropology, Archaeology, Ecology, Chemistry, Geology, Oceanography, Atmospheric Sciences, Mathematics) of the role humans have played in the structure and engineering of the north Pacific Ecosystem. With this and a suite of other interdisciplinary projects, ISU is in an important position to enhance its cross-disciplinary research arenas and develop a new generation of both northern and western scholars with an appreciation for large, cross disciplinary projects seeking to solve some of the world's most pressing problems.

Core Membership:

- Dr. Herbert D. G. Maschner (Anthropology), Director**
- Dr. Skip Lohse (Anthropology)**
- Dr. John Dudgeon (Anthropology)**
- Dr. Rick Holmer (Anthropology)**
- Dr. Matt Germino (Biological Sciences)**
- Dr. Bruce Finney (Biological Sciences)**
- Dr. Caryn Evilia (Biological Sciences)**
- Dr. Jeff Rosentreter (Chemistry)**
- Dr. René Rodriguez (Chemistry)**
- Dr. Rob Holman (Chemistry)**
- Dr. Josh Pak (Chemistry)**
- Dr. Michael McCurry (Geosciences)**
- Dr. Jim Bigelow (Biomedical and Pharmaceutical Sciences)**
- Dr. Douglas Wells (IAC, Physics)**
- Dr. Alan Hunt (IAC, Physics)**

We envision this center as encompassing six laboratories.

ILEIA: Interdisciplinary Laboratory for Elemental and Isotopic Analysis, which is currently funded by a NSF Major Research Instrumentation award. This lab will house a ThermoElectron Corporation Delta V Plus stable isotope ratio mass spectrometer, with a ConFlo III Universal Interface to connect elemental analyzers for sample delivery. Two elemental analyzers are required, including a standard combustion elemental analyzer for carbon and nitrogen isotopes in organic solids, and a "TC" Elemental Analyzer that reduces any sample type (bulk, water, or gas) at 1450 C to C, H, and O gas for sample delivery. A Gas Bench II device is included, which will allow us to efficiently measure isotopes of air, as well as use headspace equilibration as an efficient means for preparing samples for analysis. The purchase of a Thermo Delta V Isotope Ratio Mass Spectrometer will be used to conduct analyses in a number of important areas: trophic interactions over deep time on the north Pacific using archaeological remains, to measure isotopes in plants and soils to assess plant-environment interactions, to evaluate Late Pleistocene and Holocene lacustrine productivity in those lakes to reflect both climatological and ecological processes, and to resolve questions related to environmental impacts from pollution, ecosystem processes, social behavior, and

competition among large mammals. Overall, its use will be widespread in Anthropology, Geology, Chemistry and Biology to address issues of climate change, environmental organization and systematics, diet, groundwater, and paleoecology, among many areas.

The lab will also house a Thermo Xseries II ICP-MS with integrated autosampler. This instrument will be used for rapid major, minor and trace-element analyses of liquids and solids (the latter by laser ablation). The Thermo X2 represents a major advance in detector and electronic design that makes this instrument particularly useful for transient signal analysis and temporally-discriminated signals. The latter is of particular benefit in laser ablation solid sample introduction, because the ability to characterize spatial heterogeneity in solid samples can tell us about morphological variation on a variety of scales. In the past, this type of data collection has required the use of time of flight ICP-MS technology to acquire and quantify signals that fluctuate due to laser interaction with the sample. Along with the ability to run liquid samples, the X2 will use a New-Wave UP 213 laser ablation system with trinocular microscope, auto-focus, mass flow controller, glitter reduction software, computer interface and sample chambers. This equipment will be used for matrix independent microsampling of such materials as minerals, glasses, ceramics and fossils and other biological tissues. This laser will be the cornerstone of our solid sampling effort. The shorter, high energy wavelength of the UP 213 is particularly suited to a wide array of material types and produces less elemental fractionation across all masses than longer wavelength 266 nm laser devices. The purchase of a Thermo Xseries II ICP-MS with integrated autosampler with attached New-Wave UP 213 laser ablation system will be used extensively in archaeology, geology, and chemistry. Especially useful in our research along the margins of the southern Bering Sea, ICP-MS analysis of trace elements in rocks, ancient animal bone, soils, and other materials will contribute directly to ongoing research on the relationship between human activities and long term environmental change ecological impacts. Laser ablation (LA-ICP-MS) analyses will be used in multi-disciplinary studies involving archaeology, ecology, paleoclimate studies, pollution levels and other interdisciplinary research. One particular area of collaboration will be with the sourcing and analysis of volcanic tephra, which plays a key role in understanding the long-term ecological history of the western Alaska Peninsula and Sanak Island in Alaska, while other geologists will use this equipment to investigate the volcanology, geochemistry, and petrogenesis of mafic magmas and eruptive centers. The uses of this instrumentation in the chemical characterization and analysis of materials in chemistry is limitless.

BioFac: ISU Bioanalysis Facility, will house GC/MS and HPLC mass spectrometers and related instrumentation from Biomedical and Pharmaceutical Sciences and Chemistry, which will create a number of new opportunities for interdisciplinary research on organics and contaminants. One of the critical areas of investigation in North America, for example, and across the world in general, is uptake of contaminants such as organochlorines, heavy metals, and radionuclides into indigenous subsistence foods, water, and agricultural products. This type of research will make the Center unique in

the region and put us in the heart of modern environmental science.

PA³L: Photon Activation Analysis in Archaeology Laboratory, which is currently funded by the Idaho Accelerator Center and grants in Anthropology. With the increasing importance of non-destructive testing, and especially in museum curation and in the study of the material remains of indigenous peoples, new, completely non-destructive techniques are needed and required. Further, nearly all other techniques analyze a very small sample which, in heterogeneous materials, is often not representative of the artifacts as a whole. The Idaho Accelerator Center provides the opportunity to solve both of these problems. Thirty years ago, the Germans began experiments with linear accelerators for the non-destructive analysis of archaeological materials. Photon Activation Analysis (PAA) never became widely used, and never in the US, because these accelerators were not common and because Neutron Activation Analysis was already entrenched in the field. As more and more reactors around the world are decommissioned, the importance of PAA is increasing because the technique is completely non-destructive and materials are not left radioactive for more than a few days to weeks. Thus, the growing interdisciplinary research between the IAC and the archaeology section of the Anthropology Department is positioned to create an entirely new genre of archaeometric research in the US, and at this time, the only archaeometry PAA lab in the world.

IVL: Idaho Virtualization Laboratory. Currently funded by grants, the Idaho Museum of Natural History, and the ISU Office of Research, the IVL is a world-class facility dedicated towards developing three-dimensional technology for application to academic problems, with a concentration on but not limited to natural history areas. It was originally funded using federal appropriations to Idaho State University and the Idaho Museum of Natural History (originally as the Virtual Idaho Museum of Natural History) and has worked for three years to develop virtual resources for education, exhibition, and collections archiving. The IVL produces extremely high-quality virtual files of objects or specimens and is known for its pioneering efforts in texture-mapping and for developing scanning protocols that recognize the contributions of all involved in the process of virtualization while optimizing protection for the specimens being scanned. The IVL currently houses three surface scanners; a Cyberware Model MS surface scanner for medium-sized objects, a Cyberware Model M-15 laser surface scanner for smaller objects (roughly softball-sized objects), and a NextEngine Desktop 3D scanner, useful for objects shoebox-sized or smaller. Each is controlled by proprietary software that comes with the scanning system.

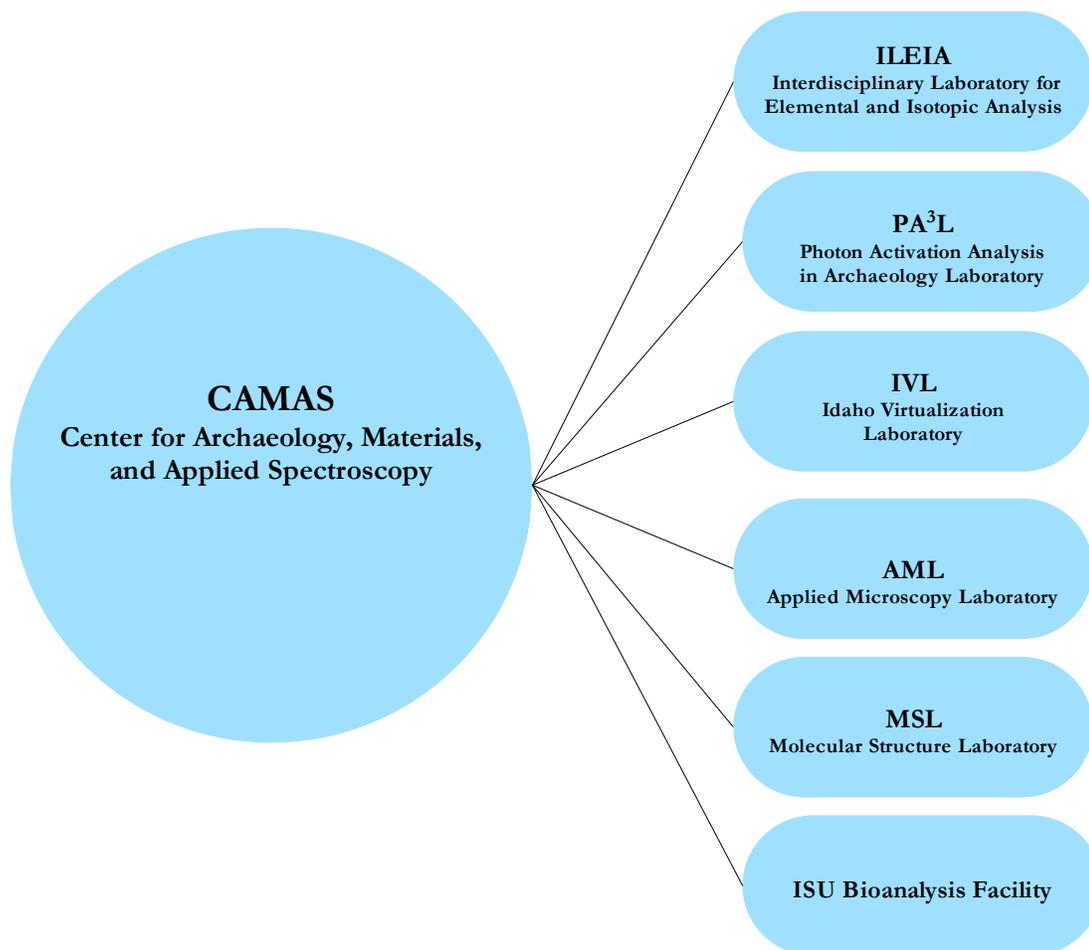
AML: Applied Microscopy Laboratory. The Applied Microscopy Laboratory will provide needed analytical tools for analysis of a variety of materials. Materials spanning the spectrum from newly synthesized nanometer-sized particles (nanoparticles) to micro-polishes on stone tools from archaeological excavations would be readily imaged at magnifications sufficient to observe large nanoparticles. The scanning electron microscope – energy dispersive spectrometer (SEM/EDS) and the atomic force

microscope (AFM) will be the cornerstone instruments of this facility. They are the tools of choice to accomplish this type of imaging. Additionally, the energy dispersive spectrometer attachment on the SEM provides for elemental analysis of the materials of interest. Instruments currently available for the center include a Leo Model 1430 SEM with an Oxford Instruments EDS attachment and an Atomic Force Microscope by Surface Imaging Systems which consists of an ULTRA Objective 20 μm SPM scanning head incorporated into a Leica DMR microscope attached to a SCANControl C control unit and a computer. A \$390,000 grant was recently submitted to the Dept. of Defense (DoD) DURIP program to supplement the instrumentation available for the center. The instrument requested from DoD is a JEOL, Model JSM-6701F, field emission scanning electron microscope (SEM) complete with Energy Dispersive X-ray Spectroscopy (EDS) and Scanning Transmission Electron Microscopy (STEM) all in one package. The STEM would provide much higher resolution imaging, on the single nanometer scale, than what is available with the present instrumentation. The final decision on that grant will be available in mid March 2008. Future plans include the acquisition of a Raman microscope and an IR microscope which provides images based on the molecular species present on the surface of the sample.

Molecular Structure Laboratory (MSL): The Molecular Structure Laboratory will support and house a 500 MHz multi-user Nuclear Magnetic Resonance (NMR) spectrometer with remote access capability that will be used by researchers in the Chemistry, Biological Sciences, Anthropology and Pharmaceutical Sciences departments. Proposals to fund the purchase of a high-field NMR have been submitted to the National Science Foundation (NSF) Chemistry Research Instrumentation and Facilities: Departmental Multi-User Instrumentation (CRIF:MU) and to the NSF Collaborative Research in Chemistry (CRC) programs.

Nuclear Magnetic Resonance spectroscopy, commonly referred to as NMR, has become the preeminent technique for determining the structure of organic molecules. Of all the molecular spectroscopic methods, it is the only one for which a complete analysis can be obtained in a single experiment. NMR spectroscopy is non-destructive and excellent data may be obtained from samples weighing less than a milligram. At present, NMR spectroscopy is the only technique that can provide detailed solution structure of small proteins and polynucleotides. Due to the noninvasive character of the main interactions, NMR is very suitable for in vivo studies. It provides information on the composition and concentration of metabolites in body fluids, cells, tissues, and organs. In vivo NMR spectra are very useful for monitoring subtle metabolic changes. Much of the recent innovation within NMR spectroscopy has been within the field of protein NMR, which has become the premier technique in structural or molecular biology. Further, and critical to our collaborative center, NMR is a useful analytical tool for the examination of archaeological artifacts. This information is complementary to that from infrared and mass spectrometry. It is most useful in the overall analysis of insoluble, nonvolatile mixtures of compounds, since other techniques sample selectively. NMR can be used to identify sources of raw materials, verify artifact authenticity, delineate ancient technology, and specify ancient diet.

The molecular structure determination capability of the NMR within the Molecular Structure Laboratory perfectly complements the elemental analysis afforded within the Interdisciplinary Laboratory for Elemental and Isotopic Analysis.



Center Management (current formulation)

CAMAS: Herbert Maschner, Anthropology, Director

ILEIA: Interdisciplinary Laboratory for Elemental and Isotopic Analysis

- IRMS (stable isotopes) sub-group. Bruce Finney (Biology) and Matt Germino, (Biology) Managers.
- ICP-MS / New Wave laser (with Chemistry GC front end) sub-group. John Dudgeon (Anthropology), Michael McCurry (Geosciences), and Jeff Rosentreter (Chemistry), Managers.

BioFac: ISU Bioanalysis Facility.

- Jim Bigelow (Biomedical and Pharmaceutical Sciences) Manager.

AML: Applied Microscopy Laboratory.

- Rene Rodriguez (Chemistry) and Josh Pak (Chemistry), Managers

MSL: Molecular Structure Laboratory.

- Rob Holman (Chemistry) and Caryn Evilia (Biology), Managers

PA³L: Photon Activation Analysis in Archaeology Laboratory

- Herbert Maschner (Anthropology) and Doug Wells & Alan Hunt (Idaho Accelerator Center and Physics) Managers.

IVL: Idaho Virtualization Laboratory.

- Herbert Maschner (Anthropology) and Robert Schlader (IVL) Managers

2. Provide a statement of need for program or a program modification

CAMAS will provide the basic infrastructure and intellectual core for pursuing a suite of new funding initiatives from NSF, NASA, NIH, USDA, DOD, DOE, the National Geographic Society and other funding organizations. CAMAS will also provide an umbrella framework for coordinating currently funded projects such as the Sanak Biocomplexity Project (NSF) and a suite of proposals under review that include various combinations of Maschner, Wells, Holman, and nearly everyone on this NOI. It will further serve as a vehicle for cross-disciplinary interaction and research.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

While such a center requires no accreditation or licensing, the Center's merits will be evaluated by the professional community through the Center's ability to obtain extramural funding and through publication of research findings. The core researchers have received 10s of millions in external funds, including over 4 million from the National Science Foundation. The core researchers have further published over 10 books and hundreds of articles, book chapters, and abstracts.

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.

For many institutions, integrating human and physical sciences has been difficult because of the structure of traditional academic boundaries. There are no research centers at the University of Idaho or at Boise State University that have a research agenda and theoretical focus similar to the proposed center. There are NO analytical centers that integrate Social Sciences and Physical Sciences. Further, there is no such center at Utah State University that includes a core group dedicated to understanding the complexities of human-based socio-physical scientific research and materials analysis.

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).

Idaho State University is a growing research community with a number of highly successful programs such as Physics, Biomedical and Pharmaceutical Sciences, Biological Sciences, Chemistry, Anthropology and the Idaho Accelerator Center among others. This Center builds on ISUs existing strengths, as mandated by the SBOEs statement on the mission of the university. It further satisfies many of the Objectives listed under RESEARCH in the ISU Strategic Plan including broadening interdisciplinary opportunities, including younger faculty in research efforts, encouraging research productivity, and creating new opportunities for external funding.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes No

Although the program is not in the 8 year plan, creation of the Center for Archaeology, Materials, and Applied Spectrometry (CAMAS) will augment existing programs including those in the health sciences and foster continued infrastructure development in biomedical sciences. A Ph.D. program titled SOCIAL DYNAMICS AND HUMAN BIOCOMPLEXITY is on the 8-year plan. This interdisciplinary Ph.D. Program, also created by a team led by Professor Maschner and currently in planning by a committee that includes many of the faculty affiliated with this center proposal, is intimately tied to the creation of this center. CAMAS will provide one of several research frameworks for the proposed Ph.D. program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay:

No additional monetary resources are required for the creation of CAMAS.

Matt May, mass spectrometry specialist in the Department of Biomedical and Pharmaceutical Sciences, will be re-assigned to CAMAS at 100% time. John Dudgeon, Assistant Professor of Anthropology and a specialist in ICP-MS and laser ablation will be 20-30% time in CAMAS. Herbert D. G. Maschner, Anthropology Research Professor,

will be 50% time in CAMAS. We are currently beginning a search for a position in Isotope Ratio Mass Spectrometry to be funded on current grant funds with support from the Office of Research. The program also has a *half-time office assistant* (\$10 per hour, 20 hours per week) to deal with the day-to-day planning, budgeting and scheduling issues associated with a research center. This position is funded by the Office of Research and by the Department of Anthropology and will grow in time allocation with the development of the center. Meeting space will be in the Center, with telephone and internet to be arranged by the Office of Research and the ISU Business and Technology Center.

The ISU Office of Research has identified the ISU Business and Technology Center as the appropriate location for CAMAS. The facility itself is located on a seismically stable Pleistocene alluvial bench overlooking the campus, and the floor of the proposed equipment laboratory is a solid concrete pad. This is a critical requirement for the major equipment included in the laboratories. The facility square footage is adequate to house all the instruments described in this proposal. Preexisting wet chemistry stations, student work and study areas and management offices round out the available space. The existing layout of the floor plan is well-suited to a microchemical analysis lab, with functional units separated by walls and airtight doorways. There is adequate office space and rooms for the accompanying laboratories. Individual faculty and departmental laboratories in Geology, Biology, Physics, and Chemistry are adequate for supporting the facility. Laboratories in Anthropology are not adequate, and remodeling is necessary for archaeological sample preparation (in negotiation at present). Resources allocated to CAMAS are presented in Tables 1 & 2.

Attachments:

Library Resources: Table 3.

Computing Resources

Table 1: Proposed Three-Year Plan.

Estimated Fiscal Impact	FY 2008	FY 2009	FY 2010	Total
A. Expenditures				
1. Personnel	\$308,454	\$319,705	\$331,488	\$959,647
2. Operating	\$4,793	\$3,793	\$1,793	\$10,379
3. Capital Outlay				
4. Facilities	\$40,920	\$25,920	\$25,920	\$92,760
TOTAL:	\$354,167	\$349,418	\$359,201	\$1,062,786
B. Source of Funds				
1. Appropriated-reallocation				
2. Appropriated – New				
3. Federal				
4. Other:	\$354,167	\$349,418	\$359,201	\$1,062,786
TOTAL:				
B. Nature of Funds				
1. Recurring *	\$336,167	\$347,418	\$359,201	\$1,042,786
2. Non-recurring **	\$18,000	\$2,000		\$20,000
TOTAL:	\$354,167	\$349,418	\$359,201	\$1,062,786

See following for sources of funds

Table 2: Budget Breakdown for CAMAS.

Currently Funded Positions Assigned to the Center: Office of Research

	YEAR 1	YEAR 2	YEAR 3
Herbert Maschner, Center Director (50% time funded by the Office of Research)	\$53,050	\$54,642	\$56,281
benefits	\$12,202	\$12,568	\$12,945
insurance	\$3,144	\$3,458	\$3,804
Matt May, Mass Spectrometrists (100% funded by the Office of Research)	\$50,752	\$52,275	\$53,843
benefits	\$11,673	\$12,023	\$12,384
insurance	\$6,288	\$6,917	\$7,608
John Dudgeon, Mass Spectrometrists (20% funded by the Office of Research)	\$11,280	\$11,618	\$11,967
benefits	\$2,594	\$2,672	\$2,752
insurance	\$1,153	\$1,268	\$1,395
Robert Shlader, Imaging and Computers (50% funded by the Office of Research) [years 2-3 contingent on grant funds]	\$19,000	\$19,570	\$20,157
benefits	\$4,370	\$4,501	\$4,636
insurance	\$3,144	\$3,458	\$3,804
Maureen McGuire, Student Office Assistant (49%) [partially funded by Maschner grants and by the Office of Research]	\$10,400	\$10,712	\$11,033
benefits	\$2,392	\$2,464	\$2,538

Proposed Positions: Current Grants [Maschner 10%, Finney 65%, Office of Research 25%]

Stable Isotope Instrumentation Technician	\$38,000	\$39,140	\$40,314
benefits	\$8,740	\$9,002	\$9,272
insurance	\$6,288	\$6,917	\$7,608

Business and Research Park Expenses [Funded by Administration and by Office of Research]

rent per year [grant support expected in year 3]	\$25,920	\$25,920	\$25,920
telephone (x3)	\$793	\$793	\$793
Remodeling [for material, labor is donated]	\$15,000	0	0
Expected Annual Expenses	\$286,183	\$279,918	\$289,054

Table 3: Library Resources Available Relevant to CAMAS Activities (does not include dozens of general disciplinary journals that occasionally include papers of Center interest). All faculty involved in this proposal agree that current library holdings are sufficient.

Advanced Materials	Elements: An International Magazine of Mineralogy, Geochemistry, and Petrology
Advances in Analytical Chemistry and Instrumentation	Environmental Chemistry Letters
Advances in Chromatography -New York-	Environmental Geochemistry and Health
Advances in Infrared and Raman Spectroscopy	Environmental Geochemistry and Health
Advances in materials research	Environmental Geology
Advances in Petroleum Geochemistry	Environmental geosciences
American Antiquity	Environmental History
Analytical and Bioanalytical Chemistry	Environmental History Review
Analytical Chemistry	Environmental Monitoring and Assessment
Analytical Chemistry Insights	Eurasian Journal of Analytical Chemistry
Annual Reports of NMR Spectroscopy	European Journal of Mineralogy
Annual Review of NMR Spectroscopy	European Journal of Nuclear Medicine and Molecular Imaging
Annual Review of Nuclear and Particle Science	European Journal of Nuclear Medicine and Molecular Imaging
Antiquity	Fresenius' Journal of Analytical Chemistry
Applied and Environmental Microbiology	Gas and Liquid Chromatography Abstracts
Applied Ecology and Environmental Research	Gas Chromatography / International Gas Chromatography Abstracts
Applied Physics A: Materials Science and Processing	Geochemical Transactions
Applied Spectroscopy	Geochemistry: Exploration, Environment, Analysis
Applied Spectroscopy Reviews	Industrial & Engineering Chemistry (Analytical Edition)
Aquatic Geochemistry	Inorganic and Nuclear Chemistry Letters
Archaeometry	Inorganic Materials
Atomic Spectroscopy -Norwalk Connecticut-	International Journal of Environmental Analytical Chemistry
Bulletin of environmental contamination and toxicology	International Journal of Environmental Analytical Chemistry
Chemistry of materials	International journal of environmental science and technology
Chinese Journal of Geochemistry	International Journal of Materials Science
Climate of the past	International Journal of Modern Physics. E, Nuclear Physics
Climate of the past discussions (CPD)	Isotope Geoscience
Contributions to Mineralogy and Petrology	Isotopes in Environmental and Health Studies
CRC Critical Reviews in Analytical Chemistry	
Critical Reviews in Analytical Chemistry	
Ecological and environmental anthropology	

Journal of Analytical Chemistry
 Journal of Applied Spectroscopy
 Journal of Archaeological Science
 Journal of Chromatography A
 Journal of environmental science and health. Part A, toxic/hazardous substances and environmental engineering
 Journal of environmental science and health. Part B, pesticides, food contaminants, and agricultural wastes
 Journal of environmental science and health. Part C, environmental carcinogenesis & ecotoxicology reviews
 Journal of Gas Chromatography
 Journal of Inorganic and Nuclear Chemistry
 Journal of Liquid Chromatography & Related Technologies
 Journal of Materials Chemistry
 Journal of Materials Science
 Journal of Molecular Spectroscopy
 Journal of Nuclear Materials
 Journal of Radioanalytical and Nuclear Chemistry
 LC GC Asia Pacific
 LC GC Europe
 LC GC North America
 Materials Research
 Materials Research and Standards
 Materials Science
 Mineralogy and Petrology
 Molecular Imaging
 Molecular Imaging and Biology: MIB: The Official Publication of The Academy of Molecular Imaging
 Nature
 Nature materials

Nuclear Instruments & Methods In Physics Research. Section A, Accelerators, Spectrometers, Detectors and Associated Equipment.
 Nuclear Instruments and Methods in Physics Research. Section B, Beam Interactions with Materials and Atoms
 Nuclear Physics A
 Nuclear Physics B
 Oecologia
 Optics and Spectroscopy
 Physical Review. C, Nuclear Physics
 Proceedings of the Society for Analytical Chemistry, Analytical Division, Chemical Society
 Progress in Applied Materials Research
 Progress in Nuclear Magnetic Resonance Spectroscopy
 Quaternary International
 Quaternary Research
 Radiation and environmental biophysics
 Radiocarbon
 Reviews in Mineralogy and Geochemistry
 Reviews on Advanced Materials Science
 Science
 Sensing and Imaging
 Spectrochimica Acta. Part B, Atomic Spectroscopy
 Spectroscopy
 Spectroscopy - Eugene
 Spectroscopy Letters
 Surface Science Spectra
 The Holocene
 The International Journal of Environmental Studies
 Trends in Analytical Chemistry: TRAC
 Vibrational Spectroscopy

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.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

c. Routine Changes

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

- (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.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

SUBJECT

Northern Local Operations Committee – Summary Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures

- Section III.G. Program Approval and Discontinuance
- Section III.Z. Delivery of Postsecondary Education

BACKGROUND

The Northern Idaho Center for Higher Education (NICHE) is a collaborative project formed by agreement among the University of Idaho (UI), North Idaho College, Idaho State University (ISU), and Lewis-Clark State College (LCSC) to meet educational needs in Northern Idaho (NIC). NICHE has an annual operating budget of \$225,000 and is funded through an appropriation by the State of Idaho. North Idaho College currently serves as the fiscal agent for NICHE.

DISCUSSION

NICHE has provided a progress report highlighting services on student advising, testing, management of the concurrent enrollment fee waiver program, marketing activities, and special projects. Some highlights include:

- Nearly 4,500 students have been served since inception
- Over 1,000 tests have been administered
- More than \$90,000 returned to 260 students through concurrent enrollment fee waivers since 2003
- Increase in visits to www.myniche.org by 100 per month since August 2006
- Many cooperative agreements and shared services among members of institutions
- Reorganized around “University Place” concept
- Multiple special projects in progress to promote higher education in the region

There are three Social Work programs offered, and NICHE is in the application process for administering the ASWB certification test required to license social work graduates. NICHE is also facilitating discussions with UI, LCSC, NIC, and the Idaho National Guard for the establishment of a Military Science minor.

The concurrent enrollment fee waiver program allows concurrently enrolled students at UI, LCSC, and ISU to attend classes at NIC at a fee not more than the highest assessed fee at the NICHE institutions. Since the program’s fall 2003 inception, NICHE has refunded \$92,169 to 260 students for an average of \$354.

NICHE oversees a number of joint-marketing projects on behalf of the institutions, such as “Schools for Thought” which is a four-page, color advertorial publication distributed throughout Northern Idaho by the Coeur d’Alene Press

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 28-29, 2008

network of newspapers. They also have radio campaigns and multi-institutional ads in production as well.

NICHE is also working on a special project entitled IdahoGoes, which is a proposed public awareness campaign for NICHE. The project is aimed at elevating educational attainment levels among the workforce-aged population by raising their awareness of the need for postsecondary training through the public colleges and universities in Idaho. IdahoGoes has a website and can be located at www.idahogoes.org.

ATTACHMENTS

Attachment 1 – NICHE Progress Report

Page 3

BOARD ACTION

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



NORTHERN IDAHO CENTER FOR HIGHER EDUCATION



**PROGRESS REPORT
1999-2007**

Prepared: December, 2007
Jay Baldwin, Coordinator

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I. Overview

a. Highlights

1. Nearly 4,500 student clients served since inception;
2. Over 1,000 tests administered;
3. More than \$90,000 returned to 260 students through concurrent enrollment fee waivers since 2003;
4. Unique visits to myniche.org up 100 visits per mo since August, 2006;
5. Dozens of cooperative agreements and shared services among member institutions;
6. Reorganized around the 'University Place' concept;
7. Multiple special projects promoting higher education in the region.

- b. Purpose:** The Northern Idaho Center for Higher Education (NICHE) was formed in 1999 by agreement among North Idaho College, Idaho State University, Lewis-Clark State College, and the University of Idaho for the express purpose of "seek[ing] inter-institutional cooperation" in the delivery of post-secondary opportunities that "meet the educational needs of the residents of northern Idaho."

From the agreement document:

"This agreement describes a commitment to a collaborative system for the planning and delivery of higher education in the northern Idaho region, while honoring each institution's designated role, mission, and identity in the delivery of student services, academic courses, and degrees. The Northern Idaho Center for Higher Education (NICHE), created under this agreement, will facilitate the expanded delivery of high quality programs, providing joint student services, and sharing management responsibilities and future facilities in northern Idaho."

Funding: NICHE has an annual operating budget of \$225,000 which is funded by appropriation by the State of Idaho; fiscal management is provided by North Idaho College.

Original appropriation:

Community Colleges

505.04.00
EDFB,EDFC

Appropriation Bill Number: H758

PROGRAM DESCRIPTION: Provides state support for North Idaho College in Coeur d'Alene and the College of Southern Idaho in Twin Falls. The community colleges also receive unappropriated funds from property taxes assessed in Kootenai, Twin Falls and Jerome counties, fees paid by other counties whose residents attend either school, student fees, and liquor funds.

DIVISION SUMMARY:	FY 1998 Actual	FY 1999 Actual	FY 2000 Total Appr	FY 2001 Request	FY 2001 Gov Rec	FY 2001 Approp
BY FUND SOURCE						
General	12,257,300	13,606,000	14,361,800	16,244,000	15,508,300	15,846,800
Percent Change:		11.0%	5.6%	13.1%	8.0%	10.3%
BY EXPENDITURE CLASSIFICATION						
Trustee/Benefit	12,257,300	13,606,000	14,361,800	16,244,000	15,508,300	15,846,800

DECISION UNIT SUMMARY:	FTP	General	Dedicated	Federal	Total
FY 2000 Original Appropriation	0.00	14,361,800	0	0	14,361,800
FY 2001 Base	0.00	14,361,800	0	0	14,361,800
Personnel Cost Rollups	0.00	174,800	0	0	174,800
Replacement Items	0.00	11,700	0	0	11,700
Non-Standard Adjustments	0.00	505,400	0	0	505,400
Change in Employee Compensation	0.00	393,100	0	0	393,100
FY 2001 Maintenance (MCO)	0.00	15,446,800	0	0	15,446,800
2. Community Colleges: Priority Two	0.00	400,000	0	0	400,000
FY 2001 Total Appropriation	0.00	15,846,800	0	0	15,846,800
Change From FY 2000 Original Approp.	0.00	1,485,000	0	0	1,485,000
% Change From FY 2000 Original Approp.		10.3%			10.3%

APPROPRIATION HIGHLIGHTS: This appropriation contains the following features common to all FY 2001 agency budgets: the costs of personnel benefit increases were fully funded; operating budgets were not provided any inflationary increase except for certain medical costs; and a 3.5% Change in Employee Compensation (CEC) increase based on merit was fully funded. Non-Standard Adjustments include \$445,000 in formula-based, Enrollment Workload Adjustment funding, \$44,200 in new occupancy costs for the Aspen addition on the CSI campus, \$4,700 for increased library book and periodical costs, and \$11,500 for MCO increases on the liquor funds. One enhancement of \$400,000 was funded. This money will be split evenly between NIC and CSI. NIC will use their portion to establish a "one-stop services center" for students enrolling in programs offered by NICHE (the North Idaho Center for Higher Education). CSI will use their portion to provide remedial academic services to underprepared students and to begin replacing telecommunications equipment that is used to deliver distance-learning classes around the Magic Valley.

This appropriation continues the practice of providing a lump sum appropriation to the community colleges that they then split 50/50 between the two institutions.

FY 2001 APPROPRIATION:	FTP	Pers. Cost	Oper Exp	Cap Out	T/B Pymnts	Lump Sum	Total
G 0001-00 General	0.00	0	0	0	15,846,800	0	15,846,800

c. Staff: NICHE currently has a staff of three consisting of one each: Coordinator*, Academic Advisor, and an Administrative Assistant.

*This position is currently being reclassified (TBD) to reflect evolving role.

d. Report intent: The intent of this report is to concisely report on the collaborative efforts made under this agreement to date.

II. Report Organization

Operationally, NICHE can best be broken down into two categories:

1. Day-to-day operations/services offered; and
2. Developing and on-going collaborations among member-institutions.

a. Day-to-day operations include the daily activities of NICHE staff including the direct student services provided: Initial advising and testing, management of the Concurrent Enrollment Fee Waiver program, marketing activities, and special projects.

- i. Initial Advising.** This includes providing basic information regarding available programs, financial aid, and referral to appropriate institution from our University Place-CdA office and from time to time in the NIC outreach centers located throughout the region. **Since inception, NICHE has served 4,491 separate individuals seeking these services.**

Additionally, NICHE advisor participates in LCSC and UI new student orientation events plus, NIC's Orientation, Advising & Registration Sessions (OARS) consisting of:

- Several three hour orientation and registration sessions are offered before the start of each semester.
- Trained staff assist new students, first-year and transfer, in their transition to the college by providing information on academic policies, procedures, requirements, programs, and transfer opportunities.
- Upon initial advising students receive career counseling.
- After initial advising, students register for classes using NIC Online.

NICHE advisor is also available weekdays, with or without appointment, to provide initial advising services to, and respond to inquiries from, the general public.

- ii. Testing.** NICHE administers the following tests (total tests administered appear to the right):

1. Educator Technology Assessment (ETA) (10/14/03 – 11/30/07)	141*
2. College Level Examination Program (CLEP) (3/18/02 – 11/30/07)	128
3. COMPASS (3/20/02 – 11/30/07)	433

- | | |
|---|-------|
| 4. Other proctored tests (paper & electronic) | 148 |
| 5. Other proctored tests (non-member) | 214** |

* Recent action by the SBOE makes this test no longer a state requirement. However, each school district may still use the test at their discretion when making hiring decisions. We expect ETA test numbers to decline overall, however.

** In addition to proctoring tests for member-institutions, and in the spirit of serving community higher education needs, NICHE serves community-members involved in distance learning programs at other public and private non-NICHE member institutions, including: Boise State University, Eastern Oregon University, Louisiana State University, Brigham Young University, University of Maryland, and Eastern Washington University among others.

Additionally:

Social Work testing: NICHE is in the application process for administering the ASWB certification test required to license social work graduates. Currently, students must travel to Spokane, WA for this service.

Military Science: In response to a request by the Idaho National Guard, NICHE is currently facilitating discussions among UI, LCSC, NIC and the Guard regarding the establishment of a minor in Military Science degree that could be offered by UI to students of both UI and LCSC (lower division courses by NIC). Success here may lead to other such arrangements.

- iii. Concurrent Enrollment Fee Waiver. This agreement addresses access and affordability issues by allowing concurrently enrolled students (UI, LCSC, & ISU) to attend classes at NIC at a fee which is not more than the highest assessed fee at the NICHE institutions. The process requires student fees to be collected and then refunded at the end of the given semester.

Since the program's fall 2003 inception, NICHE has refunded a total of \$92,169 to 260 students of member-institutions, for an average refund of \$354.

- iv. Marketing. NICHE oversees a number of joint-marketing projects on behalf of its member-institutions. Joint-marketing projects are collaborative efforts of the NICHE Marketing Committee which is chaired by NICHE coordinator and comprised of representatives of each member institution.

- 1. Schools of Thought. Schools of Thought is a twice-yearly, four-page, color advertorial publication. Some 35,000 copies are printed and distributed by the Coeur d'Alene

Press network of newspapers throughout northern Idaho. It provides news and information on educational opportunities throughout the region.

2. Radio campaign. NICHE is the exclusive sponsor of the KZZU (Spokane/CdA) New Listener segment each weekday morning and of KPND's (Sandpoint) airing of "Little Steven's Underground Garage" radio program. This provides NICHE a fixed position airtime that maximizes limited resources, reinforces our core message, and builds the identity/presence of each institution throughout North Idaho.
3. Print. NICHE regularly runs multi-institutional ads in popular local dailies and weeklies including: Coeur d'Alene Press, NW Inlander which distributes region-wide, and the Sandpoint Reader.

Get Your Bachelor's Degree in Coeur d'Alene.
The Only Change Will Be Your Colors.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<p>Jody Azawedo Associate's degree - Business Administration NIC, 1997</p>	<p>Justin Taylor NIC, 1998 - 2004</p>	<p>Mari Show Associate's degree - Nursing NIC, 1992</p>	<p>Jody Azawedo Bachelor's degree - Business Administration LCSC, 1999</p>
<p>Justin Taylor Bachelor's degree - Elementary Education UI, 2006</p>	<p>Mari Show Bachelor's degree - Nursing LCSC, 2000 Master's degree - Nursing ISU, 2004</p>	<p>4 SCHOOLS / 1 LOCATION <small>NORTH IDAHO COLLEGE UNIVERSITY OF IDAHO IDAHO STATE UNIVERSITY LEWIS-CLARK STATE COLLEGE</small></p>	

You don't have to leave Coeur d'Alene to get the best college education Idaho has to offer. NICHE - a free service of North Idaho College, University of Idaho, Lewis-Clark State College, and Idaho State University - is designed to make earning a college degree simple and easy.

Step 1: Complete your freshman and sophomore years at NIC.

Step 2: Seamlessly transfer to UI, LCSC, or ISU for your junior and senior years.

Step 3: Graduate and enjoy the life-long rewards of higher education.

If you've already completed some college, NICHE can place you into the system right where you left off. Contact NICHE today for more details.

NICHE
 NORTHERN IDAHO CENTER FOR HIGHER EDUCATION

Visit Us Online: www.myniche.org
 Call Toll Free 866.769.3177

Winner of "Best Fractional Page color newspaper ad" 2006.

No statistics on ad effectiveness prior to August, 2006 are available.

Additionally, the nature of our service makes quantifying ad effectiveness difficult because most advertising drives traffic to the NICHE website (www.myniche.org). From there many prospective students follow links directly to the institution that interests them. In this case, we may never have direct contact with those we reach.

However, one measure that is available is the monitoring of website traffic. Since the implementation of the above marketing strategy **unique visitors** (first time visitors) **to the NICHE website have increased nearly 25%, an average**

increase of approximately 100 unique visits per month over the same time period in the previous year. We attribute the increased traffic to the marketing campaign by inferring conclusions from the keyword/phrases data used to search for the site. For example, we can tell from reports on web browser searches that 5 of the top 10 keyword search phrases used to navigate to the myniche.org site are for "NICHE", "My NICHE" or some other variation of the word NICHE, specifically. Whereas before zero were. This represents 11.5% of 870 keyword phrases used, or 100 additional visits per month.

Whether the above translates into increased enrollment remains to be seen but clearly, information regarding post-secondary opportunities is getting to more people as a result of our marketing efforts.

4. Mini-media/PR. This involves Coordinator's efforts to seek opportunities to promote higher education to community civic groups, local government officials, parents, and school children. For example, in 2006-2007, Coordinator presented to the CdA Chamber of Commerce, Post Falls middle school Career Day event, and spoke at the Governor's Conference on Tourism to name just a few. Also, under the heading of PR, Coordinator works with local media to gain positive public support of higher education. Successes include radio and TV appearances, plus multiple positive local press "hits". Most recently, it was the ribbon cutting of new University Place, Coeur d'Alene signage at the old Harbor Center facility.



5. And finally, NICHE Coordinator serves on a number of local area committees in furtherance of NICHE mission, including:

- Education Corridor/University Place, Coeur d’Alene Stakeholders Advisory Committee;
- North Idaho College, Strategic Planning Steering Committee (5-yr plan);
- CdA Chamber of Commerce Education Committee;
- CdA Chamber Public Policy Committee;
- Post Falls Chamber of Commerce Speakers Bureau;

Special Projects

IdahoGoes: In furtherance of the NICHE mission, an effort to begin a dialogue with the community regarding the importance of



pursuing post-secondary education—in an effort to increase area educational attainment—while enhancing the efficacy of individual institutions’ program marketing, NICHE is engaging in a public awareness campaign, Idaho Goes. A PSA approach utilizing print, broadcast, and outdoor mediums is being undertaken (see attached report).

University Place, Coeur d’Alene:

On November 29th, 2007, NICHE and its member-institutions hosted a joint “Business After Hours” event of both the Coeur d’ Alene Chamber of Commerce and the Post Falls Chamber of Commerce as a means of introducing the community



to the commitment to cooperation and collaboration among Idaho’s public colleges and universities in the delivery of higher education services represented by the University Place concept.



An estimated 250 government, community, and business leaders attended the truly collaborative event where the food was prepared by

students of NIC’s Culinary Arts program; entertainment was provided by NIC’s music department faculty; facility prep and logistics handled by UI staff, and LCSC student Ambassadors greeted guests, answered questions, and gave facility tours.



Community Survey & Research

NICHE staff is working closely with NIC through its strategic planning process. Specifically, providing input and co-developing a joint community survey and focus group themes designed to elicit data useful to current and future program options, particularly undergraduate transfer and degree completion opportunities at LCSC and UI Coeur d' Alene campuses.

b. Developing and on-going collaborations include agreements between and among the member-institutions for the delivery of shared student services as well as program articulation agreements. It should be noted that the absence of a service listed below does not mean that that service is not offered. It may be that that service is not a shared service and is provided by the institution severally.

i. University of Idaho – North Idaho College (Current Collaboration in northern Idaho)

- Joint admissions
- Academic advisement on both campuses
- Articulation agreements on all majors
- Sharing faculty
- Concurrent Financial Aid
- Participate in NICHE
- Consortium fee articulation
- NIC Molstead Library privileges
- Sharing classrooms (both ways)
- Sharing office space
- NIC provides venue for annual UI commencement
- Share planning with NICHE Advertising/Marketing Committee
- Collaborate on future facilities needs (Education Corridor)

ii. University of Idaho Coeur d'Alene – Lewis Clark State College - Current Collaboration in Northern Idaho

- Shared computer lab (5 years)
- Sharing classrooms on NIC campus
- Sharing facility at Harbor Center
- Serve along side on NICHE Advertising and Marketing Committee
- Jointly participate in community related higher education issues
- Collaborate on future facility needs (Education Corridor)
- Participate in NICHE

iii. Promising Future Collaboration Items -NICHE, NIC, LCSC, UI

- Education Corridor/University Place
- Additional shared degree collaboration
- Stronger role for NICHE in student recruitment/retention
- More shared facilities
- Additional shared faculty
- Shared technology (distance learning)
- Collaboration on grants
- Contributing to the expansion of NIC library with additional upper division and graduate materials
- Joint Admission Program
- Academic advising from both campuses
- Degree plan and transfer credits updated
- Degree requirements "locked" in at time of joint admission

iv. Lewis-Clark State College Student Services Agreements between LCSC and NIC:

- *Concurrent Financial Aid* - LC/NIC students can receive financial aid at both institutions, so long as their financial aid originates at LCSC and the student has met conditions of enrollment status and Satisfactory Academic Progress (SAP).
- *Core Completion* - LC recognizes any A.A. or A.S. degree from NIC as completing core classes for LCSC. With this recognition, LC will accept 85 credits from NIC.
- *Physical Health Care* - LCSC students pay a one time \$25.00 per semester fee to access NIC Student Health Center. LC-CDA students are able to have a health care consultation and if necessary, be referred to outside physician for additional care. LC students who have health care insurance with the College and receive referral from NIC Health Center have their deductible waived.
- *Mental Health Care* - LCSC-CDA students who need mental health counseling are able to access the NIC Center for New Directions free of charge.
- *Student Disability Services* - LCSC-CDA students can receive an intake assessment at the NIC Center for Educational Access and have access to Center's learning resources.
- *Student Activities* - LCSC-CDA students access NIC student activities on a space available basis (agreement revisited in August 2007.)
- *State Consortium Agreement* - Full-time fee students of LCSC can take undergraduate courses at the University of Idaho, ISU, or BSU for free (w/processing fee), so long as the dually enrolled student does not exceed full time status (21+ credits).

- *NIC Computer Lab Access*- LCSC-CDA students are able to access NIC computer labs for a \$28.00 per semester fee. LC students who wish to obtain a NIC computer lab pass are to remit fee to NIC Business Office, which will provide them with a receipt to give to the NIC Computer Lab Office (2nd Floor of Molstead Library). LC students who have NIC lab privileges extended to them can print B/W copies for .02 per page

v. LCSC - NIC Collaborative Projects (considered):

- *LC Express* - This advising agreement program for NIC transfer students is currently under discussion.
- Admission Data Transfer - LC has proposed data transfer (via Datatel) for incoming NIC transfer students who are in good standing with NIC. Such an agreement would allow NIC students to be admitted to NIC without having to complete a new LC Admission application. Because of the technical and FERPA challenges that surround sharing of student data, such a data transfer option has not yet been realized.
- *Career Advising* - mutual cooperation proposals are being discussed with NIC Career Services Director.
- *NIC Sentinel* - an opportunity is being examined to offer a space for a LCSC Communication student to write a monthly submittal to the NIC Sentinel.

vi. Facilities Cooperation:

- LCSC holds regularly scheduled classes on the NIC campus.
- LCSC students have library privileges extended to them through the NIC library.
- Annual commencement ceremony is held in the NIC Center for Performing Arts.

vii. Personnel Cooperation

- Heidi Wilkins, transfer advisor for NIC advising services; attends advising meetings.
- Cyndie Hammond, member of NIC Enrollment Development Committee
- Kelly Vanderlinden, member of NICHE Advertising/Marketing Committee
- Rocky Owens, member NIC Emergency/Crisis Management Committee.
- The Justice Studies/Social Work Programs have had a history of faculty cooperation (i.e., shared faculty member).

viii. Idaho State University

- Sharing compressed video classroom with UI.
- Offers classes at NIC toward the A.A.S. degree in Health Information Technology

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY Request for Waiver of Tenure Policy – Vice President of Research	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

IDAHO STATE UNIVERSITY

SUBJECT

Waiver of Board policy to offer tenured faculty position to candidate of Vice President for Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Sections II.B. and II.G.1. & 6.i.1.

BACKGROUND

As precedence, in May 2007, the Board waived application of Board Policy II.G.6.i to allow the University of Idaho to offer a tenured faculty position for the Vice President for Research. Idaho State University is now asking for the same waiver.

DISCUSSION

The position of Vice President for Research (VPR) is not specifically included in the list of academic administrators set out in the SBOE Policy Section II.G.6.i for which the appointee is eligible for tenure in the appropriate department or academic unit. However, as research at Idaho State University continues to grow in importance, and as research becomes more integrated into academic learning at all levels, including undergraduate, it is critical that the individual leading the research enterprise at the University have a significant academic background.

Having tenured faculty hold the rank of VPR, or its institutional equivalent, is by far the norm at other research institutions. Consequently, in order to draw high quality candidates to the position, it is imperative that the University be able to offer tenure to qualified candidates.

Allowing tenure for qualified VPR candidates is consistent with the intent of Section II.G.6.i. because in today's research institution, the position of VPR is more in line with the other academic administrator positions, such as Provost or Dean, than with the clearly non-academic positions of Vice President for Finance and Administration, Vice President for Advancement, or General Counsel.

IMPACT

The fiscal impact of the proposed waiver will most likely be a positive one in that if the University is not allowed to offer tenure to qualified candidates, the only means of attracting equally qualified candidates will be through increased salary. Accepting lesser qualified candidates would likely negatively impact the research enterprise at the University.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

APPOINTMENT OF NEW VICE PRESIDENT FOR RESEARCH WITH TENURE

Dr. Pamela Crowell	Vice President for Research
FTE	1.0
Term	12 month
Effective Date	July 1, 2008
Salary	\$140,000
Funding Source	Appropriated Funds
Area/Department of Assignment	Office of Research
Duties and Responsibilities	Provide leadership and management for all research areas. Concurrent tenured Professor appointment in Biomedical and Pharmaceutical Sciences, College of Pharmacy
Justification	The Vice President for Research is considered an academic administrator, eligible for tenure.

STAFF AND COMMENTS AND RECOMMENDATIONS

This is not a new position, however, the university is asking for appointment of Dr. Crowell as the new Vice President for Research with tenure.

As the Board has granted this waiver in the past, staff recommends approval.

BOARD ACTION

A motion to waive application of Board Policy Section II.G.6.i to allow Idaho State University to offer a tenured faculty position to the qualified candidate selected by the University for the position of Vice President for Research.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: B. Appointment Authority and Procedures

August 2002

B. Appointment Authority and Procedures

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

2. **Delegation of Authority**

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

3. **Specifically Reserved Board Authority**

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

a. **Position Authorizations**

(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:

- (a) position title;
- (b) type of position;
- (c) FTE
- (d) Term of appointment;
- (e) Effective date;
- (f) approximate salary range;
- (g) funding source;
- (h) area or department of assignment;
- (i) a description of the duties and responsibilities of the position;

and

- (j) a complete justification for the position

BUSINESS AFFAIRS AND HUMAN RESOURCES
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(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.)

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

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)

6. Tenure

i. Tenure for Academic Administrators

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
1	INTERCOLLEGIATE ATHLETICS Financial Reports	Information item
2	INTERCOLLEGIATE ATHLETICS Employee Compensation Reports	Information item
3	BOISE STATE UNIVERSITY Verizon Sponsorship Agreement	Motion to approve
4	BOISE STATE UNIVERSITY Library Publishing License Agreement	Motion to approve
5	BOISE STATE UNIVERSITY Capital Projects Update	Information item
6	BOISE STATE UNIVERSITY Purchase Furnishings, Fixtures & Equipment for Stadium Press Box/Sky Suite Addition	Motion to approve
7	BOISE STATE UNIVERSITY Purchase Furniture, Fixtures & Equipment for Student Union Building Expansion	Motion to approve
8	BOISE STATE UNIVERSITY Foundation Land Swap	Motion to approve
9	BOISE STATE UNIVERSITY Extension of Expansion Zone	Motion to approve
10	BOISE STATE UNIVERSITY Land Gift & Building Lease – Supervalu, Inc.	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
11	IDAHO STATE UNIVERSITY Meridian Facility Project	Motion to approve
12	UNIVERSITY of IDAHO Progress Report on Idaho Center for Livestock & Environmental Studies (ICLES)	Information item
13	UNIVERSITY of IDAHO Settlement Agreement	Motion to approve
14	UNIVERSITY of IDAHO Request for Capital Project Authorization Increase - Aberdeen Research & Extension Center	Motion to approve
15	EASTERN IDAHO TECHNICAL COLLEGE Potential Professional-Technical High School Project	Information item
16	PROPOSED DEFERRED RETIREMENT PLAN REVISION	Motion to approve
17	IDAHO STATE UNIVERSITY Settlement Agreement	Motion to approve
18	COLLEGE OF WESTERN IDAHO Property Transfer	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28 - 29, 2007

COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Intercollegiate Athletics Reports of revenues, expenditures, participation

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. T.4.

BACKGROUND

Responsibility, management, control and reporting requirements for Athletics are detailed in the attached policy. The institutions are required to submit regular financial reports as specified by the Board office. The revenue and expenditures reported must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors.

DISCUSSION

Board policy establishes limits on the amount of general account and institutional funds an institution can allocate to athletics. These limits are adjusted annually at the same rate of change as the general education appropriation. Increases to the student activity fee supporting athletics are limited to the rate of increase for the total student activity fees. There is no limit on program funds. Appropriated funds above the limit can be allocated for additional women's programs, addressing gender equity issues.

In fiscal years 2005 and 2006, the Legislature passed House Bill 805 (HB805), House Bill 395 (HB395), and Senate Bill 1263 (SB1263), respectively. These bills provided additional one-time salary increases for eligible state employees, and the institutions expended these additional amounts in addition to the established limits for both General Education and Institutional Limits as outlined at the bottom of page five. Board staff has reviewed the data submitted by the institutions, and their data indicate adherence to the limit policy.

IMPACT

The reports present the financial status of the intercollegiate athletic programs and the participation of students in the various sport programs.

ATTACHMENTS

The following charts and worksheets are provided:

Attachment 1	Chart identifying the Board limits from general Education appropriated funds and from institutional funds. All institutions are within the limits.	Page 5
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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28 - 29, 2007

Attachment 2	Chart identifying the revenue by major source for institution. Displays the relationship among the funding sources.	Page 7
Attachment 3	Chart identifying the revenue by major source as a percent of the total athletic revenue.	Page 8
Attachment 4	Athletic departments fund balance at fiscal year end.	Page 9
Attachment 5	Chart displaying students participating in athletic programs and the number of students participating who are on scholarships, both full-ride scholarships and partial scholarships.	Page 10
Attachment 6	Intercollegiate Athletic report worksheets for each institution consisting of five pages each. The reports identify actual revenue and expenditures for Fiscal Years 2003 through 2007 and estimated revenue and expenditures for Fiscal Year 2008. For each institution, the first page summarizes revenue and expenditures; the second and third pages categorize revenue and expenditures by sport; the fourth page identifies the number of participants by sport; and the fifth page identifies the number of scholarships (both full-ride and partial) by sport.	Page 11-33

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University had a negative fund balance at the end of FY 2007, primarily due to increasing costs for administrative salaries and benefits, team travel, game expenses and marketing. Operating revenues at Idaho State University, including state and institutional support, increased by over \$375,000 and expenses increased by over \$1,100,000, while participation remained relatively flat. There are no estimated negative year-end end fund balances for all institutions for FY 08 (Page 9).

The charts on page 10 show the number of participants and scholarships for the last five years, plus the forecast for FY 2008. These charts also show the expenditures per participant. The expenditures per participant have been increasing for each institution through FY 2007. This means institutions are spending more on athletics per student athlete. All institutions anticipate this trend to reverse in FY 2008, except the University of Idaho. Staff is not certain what the optimum level of expenditures is per participant.

The format for the athletics report changed in FY 2006 in order to replicate the reports required by the National Collegiate Athletic Association (NCAA).

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28 - 29, 2007

Therefore, amounts in some rows will start in FY 2006 because they were not separately tracked in the old format, or amounts will only be shown through FY 2005 as those are now included in other rows starting in FY 2006.

BOARD ACTION

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

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State Board of Education

Intercollegiate Athletics Support Limits

Attachment 1

Board Policy (III.T.3.) on funds allocated and used by athletic program from:

General Education Funds:

"... In subsequent years, the limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board. Beginning in FY98, the limits for each institution may be raised by the amounts annually approved and budgeted for implementation of institutional gender equity plans."

Institutional Funds:

"shall not exceed \$250,000 for Boise State University; \$350,000 for Idaho State University; \$500,000 for University of Idaho; and \$100,000 for Lewis-Clark State College for FY2000. In subsequent years, these limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board."

Student Fee Revenue:

"shall not exceed revenue generated from student activity fee dedicated for the athletic program. Increases to the student fee for the athletic program shall be at the same rate of increase as the total student activity fees."

Program Funds:

"the institutions can use the program funds generated, without restriction."

1 Calculation of Limits:	FY04	FY05	FY06	FY07	FY08
2 General Education Funds:					
3 General Education Allocation:					
4 General Account	218,000,000	223,366,200	233,182,000	243,726,400	259,296,600
5 Endowment	11,964,700	10,020,500	9,519,600	7,624,800	7,851,500
6 Student Fee Revenue (08 Base)	97,207,800	97,207,800	107,907,800	119,823,900	124,329,300
6b	(14,902,400)				
7 Total	<u>312,270,100</u>	<u>330,594,500</u>	<u>350,609,400</u>	<u>371,175,100</u>	<u>391,477,400</u>
8 % Growth from Prior Year	6.10%	5.87%	6.05%	5.87%	5.47%
9					
10 Limits:					
11 Universities	1,851,800	1,960,500	2,079,200	2,201,200	2,321,600
12 % Growth from Prior Year	6.10%	5.87%	6.05%	5.87%	5.47%
13 Lewis-Clark State College	688,500	728,900	773,000	818,300	863,100
14 % Growth from Prior Year	6.10%	5.87%	6.05%	5.86%	5.47%
15					
16 Institutional Funds:					
17 Limits:					
18 Boise State University	289,800	306,800	325,400	344,500	363,300
19 % Growth from Prior Year	6.11%	5.87%	6.06%	5.87%	5.46%
20 Idaho State University	405,600	429,400	455,400	482,100	508,500
21 % Growth from Prior Year	6.09%	5.87%	6.05%	5.86%	5.48%
22 University of Idaho	579,500	613,500	650,600	688,800	726,500
23 % Growth from Prior Year	6.10%	5.87%	6.05%	5.87%	5.47%
24 Lewis-Clark State College	115,900	122,700	130,100	137,700	145,200
25 % Growth from Prior Year	6.14%	5.87%	6.03%	5.84%	5.45%

Note: In FY 2005 and 2006, additional salary increases were funded by the Legislature for eligible employees. For compliance with these statutes, the institutions expended the following amounts in addition to the established limits for General Education at lines 11 and 13, and Institutional Limits between lines 18 and 25.

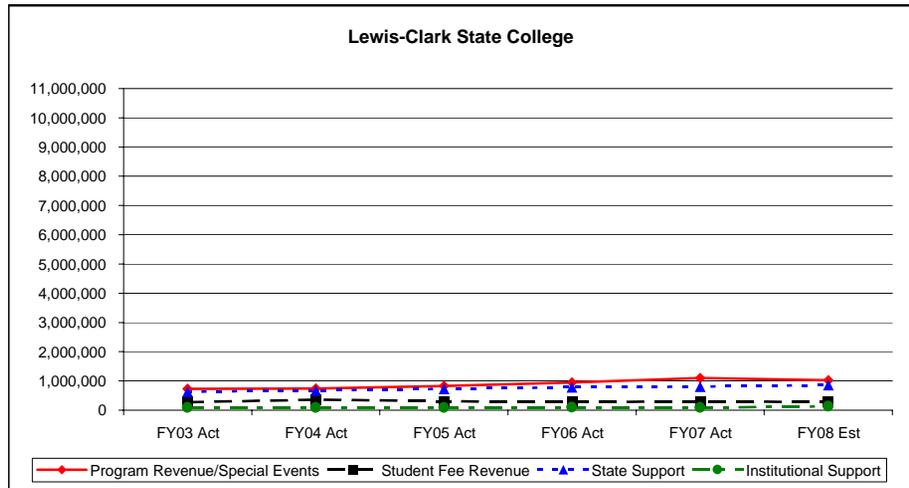
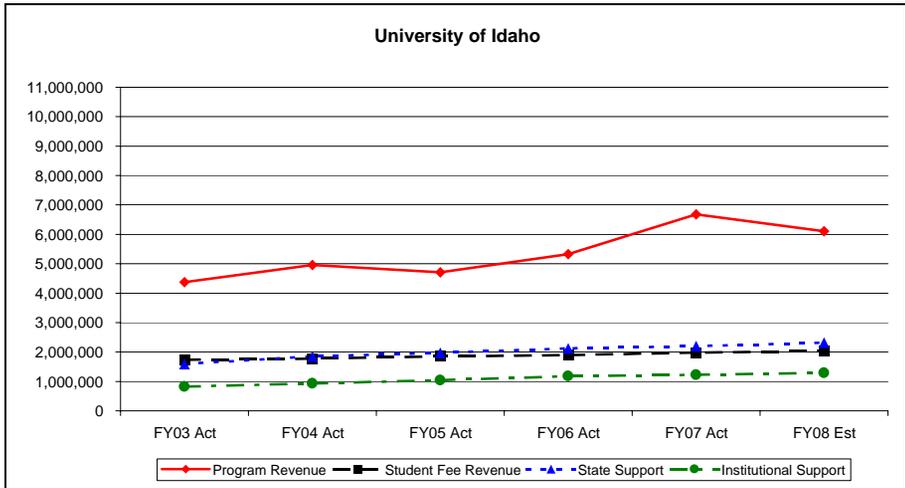
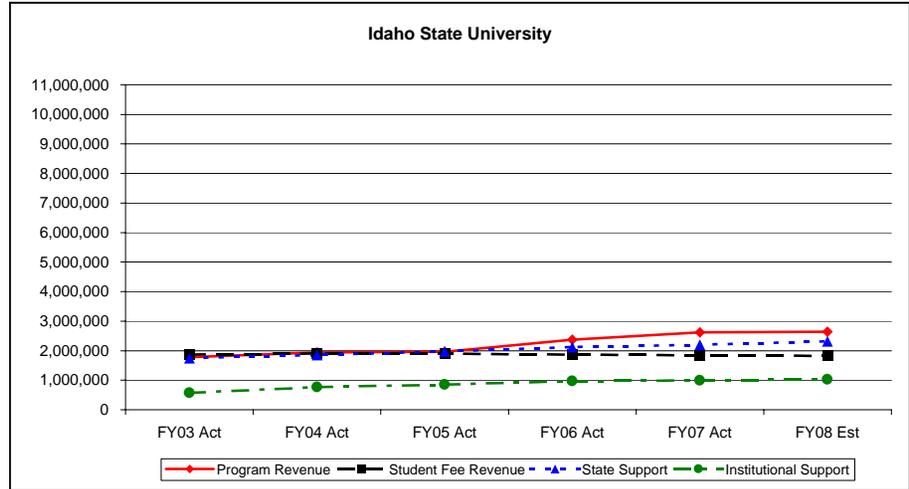
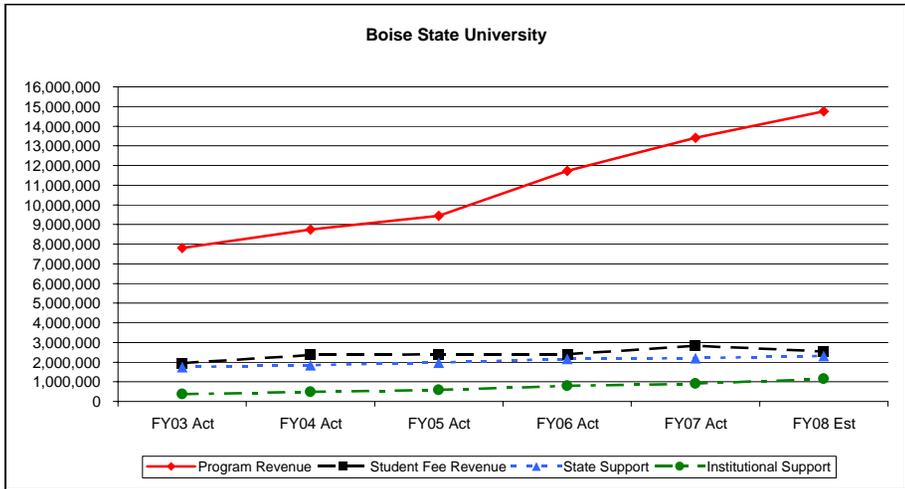
<u>Institution</u>	<u>FY 2005 HB 805</u>	<u>FY 2006 HB 395</u>	
	<u>Institutional Funds Limit Increases</u>	<u>General Fund Limit Increases</u>	<u>Institutional Funds Limit Increases</u>
Boise State University	\$27,701	\$25,531	\$37,826
Idaho State University	\$0	\$17,350	\$0
University of Idaho	\$8,087	\$18,000	\$8,000
Lewis Clark State College	\$0	\$3,549	\$0
		<u>FY 2006 SB 1263</u>	
		<u>General Fund Limit Increases</u>	<u>Institutional Funds Limit Increases</u>
Boise State University		\$11,534	\$0
Idaho State University		\$23,662	\$0
University of Idaho		\$21,600	\$13,700
Lewis Clark State College		\$7,240	\$0

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Intercollegiate Athletics Report

Revenue by Major Source

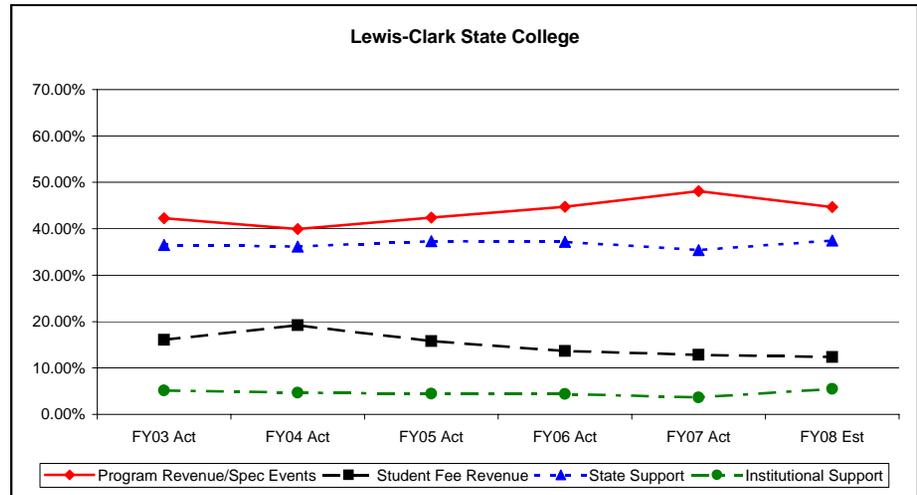
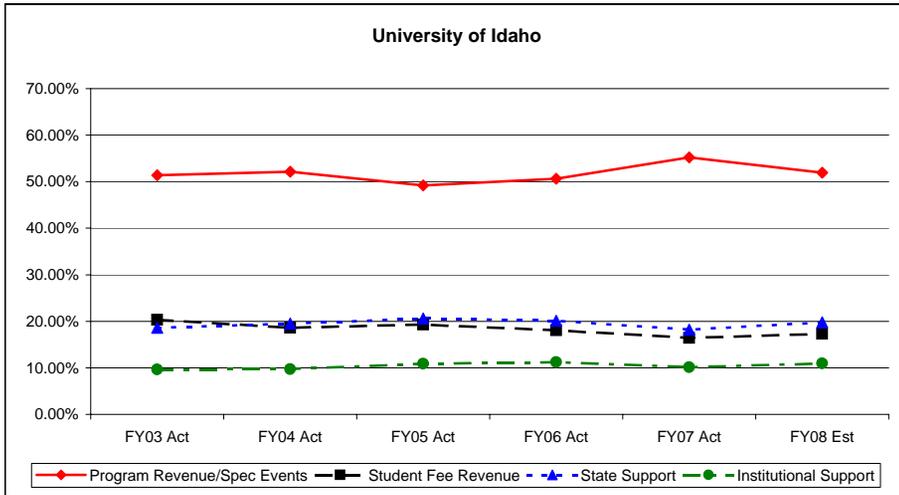
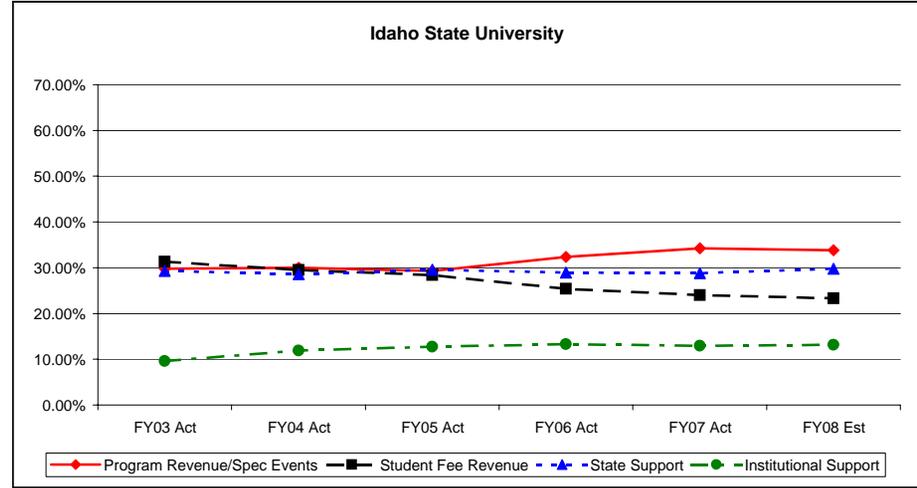
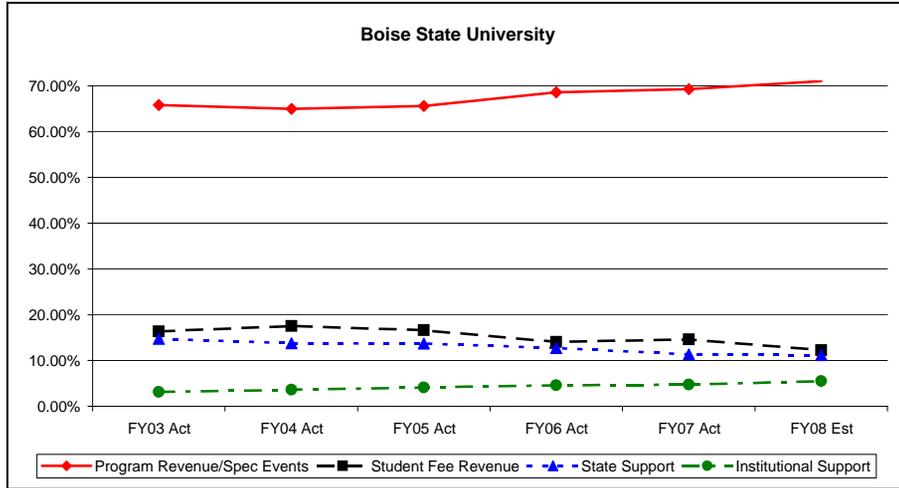
Attachment 2



Intercollegiate Athletics Report

Revenue as a Percent of Total Revenue by Major Source

Attachment 3

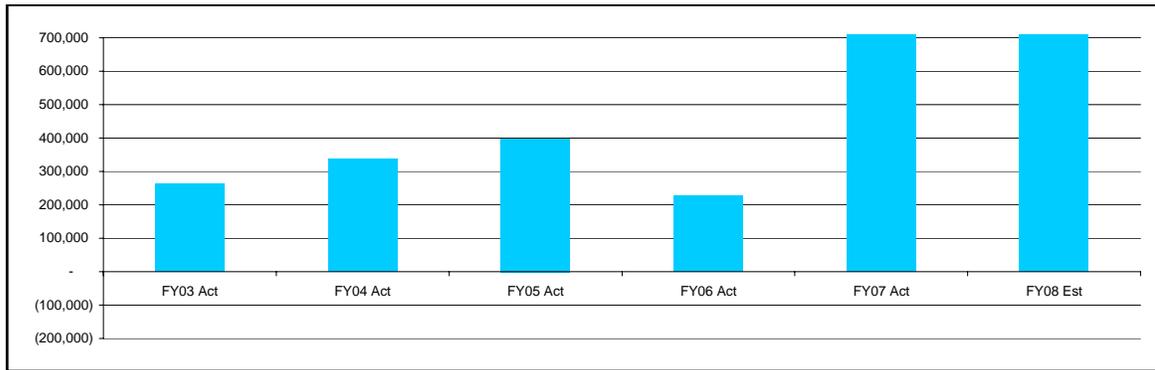


Intercollegiate Athletic Report

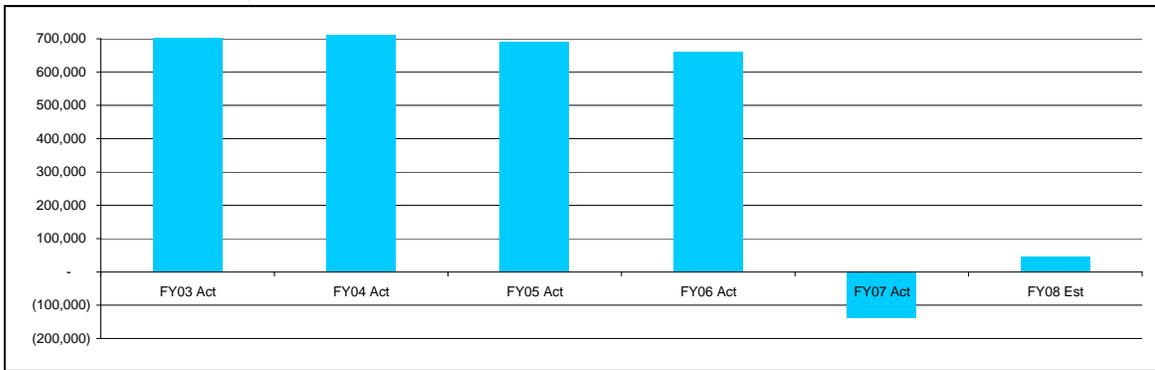
Fiscal Year Ending Fund Balance for Athletic Program by Institution

Boise State University

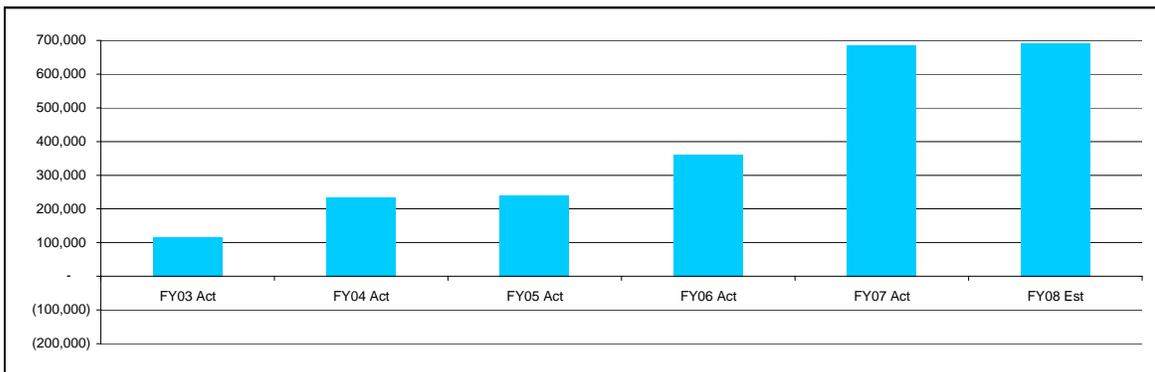
Attachment 4



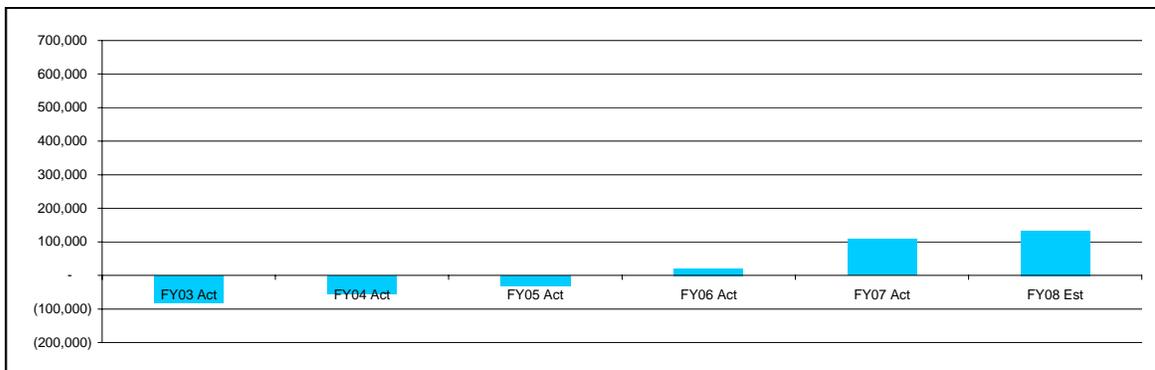
Idaho State University



University of Idaho



Lewis-Clark State College

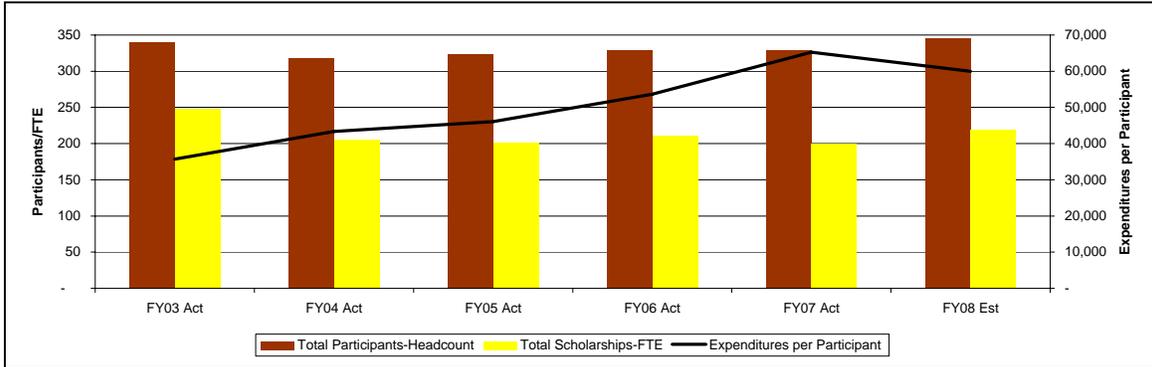


Intercollegiate Athletic Report

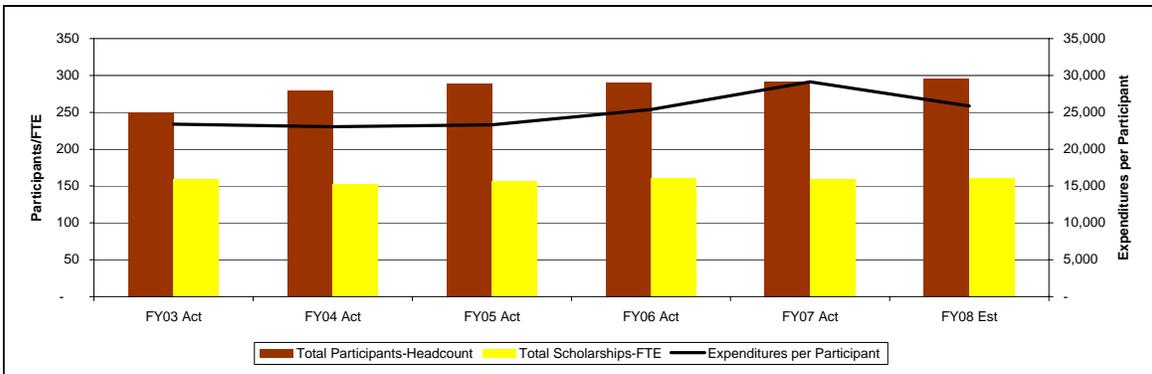
Athletic Participation and Scholarships

Boise State University

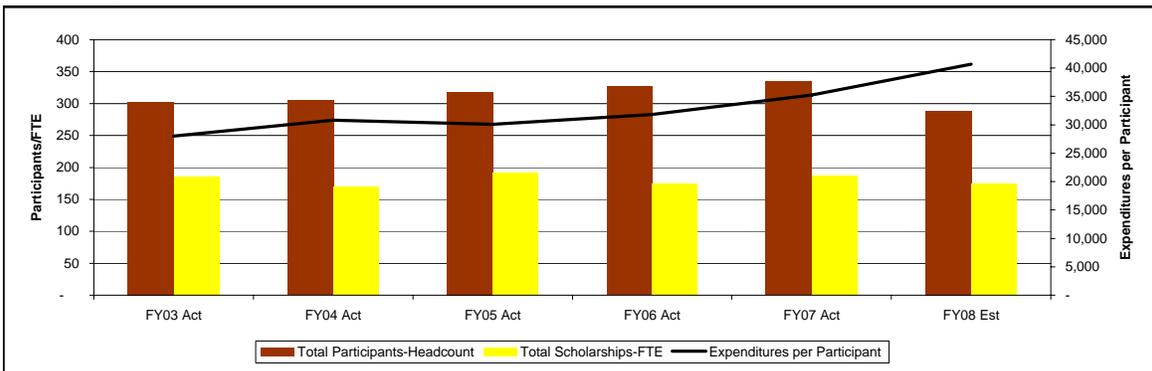
Attachment 5



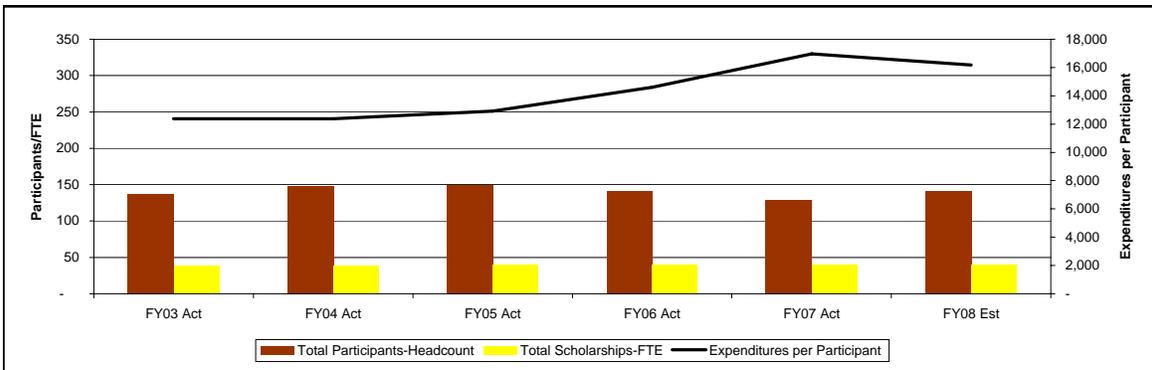
Idaho State University



University of Idaho



Lewis-Clark State College



College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

Revenues/Expend/Fund Balance	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales	2,442,818	2,593,821	3,568,743	3,845,490	4,430,742	4,620,296
4 Game Guarantees	581,500	327,500		767,850	415,650	625,000
5 Contributions	1,816,973	2,715,310	1,921,897	2,771,494	3,522,400	3,730,280
6 NCAA/Conference/Tournaments	1,110,239	959,078	1,711,618	1,350,712	1,762,971	2,174,599
7 TV/Radio/Internet Rights	94,750	748	914	1,291	19,093	48,850
8 Program/Novelty Sales,						
9 Concessionns, Parking	1,406,037	1,698,619	1,643,124	555,806	619,942	723,970
10 Royalty, Advertisement, Sponsorship				1,809,906	1,850,843	1,999,150
11 Endowment/Investment Income				310,000	414,287	475,000
12 Other	354,486	441,916	591,234	310,644	379,790	351,025
13 Total Program Revenue	7,806,803	8,736,992	9,437,530	11,723,193	13,415,718	14,748,170
14 Non-Program Revenue:						
15 NCAA/Bowl/World Series	518,162	425,833	586,860	396,261	2,660,410	14,000
16 Student Fees	1,935,752	2,358,376	2,390,045	2,401,225	2,833,090	2,535,233
17 Direct State/Govt Support	1,745,300	1,851,700	1,975,918	2,173,601	2,201,200	2,321,600
18 Institutional Gender Equity	94,000	200,000	279,872	417,872	467,872	783,872
19 Direct Institutional Support	273,100	289,800	306,800	371,574	444,500	363,300
20 Subtotal State/Inst. Support	2,112,400	2,341,500	2,562,590	2,963,047	3,113,572	3,468,772
21 Total Non-Program Revenue	4,566,314	5,125,709	5,539,495	5,760,533	8,607,072	6,018,005
22 Subtotal Operating Revenue:	12,373,117	13,862,701	14,977,025	17,483,726	22,022,790	20,766,175
23 Non-Cash Revenue						
24 Third Party Support				184,100	184,100	198,150
25 Indirect Institutional Support					1,770,143	1,377,827
26 Non-Cash Revenue						
27 Non-Resident Tuition Waivers				1,414,672	1,338,121	1,710,390
28 Subtotal Non-Cash Revenue	0	0	0	1,598,772	3,292,364	3,286,367
29 Total Revenue:	12,373,117	13,862,701	14,977,025	19,082,498	25,315,154	24,052,542
30 Expenditures:						
32 Operating Expenditures:						
33 Athletics Student Aid	1,853,990	2,073,650	2,326,436	2,493,504	2,619,095	3,230,128
34 Guarantees	272,800	286,600	446,826	420,647	485,980	726,000
35 Coaching Salary/Benefits	2,018,106	2,415,834	2,616,651	4161675	4,574,184	4,995,653
36 Admin Staff Salary/Benefits	1,620,609	1,770,897	2,259,379	3314763	3,377,832	3,924,344
37 Fringe Benefits/Severence Payments	1,099,314	1,298,313	1,493,325			
38 Recruiting	387,037	277,394	303,091	308,093	349,514	351,700
39 Team Travel	1,008,151	1,203,302	995,236	1,451,587	1,505,170	1,421,267
40 Equipment, Uniforms and Supplies	1,996,648	2,623,531	2,314,223	1,466,317	1,085,182	880,610
41 Game Expenses				471,023	529,418	537,386
42 Fund Raising, Marketing, Promotion				332,110	407,156	371,037
43 Direct Facilities/Maint/Rentals	582,222	555,137	839,834	1,218,080	1,292,903	1,838,696
44 Debt Service on Facilities	839,591	868,116	888,294	668,508	1,373,856	1,231,878
45 Spirit Groups				23,077	70,057	61,320
46 Medical Expenses & Insurance	63,899	52,410	29,819	49,427	65,304	43,530
47 Memberships & Dues				450,613	478,007	502,738
48 NCAA/Special Event/Bowls	385,091	361,737	403,297	264,748	2,667,854	48,442
49 Other Operating Expenses				560,445	592,564	596,699
50 Subtotal Operating Expenditures	12,127,458	13,786,921	14,916,411	17,654,617	21,474,076	20,761,428
51 Non-Cash Expenditures						
52 3rd Party Coaches Compensation				184,100	184,100	198,150
53 3rd Party Admin Staff Compensation					1,770,143	1,377,827
54 Indirect Facilities & Admin Support						
55 Non-Cash Expense						
56 Non-Resident Tuition Waivers				1,414,672	1,338,121	1,710,390
57 Subtotal Non-Cash Expenditures	0	0	0	1,598,772	3,292,364	3,286,367
58 Total Expenditures:	12,127,458	13,786,921	14,916,411	19,253,389	24,766,440	24,047,795
59						
60 Net Income/(deficit)	245,659	75,780	60,614	(170,891)	548,714	4,747
61						
62 Ending Fund Balance 6/30	262,035	337,815	398,429	227,538	776,252	780,999
63						
64 Sport Camps & Clinics						
65 Revenue	376,588	418,918	411,925	245,242	757,310	400,000
66 Coach Compensation from Camp				221,871	182,917	150,000
67 Camp Expenses	389,797	325,073	447,947	172,366	256,806	250,000
68 Total Expenses	389,797	325,073	447,947	394,237	439,723	400,000
69 Net Income from Camps	(13,209)	93,845	(36,022)	(148,995)	317,587	0

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Revenue by Program:		FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1	General Revenue:						
2	Student Fees	1,935,752	2,358,376	2,390,045	2,401,225	2,833,090	2,535,233
3	Contributions	1,816,973	2,715,310	1,921,897	2,771,494	3,522,400	3,730,280
4	State Support	1,745,300	1,851,700	1,975,918	2,173,601	2,201,200	2,321,600
5	Institutional Gender Equity	94,000	200,000	279,872	417,872	467,872	783,872
6	Institutional Support	273,100	289,800	306,800	371,574	444,500	363,300
7	NCAA/Conference				1,350,712	1,762,971	2,174,599
8	TV/Radio/Internet				1,291	19,093	48,850
9	Concessions/program/etc.				555,806	619,942	723,970
10	Advertising/sponsorship/Royalty				1,809,906	1,850,843	1,999,150
11	Endowments				310,000	414,287	475,000
12	NCAA/Special Event/Bowls	518,162	425,833	586,860	396,261	2,660,410	14,000
13	Other	1,565,967	1,913,125	1,948,472	310,644	379,790	351,024
14	Total General Revenue	7,949,254	9,754,144	9,409,864	12,870,386	17,176,398	15,520,878
15	Revenue By Sport:						
16	Men's Programs:						
17	Football						
18	Ticket Sales	1,857,899	1,885,801	2,933,633	3,303,872	3,813,464	3,968,692
19	Game Guarantees	575,000	325,000		725,000	350,000	625,000
20	Other (Tourn/Bowl/Conf)	735,537	613,321	1,008,792			
21	Basketball						
22	Ticket Sales	555,205	681,320	609,254	518,411	558,700	605,625
23	Game Guarantees				25,000	65,000	0
24	Other (Tourn/Bowl/Conf)	240,553	202,031	340,409			
25	Track & Field/Cross Country	58,364	50,301	87,141	2,085	2,002	1,944
26	Tennis	22,229	19,242	38,732	1,000	5,486	
27	Baseball						
28	Wrestling	35,560	33,609	52,865	1,175	5,911	3,240
29	Golf	22,205	19,182	34,897			
30	Volleyball						
31	Total Men's Sport Revenue	4,102,552	3,829,807	5,105,723	4,576,543	4,800,563	5,204,501
32	Women's Programs						
33	Volleyball						
34	Ticket Sales	0	2,541	2,729	2,115	6,005	5,832
35	Game Guarantees						
36	Other (Tourn/Bowl/Conf)	37,362	31,972	51,249			
37	Basketball						
38	Ticket Sales	15,809	13,103	13,801	15,373	28,926	24,380
39	Game Guarantees	5,000			11,000		
40	Other (Tourn/Bowl/Conf)	38,329	35,239	59,276			
41	Track & Field/Cross Country	67,966	58,392	104,371	2,325	2,002	1,944
42	Tennis	22,205	20,182	34,232			
43	Gymnastics	43,820	35,594	58,034	3,134	4,448	4,320
44	Golf	24,205	19,182	35,049			
45	Soccer	44,410	43,363	68,465	2,850	4,448	4,320
46	Softball						
47	Skiing	22,205	19,182	34,232			
48	Swimming						
49	Total Women's Sport Rev	321,311	278,750	461,438	36,797	45,829	40,796
50	Total Revenue	12,373,117	13,862,701	14,977,025	17,483,726	22,022,790	20,766,175

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Expenditures by Admin/Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
51 Administrative and General						
52 Athletic Director Office	867,034	903,375	981,235	1,093,827	1,078,224	1,185,857
53 Fund Raising Office	1,038,848	1,145,545	1,190,981	590,146	561,839	745,060
54 Academic Support				612,474	572,738	786,254
55 Media Relations	232,845	280,771	287,224	545,529	311,835	340,644
56 Marketing and Promotions				427,625	430,086	435,250
57 Ticket Office	165,323	176,757	199,302	513,198	240,341	297,744
58 Athletic Training Room	199,077	303,579	340,717	388,608	407,214	483,356
59 Memberships and Dues				450,613	478,007	502,738
60 Facilities Mtn & Debt Service	1,290,198	1,355,158	1,628,859	1,774,643	2,625,603	2,519,143
61 Capital Improvements	121,071	141,358	191,909	621,414	665,311	1,229,655
62 NCAA/Special Event/Bowls	385,091	361,737	403,297	404,368	2,667,854	48,442
63 Other Miscellaneous	927,472	1,070,370	1,348,143	1,425,397	1,605,344	1,546,083
64 Total Admin & General	5,226,959	5,738,650	6,571,667	8,847,842	11,644,396	10,120,226
65						
66 Men's Programs:						
67 Football	2,806,025	3,318,890	3,482,093	4,007,802	4,644,875	5,101,585
68 Basketball	771,674	849,573	974,026	942,367	1,124,670	1,090,713
69 Track & Field/Cross Country	258,541	298,858	309,118	342,174	331,224	368,888
70 Tennis	216,829	264,240	261,411	262,102	273,000	273,457
71 Baseball						
72 Wrestling	230,955	280,280	324,303	306,217	321,041	348,359
73 Golf	167,976	181,630	137,347	126,292	144,336	132,067
74 Volleyball						
75 Rodeo						
76 Total Men's Programs	4,452,000	5,193,471	5,488,298	5,986,954	6,839,146	7,315,069
77						
78 Women's Programs						
79 Volleyball	408,368	459,139	437,285	443,030	478,642	467,485
80 Basketball	615,368	649,773	678,056	646,831	651,090	776,204
81 Track & Field/Cross Country	304,661	349,718	360,705	400,203	387,007	430,668
82 Tennis	222,893	247,374	251,387	217,438	233,531	252,083
83 Gymnastics	309,759	382,997	419,425	384,594	436,812	412,537
84 Golf	201,316	234,223	200,946	189,529	196,611	177,839
85 Soccer	333,484	374,605	356,601	378,530	388,377	415,311
86 Softball	0	0	0	0	0	0
87 Skiing	52,650	156,971	152,041	159,666	6,156	3,414
88 Swimming					212,308	390,592
89 Total Women's Programs	2,448,499	2,854,800	2,856,446	2,819,821	2,990,534	3,326,133
90						
91 Total Expenditures	12,127,458	13,786,921	14,916,411	17,654,617	21,474,076	20,761,428

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Participants by Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
92 Men's Programs:						
93 Football	111	115	108	109	104	105
94 Basketball	15	13	14	13	15	15
95 Track & Field/Cross Country	35	35	29	31	36	34
96 Tennis	11	9	10	12	10	10
97 Baseball						
98 Wrestling	31	22	30	28	22	29
99 Golf	12	12	10	11	10	10
100 Volleyball						
101 Rodeo						
102 Total Male Participation	215	206	201	204	197	203
103 Women's Programs						
104 Volleyball	15	13	13	13	15	15
105 Basketball	15	13	14	13	13	14
106 Track & Field/Cross Country	35	35	34	29	28	30
107 Tennis	8	8	8	9	9	9
108 Gymnastics	19	14	16	15	16	16
109 Golf	7	8	8	8	10	10
110 Soccer	26	21	25	30	27	29
111 Softball	0	0	0	0	0	0
112 Skiing			5	8	0	0
113 Swimming				0	14	20
114 Rodeo				0	0	0
115 Total Female Participation	125	112	123	125	132	143
116 Total Participants	340	318	324	329	329	346

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Full Ride Scholarships (Hdct)	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
117 Men's Programs:						
118 Football	77.0	85.0	85.5	85.0	81.0	85.0
119 Basketball	11.0	11.5	11.5	12.0	13.0	13.0
120 Track & Field/Cross Country	6.0	4.0	3.0	3.0	3.0	3.0
121 Tennis	0.0		1.0	1.0	3.0	2.0
122 Baseball						
123 Wrestling	2.0	0.0	1.0	0.0	1.0	1.0
124 Golf	0.0	0.0	0.0	0.0	1.0	1.0
125 Volleyball						
126 Subtotal	96.0	100.5	102.0	101.0	102.0	105.0
127 Women's Programs						
128 Volleyball	9.0	12.0	9.5	11.5	11.0	12.0
129 Basketball	12.0	13.0	12.5	13.0	13.0	15.0
130 Track & Field/Cross Country	4.0	5.0	5.0	7.0	7.0	6.0
131 Tennis	7.0	8.0	7.0	9.0	7.0	8.0
132 Gymnastics	11.0	11.0	11.0	9.0	10.0	12.0
133 Golf	2.0	1.0	4.0	4.0	3.0	3.0
134 Soccer	2.0	2.0	1.0	0.0	1.0	0.0
135 Skiing		1.0	3.0	0.0	0.0	0.0
136 Softball		0.0	0.0	0.0	0.0	0.0
137 Swimming				0.0	0.0	1.0
138 Subtotal	47.0	53.0	53.0	53.5	52.0	57.0
139 Total Scholarships	143.0	153.5	155.0	154.5	154.0	162.0
140 Partial Scholarships by Sport (FTE)						
141 Men's Programs:						
142 Football	6.00	1.11	0.00	0.00	0.50	0.00
143 Basketball	0.00	0.00	0.00	0.00	0.00	0.00
144 Track & Field/Cross Country	13.00	8.27	7.85	8.76	6.98	8.00
145 Tennis	8.00	3.78	3.18	3.50	1.04	2.50
146 Baseball						
147 Wrestling	20.00	8.40	9.14	9.63	8.42	8.90
148 Golf	8.00	4.01	3.69	4.00	2.47	3.50
149 Volleyball						
150 Rodeo						
151 Subtotal	55.00	25.57	23.86	25.89	19.41	22.90
152 Women's Programs						
153 Volleyball	0.00		1.53	1.19	0.59	0.00
154 Basketball	0.00	0.29	1.63	2.15	0.04	0.00
155 Track & Field/Cross Country	24.00	9.53	7.31	10.33	8.57	10.23
156 Tennis	0.00	0.25	0.00	0.00	0.00	0.00
157 Gymnastics	1.00	1.00	0.58	2.15	0.79	0.00
158 Golf	5.00	4.63	1.39	1.96	3.00	3.00
159 Soccer	20.00	9.02	9.74	11.44	11.57	14.00
160 Softball						
161 Skiing		1.00	0.04	1.15	0.00	0.00
162 Swimming				0.00	1.76	7.59
163 Rodeo						
164 Subtotal	50.00	25.72	22.22	30.37	26.32	34.82
165 Total Scholarships	105.00	51.29	46.08	56.26	45.73	57.72

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Revenues/Expend/Fund Balance	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales	441,856	526,837	303,364	335,711	328,546	356,193
4 Game Guarantees	211,888	185,510	287,500	271,000	562,000	622,000
5 Contributions	367,848	343,327	329,975	601,112	518,339	410,000
6 NCAA/Conference/Tournaments	373,151	423,041	394,651	408,261	493,850	479,375
7 TV/Radio/Internet Rights	10,893	14,314	4,300	8,575	9,692	8,000
8 Program/Novelty Sales,						
9 Concessions, Parking	17,000	17,000	17,000	17,000	17,534	19,500
10 Royalty, Advertisement, Sponsorship	262,861	364,585	547,001	607,938	551,818	606,000
11 Endowment/Investment Income	23,870	470	46,730	23,590	23,870	28,910
12 Other	66,307	63,384	29,736	95,268	112,284	110,041
13 Total Program Revenue	1,775,674	1,938,468	1,960,257	2,368,455	2,617,932	2,640,019
14 Non-Program Revenue:						
15 NCAA/Bowl/World Series	0	0	0	0	50,960	0
16 Student Fees	1,867,895	1,908,073	1,896,971	1,862,016	1,839,156	1,817,687
17 Direct State/Govt Support	1,745,300	1,851,700	1,975,859	2,120,212	2,201,200	2,321,600
18 Institutional Gender Equity	300,000	443,500	526,500	626,500	626,500	646,500
19 Direct Institutional Support	273,640	327,100	327,200	347,700	365,600	377,300
20 Subtotal State/Inst. Support	2,318,940	2,622,300	2,829,559	3,094,412	3,193,300	3,345,400
21 Total Non-Program Revenue	4,186,835	4,530,373	4,726,530	4,956,428	5,083,416	5,163,087
22 Subtotal Operating Revenue	5,962,509	6,468,841	6,686,787	7,324,883	7,701,348	7,803,106
23 Non-Cash Revenue						
24 Third Party Support	0	0	0	0	0	0
25 Indirect Institutional Support	0	0	0	0	0	0
26 Non-Cash Revenue	121,348	166,898	134,965	671,436	566,206	570,000
27 Non-Resident Tuition Waivers	764,460	815,100	849,600	920,150	905,919	955,240
28 Subtotal Non-Cash Revenue	885,808	981,998	984,565	1,591,586	1,472,125	1,525,240
29 Total Revenue:	6,848,317	7,450,839	7,671,352	8,916,469	9,173,473	9,328,346
30						
31 Expenditures						
32 Operating Expenditures:						
33 Athletics Student Aid	1,305,437	1,410,249	1,606,427	1,655,684	1,768,404	1,633,405
34 Guarantees	70,500	115,888	39,500	47,500	78,839	42,750
35 Coaching Salary/Benefits	1,387,210	1,392,989	1,495,688	1,710,132	1,738,418	1,793,854
36 Admin Staff Salary/Benefits	1,029,576	1,109,249	1,246,438	1,337,241	1,553,199	1,583,009
37 Severance Payments	0	0	0	0	0	0
38 Recruiting	209,937	210,111	211,425	298,292	301,128	221,000
39 Team Travel	503,131	643,587	617,600	679,810	895,509	773,726
40 Equipment, Uniforms and Supplies	407,911	490,125	376,491	313,292	399,028	318,000
41 Game Expenses	143,427	147,543	92,477	60,132	265,853	205,000
42 Fund Raising, Marketing, Promotion	12,871	22,600	63,887	38,497	215,429	152,000
43 Direct Facilities/Maint/Rentals	170,641	215,143	95,936	146,384	172,966	120,000
44 Debt Service on Facilities	0	0	0	0	0	0
45 Spirit Groups	77,776	100,194	144,613	104,906	200,091	50,250
46 Medical Expenses & Insurance	134,183	227,823	227,357	256,778	307,129	280,100
47 Memberships & Dues	43,416	41,266	41,739	40,051	46,033	46,000
48 NCAA/Special Event/Bowls	0	0	0	0	46,595	0
49 Other Operating Expenses	347,353	303,951	479,129	664,314	511,704	402,930
50 Subtotal Operating Expenditures	5,843,369	6,430,718	6,738,707	7,353,013	8,500,325	7,622,024
51 Non-Cash Expenditures						
52 3rd Party Coaches Compensation	0	0	0	0	0	0
53 3rd Party Admin Staff Compensation	0	0	0	0	0	0
54 Indirect Facilities & Admin Support	0	0	0	0	0	0
55 Non-Cash Expense	121,348	166,898	134,965	671,436	566,206	570,000
56 Non-Resident Tuition Waivers	764,460	815,100	849,600	920,150	905,919	955,240
57 Subtotal Non-Cash Expenditures	885,808	981,998	984,565	1,591,586	1,472,125	1,525,240
58 Total Expenditures:	6,729,177	7,412,716	7,723,272	8,944,599	9,972,450	9,147,264
59						
60 Net Income/(deficit)	119,140	38,123	(51,920)	(28,130)	(798,977)	181,082
61						
62 Ending Fund Balance 6/30	703,169	741,292	689,372	661,242	(137,735)	43,347
63						
64 Sport Camps & Clinics						
65 Revenue	162,157	120,804	131,802	174,387	168,462	130,000
66 Coach Compensation from Camp	101,793	119,410	114,770	99,623	97,398	84,500
67 Camp Expenses	61,395	47,246	34,114	60,045	82,432	45,500
68 Total Expenses	163,188	166,656	148,884	159,668	179,830	130,000
69 Net Income from Camps	(1,031)	(45,852)	(17,082)	14,719	(11,369)	0

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Revenue by Program:		FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1	General Revenue:						
2	Student Fees	1,867,895	1,908,073	1,896,971	1,862,016	1,839,156	1,817,687
3	Contributions	367,848	343,327	329,975	601,112	518,339	410,000
4	State Support	1,745,300	1,851,700	1,975,859	2,120,212	2,201,200	2,321,600
5	Institutional Gender Equity	300,000	443,500	526,500	626,500	626,500	646,500
6	Institutional Support	273,640	327,100	327,200	347,700	365,600	377,300
7	NCAA / Conference	373,151	423,041	394,651	408,261	493,850	479,375
8	TV / Radio / Internet	10,893	14,314	4,300	8,575	9,692	8,000
9	Concessions / program / etc.	17,000	17,000	17,000	17,000	17,534	19,500
10	Advertising / sponsorship / Royalty	262,861	364,585	547,001	607,938	551,818	606,000
11	Endowments	23,870	470	46,730	23,590	23,870	28,910
12	NCAA / Bowl / World Series	0	0	0	0	50,960	0
13	Other	45,612	41,398	13,357	95,268	102,189	110,041
14	Total General Revenue	5,288,070	5,734,508	6,079,544	6,718,172	6,800,707	6,824,913
15	Revenue By Sport:						
16	Men's Programs:						
17	Football						
18	Ticket Sales	253,943	325,130	167,432	178,384	169,071	204,872
19	Game Guarantees	80,000	100,000	190,000	200,000	325,000	300,000
20	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0
21	Basketball						
22	Ticket Sales	167,212	175,653	103,776	100,272	120,288	120,288
23	Game Guarantees	122,798	77,430	80,000	71,000	225,000	295,000
24	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0
25	Track & Field/Cross Country	3,323	982	6,393	1,030	4,605	4,605
26	Tennis	1,849	855	1,316	0	0	0
27	Baseball	0	0	0	0	0	0
28	Wrestling	0	0	0	0	0	0
29	Golf	3,169	10,770	995	0	0	0
30	Volleyball	0	0	0	0	0	0
31	Total Men's Sport Revenue	632,294	690,820	549,912	550,686	843,964	924,765
32	Women's Programs						
33	Volleyball						
34	Ticket Sales	2,442	3,955	2,797	3,867	3,198	3,100
35	Game Guarantees	1,500	0	0	0	0	0
36	Other (Tourn/Bowl/Conf)	0	0	0	0	0	0
37	Basketball						
38	Ticket Sales	11,681	15,693	18,241	16,331	15,018	15,018
39	Game Guarantees	4,000	7,000	17,500	0	11,000	23,000
40	Other (Tourn/Bowl/Conf)	0	0	0	31,819	14,295	0
41	Track & Field/Cross Country	2,337	4,223	8,128	1,030	4,605	4,605
42	Tennis	1,598	1,355	903	0	0	0
43	Gymnastics	0	0	0	0	0	0
44	Golf	1,393	2,205	1,508	0	0	0
45	Soccer	17,194	9,082	8,254	2,978	7,561	3,705
46	Softball	0	0	0	0	1,000	4,000
47	Skiing	0	0	0	0	0	0
48	Swimming	0	0	0	0	0	0
49	Total Women's Sport Rev	42,145	43,513	57,331	56,025	56,677	53,428
50	Total Revenue	5,962,509	6,468,841	6,686,787	7,324,883	7,701,348	7,803,106

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Expenditures by Admin/Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
51 Administrative and General						
52 Athletic Director Office	679,469	744,487	649,404	714,640	841,585	806,252
53 Fund Raising Office	184,734	245,724	233,217	233,835	222,109	175,986
54 Academics Support	5,783	112,283	128,883	197,769	244,515	199,961
55 Media Relations	115,070	127,386	156,552	192,034	199,474	163,542
56 Marketing and Promotions	64,032	140,575	285,591	250,907	277,479	191,053
57 Ticket Office	0	0	0	0	0	0
58 Athletic Training Room	141,703	153,288	185,986	177,277	208,738	304,114
59 Memberships and Dues	0	0	0	0	46,033	30,000
60 Facilities Mtn & Debt Service	85,000	85,000	85,000	85,000	85,000	85,000
61 Capital Improvements	0	0	0	0	0	0
62 NCAA/Special Event/Bowls	0	0	0	0	46,595	0
63 Other Miscellaneous	411,294	591,479	622,522	582,988	790,456	627,319
64 Total Admin & General	1,687,085	2,200,222	2,347,155	2,434,450	2,961,984	2,583,227
65						
66 Men's Programs:						
67 Football	1,521,858	1,640,164	1,623,316	1,769,956	1,953,471	1,768,031
68 Basketball	620,685	591,507	598,677	699,624	823,675	729,591
69 Track & Field/Cross Country	236,858	217,127	263,652	265,017	310,031	292,673
70 Tennis	92,795	92,826	121,252	101,968	95,857	99,840
71 Baseball	0	0	0	0	0	0
72 Wrestling	0	0	0	0	0	0
73 Golf	54,466	59,767	68,414	82,268	91,870	80,090
74 Volleyball	0	0	0	0	0	0
75 Rodeo	0	0	0	0	0	0
76 Total Men's Programs	2,526,662	2,601,391	2,675,311	2,918,833	3,274,904	2,970,225
77						
78 Women's Programs						
79 Volleyball	317,522	330,619	305,098	344,992	356,805	346,976
80 Basketball	493,817	495,251	531,939	601,505	598,824	572,153
81 Track & Field/Cross Country	308,290	257,479	303,016	312,553	385,315	344,100
82 Tennis	118,660	137,650	126,282	142,087	123,439	107,618
83 Gymnastics	0	0	0	0	0	0
84 Golf	64,479	100,775	107,397	96,166	112,107	89,285
85 Soccer	326,854	307,331	338,714	354,939	357,435	350,511
86 Softball	0	0	3,795	147,488	329,512	257,929
87 Skiing	0	0	0	0	0	0
88 Swimming	0	0	0	0	0	0
89 Total Women's Programs	1,629,622	1,629,105	1,716,241	1,999,730	2,263,437	2,068,572
90						
91 Total Expenditures	5,843,369	6,430,718	6,738,707	7,353,013	8,500,325	7,622,024

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Participants by Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
92 Men's Programs:						
93 Football	81	86	86	92	84	87
94 Basketball	14	13	15	16	18	15
95 Track & Field/Cross Country	33	44	50	48	46	47
96 Tennis	10	12	7	8	9	7
97 Baseball						
98 Wrestling						
99 Golf	11	14	10	8	7	8
100 Volleyball						
101 Rodeo						
102 Total Male Participation	149	169	168	172	164	164
103 Women's Programs						
104 Volleyball	12	12	11	14	13	13
105 Basketball	14	14	14	18	15	15
106 Track & Field/Cross Country	38	46	57	44	39	42
107 Tennis	7	9	9	9	9	8
108 Gymnastics						
109 Golf	6	8	9	10	9	9
110 Soccer	24	21	21	23	23	23
111 Softball	-	-	-	-	20	21
112 Skiing	-	-	-	-	-	-
113 Swimming	-	-	-	-	-	-
114 Rodeo						
115 Total Female Participation	101	110	121	118	128	131
116 Total Participants	250	279	289	290	292	295

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Full Ride Scholarships (Hdct)		FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
117	Men's Programs:						
118	Football	52.0	51.0	53.0	51.0	50.0	53.0
119	Basketball	10.0	11.0	12.0	13.0	12.0	11.0
120	Track & Field/Cross Country	1.0	1.0	1.0	2.0	1.0	2.0
121	Tennis	0.0	0.0	0.0	0.0	0.0	0.0
122	Baseball						
123	Wrestling						
124	Golf	1.0	0.0	0.0	0.0	0.0	0.0
125	Volleyball						
126	Subtotal	64.0	63.0	66.0	66.0	63.0	66.0
127	Women's Programs						
128	Volleyball	11.0	12.0	10.0	11.0	9.0	11.0
129	Basketball	14.0	12.0	13.0	11.0	13.0	15.0
130	Track & Field/Cross Country	3.0	0.0	1.0	0.0	0.0	3.0
131	Tennis	6.0	6.0	4.0	6.0	4.0	4.0
132	Gymnastics						
133	Golf	0.0	5.0	4.0	1.0	0.0	0.0
134	Soccer	5.0	5.0	4.0	2.0	3.0	3.0
135	Skiing	0.0	0.0	0.0	0.0	0.0	0.0
136	Softball	0.0	0.0	0.0	0.0	0.0	0.0
137	Swimming	0.0	0.0	0.0	0.0	0.0	0.0
138	Subtotal	39.0	40.0	36.0	31.0	29.0	36.0
139	Total Scholarships	103.0	103.0	102.0	97.0	92.0	102.0
140	Partial Scholarships by Sport (FTE)						
141	Men's Programs:						
142	Football	10.35	10.60	7.69	12.89	8.18	7.50
143	Basketball	2.99	0.00	0.00	0.00	0.50	0.50
144	Track & Field/Cross Country	11.69	10.31	11.16	10.60	10.54	10.40
145	Tennis	4.61	4.50	4.50	4.50	3.94	4.04
146	Baseball						
147	Wrestling						
148	Golf	1.02	1.85	2.43	3.34	2.50	2.10
149	Volleyball						
150	Rodeo						
151	Subtotal	30.66	27.26	25.78	31.33	25.66	24.54
152	Women's Programs						
153	Volleyball	0.50	0.00	0.48	0.52	1.44	0.51
154	Basketball	0.00	0.50	0.50	1.87	0.00	0.00
155	Track & Field/Cross Country	13.46	14.03	16.34	16.97	17.39	12.94
156	Tennis	1.49	1.00	2.06	1.01	2.15	0.88
157	Gymnastics						
158	Golf	3.47	0.55	1.83	2.90	4.52	3.21
159	Soccer	6.90	6.89	7.57	9.54	8.42	9.44
160	Softball	0.00	0.00	0.00	0.00	7.44	7.98
161	Skiing						
162	Swimming						
163	Rodeo						
164	Subtotal	25.82	22.97	28.78	32.81	41.36	34.96
165	Total Scholarships	56.48	50.23	54.56	64.14	67.02	59.50

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College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho

Revenues/Expend/Fund Balance	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales	268,793	339,051	140,363	537,322	645,308	455,213
4 Game Guarantees	1,155,800	1,059,612	894,552	951,500	1,285,000	914,000
5 Contributions	1,623,694	2,018,715	2,151,204	2,145,814	2,221,176	2,426,325
6 NCAA/Conference/Tournaments	328,985	451,326	523,353	952,382	1,505,558	1,552,527
7 TV/Radio/Internet Rights	132,273	155,921	128,042	138,928	150,000	160,000
8 Program/Novelty Sales,						
9 Concessionns, Parking	447,764	561,906	610,764	21,671	67,428	42,000
10 Royalty, Advertisement, Sponsorship				349,565	361,817	294,250
11 Endowment/Investment Income				177,541	220,184	220,000
12 Other	420,310	373,959	263,959	51,636	223,157	44,200
13 Total Program Revenue	4,377,619	4,960,490	4,712,237	5,326,359	6,679,628	6,108,515
14 Non-Program Revenue:						
15 NCAA/Bowl/World Series						
16 Student Fees	1,733,410	1,773,104	1,851,406	1,898,593	1,986,666	2,038,187
17 Direct State/Govt Support	1,587,400	1,851,700	1,974,371	2,118,800	2,201,200	2,321,600
18 Institutional Gender Equity	275,760	346,660	419,460	508,060	534,860	561,560
19 Direct Institutional Support	546,200	579,500	621,600	672,300	688,800	726,500
20 Subtotal State/Inst. Support	2,409,360	2,777,860	3,015,431	3,299,160	3,424,860	3,609,660
21 Total Non-Program Revenue	4,142,770	4,550,964	4,866,837	5,197,753	5,411,526	5,647,847
22 Subtotal Operating Revenue:	8,520,389	9,511,454	9,579,074	10,524,112	12,091,154	11,756,362
23 Non-Cash Revenue						
24 Third Party Support				212,500	215,500	248,500
25 Indirect Institutional Support				324,268	287,978	400,000
26 Non-Cash Revenue				402,160	409,878	528,586
27 Non-Resident Tuition Waivers	1,186,255	1,189,383	1,526,899	1,599,725	1,711,300	1,800,000
28 Subtotal Non-Cash Revenue	1,186,255	1,189,383	1,526,899	2,538,653	2,624,656	2,977,086
29 Total Revenue:	9,706,644	10,700,837	11,105,973	13,062,765	14,715,810	14,733,448
30						
31 Expenditures:						
32 Operating Expenditures:						
33 Athletics Student Aid	1,632,751	1,718,598	2,094,309	2,209,423	2,394,766	2,247,023
34 Guarantees	387,000	281,076	159,200	10,200	160,374	291,204
35 Coaching Salary/Benefits	1,578,766	1,621,147	1,712,555	2,135,827	2,228,029	2,380,207
36 Admin Staff Salary/Benefits	1,185,633	1,117,886	1,178,186	1,762,882	1,769,848	1,905,975
37 Severance Payments	735,276	792,090	859,134	63,294	109,140	0
38 Recruiting	248,171	328,527	276,476	376,543	477,736	358,030
39 Team Travel	906,823	1,153,186	1,255,730	1,185,098	1,581,545	1,364,773
40 Equipment, Uniforms and Supplies	1,515,403	1,875,374	1,665,343	297,572	423,464	370,565
41 Game Expenses				277,024	360,875	438,134
42 Fund Raising, Marketing, Promotion				291,562	224,791	228,500
43 Direct Facilities/Maint/Rentals	108,961	266,071	131,978	41,329	25,467	10,500
44 Debt Service on Facilities				0	0	0
45 Spirit Groups				0	0	0
46 Medical Expenses & Insurance	184,304	238,712	240,383	326,065	299,240	370,440
47 Memberships & Dues				415,810	415,452	409,000
48 NCAA/Special Event/Bowls				0	0	0
49 Other Operating Expenses				1,009,619	1,296,699	1,377,026
50 Subtotal Operating Expenditures	8,483,088	9,392,667	9,573,294	10,402,248	11,767,426	11,751,377
51 Non-Cash Expenditures						
52 3rd Party Coaches Compensation				207,500	208,000	241,000
53 3rd Party Admin Staff Compensation				5,000	7,500	7,500
54 Indirect Facilities & Admin Support				324,268	287,978	400,000
55 Non-Cash Expense				402,160	409,878	528,586
56 Non-Resident Tuition Waivers	1,186,255	1,189,383	1,526,899	1,599,725	1,711,300	1,800,000
57 Subtotal Non-Cash Expenditures	1,186,255	1,189,383	1,526,899	2,538,653	2,624,656	2,977,086
58 Total Expenditures:	9,669,343	10,582,050	11,100,193	12,940,901	14,392,082	14,728,463
59						
60 Net Income/(deficit)	37,301	118,787	5,780	121,864	323,728	4,985
61						
62 Ending Fund Balance 6/30	115,606	234,393	240,173	362,037	685,765	690,750
63						
64 Sport Camps & Clinics						
65 Revenue	158,164	209,244	284,316	370,345	266,395	314,900
66 Coach Compensation from Camp				74,591	55,885	63,843
67 Camp Expenses	121,041	202,459	262,762	254,477	250,586	251,057
68 Total Expenses	121,041	202,459	262,762	329,068	306,471	314,900
69 Net Income from Camps	37,123	6,785	21,554	41,277	(40,076)	0

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Revenue by Program:		FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1	General Revenue:						
2	Student Fees	1,733,410	1,773,104	1,946,554	1,898,593	1,986,666	2,038,187
3	Contributions	1,623,694	2,018,715	204,650	2,145,814	2,221,176	2,426,325
4	State Support	1,587,400	1,851,700	1,974,371	2,118,800	2,201,200	2,321,600
5	Institutional Gender Equity	275,760	346,660	419,460	508,060	534,860	561,560
6	Institutional Support	546,200	579,500	621,600	672,300	688,800	726,500
7	NCAA/Conference				952,382	1,505,558	1,552,527
8	TV/Radio/Internet				138,928	150,000	160,000
9	Concessions/program/etc.				21,671	67,428	42,000
10	Advertising/sponsorship/Royalty				349,565	361,817	294,250
11	Endowments				177,541	220,178	220,000
12	Special Events				0	0	0
13	Other	1,131,561	1,300,796	3,200,439	51,635	223,163	44,200
14	Total General Revenue	6,898,025	7,870,475	8,367,074	9,035,289	10,160,846	10,387,149
15	Revenue By Sport:						
16	Men's Programs:						
17	Football						
18	Ticket Sales	223,606	289,501	95,500	440,610	545,623	395,213
19	Game Guarantees	1,090,000	1,010,000	855,000	860,000	1,185,000	810,000
20	Other (Tourn/Bowl/Conf)	35,520	29,322	12,218	0	0	0
21	Basketball						
22	Ticket Sales	36,081	35,271	26,544	66,279	60,023	35,000
23	Game Guarantees	65,000	46,112	38,552	84,000	89,000	99,000
24	Other (Tourn/Bowl/Conf)	11,954	14,322	10,992	0	0	0
25	Track & Field/Cross Country	8,024	9,971	3,993	1,749	421	0
26	Tennis	973		1,076	0	0	0
27	Baseball	NA					
28	Wrestling	NA					
29	Golf	5,680	4,920		0	0	0
30	Volleyball	108,273	140,921	128,042			
31	Total Men's Sport Revenue	1,585,111	1,580,340	1,171,917	1,452,638	1,880,067	1,339,213
32	Women's Programs						
33	Volleyball						
34	Ticket Sales	3,491	3,622	3,971	10,154	20,193	13,000
35	Game Guarantees				1,000	0	0
36	Other (Tourn/Bowl/Conf)		9,450		0	0	0
37	Basketball						
38	Ticket Sales	5,615	10,657	14,348	16,782	18,627	12,000
39	Game Guarantees		3,500	1,000	6,500	11,000	5,000
40	Other (Tourn/Bowl/Conf)	11,200	15,119	15,695	0	0	0
41	Track & Field/Cross Country	10,152	9,971	3,993	1,749	421	0
42	Tennis	973	3,125	1,076	0	0	0
43	Gymnastics	NA					
44	Golf	5,610	5,195		0	0	0
45	Soccer	212			0	0	0
46	Softball						
47	Skiing						
48	Swimming	NA			0	0	0
49	Total Women's Sport Rev	37,253	60,639	40,083	36,185	50,241	30,000
50	Total Revenue	8,520,389	9,511,454	9,579,074	10,524,112	12,091,154	11,756,362

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Expenditures by Admin/Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
51 Administrative and General						
52 Athletic Director Office	716,728	600,203	529,978	722,123	801,364	712,934
53 Fund Raising Office	343,935	259,892	271,706	352,662	398,229	364,590
54 Academics Support				179,299	220,728	272,570
55 Media Relations	156,313	162,123	173,574	178,861	202,651	223,401
56 Marketing and Promotions				377,719	150,095	156,528
57 Ticket Office	28,408	15,654	11,345	27,474	39,151	39,533
58 Athletic Training Room	406,119	472,685	307,175	585,707	561,424	328,000
59 Memberships and Dues				415,810	415,452	409,000
60 Facilities Mtn & Debt Service				0	0	0
61 Capital Improvements				0	0	0
62 NCAA/Special Event/Bowls	48,002	185,861	42,082	41,255	289,794	412,060
63 Other Miscellaneous	1,021,429	1,199,334	1,372,757	525,894	798,340	1,051,779
64 Total Admin & General	2,720,934	2,895,752	2,708,617	3,406,804	3,877,228	3,970,395
65						
66 Men's Programs:						
67 Football	2,727,375	3,070,319	2,994,215	2,737,358	3,618,892	3,293,296
68 Basketball	852,241	889,954	898,680	993,997	978,109	939,748
69 Track & Field/Cross Country	252,776	279,437	293,957	343,359	360,532	356,783
70 Tennis	75,889	95,584	79,210	94,956	99,653	113,411
71 Baseball				0	0	0
72 Wrestling				0	0	0
73 Golf	82,474	109,724	114,858	125,273	143,782	157,352
74 Volleyball				0	0	0
75 Rodeo				0	0	0
76 Total Men's Programs	3,990,755	4,445,018	4,380,920	4,294,943	5,200,968	4,860,590
77						
78 Women's Programs						
79 Volleyball	362,854	414,482	474,486	539,724	524,178	586,470
80 Basketball	535,968	553,910	669,305	721,419	721,839	730,800
81 Track & Field/Cross Country	326,814	408,912	397,542	419,445	423,565	450,139
82 Tennis	113,757	148,000	135,289	149,902	142,365	167,448
83 Gymnastics				0	0	0
84 Golf	139,260	136,192	132,415	147,236	172,610	201,045
85 Soccer	292,746	355,788	357,502	391,439	355,950	398,324
86 Softball				0	0	0
87 Skiing				0	0	0
88 Swimming		34,613	317,218	331,336	348,723	386,166
89 Total Women's Programs	1,771,399	2,051,897	2,483,757	2,700,501	2,689,230	2,920,392
90						
91 Total Expenditures	8,483,088	9,392,667	9,573,294	10,402,248	11,767,426	11,751,377

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Participants by Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
92 Men's Programs:						
93 Football	119	113	111	120	125	100
94 Basketball	12	15	17	14	16	15
95 Track & Field/Cross Country	42	49	42	45	41	33
96 Tennis	8	10	8	10	12	9
97 Baseball						
98 Wrestling						
99 Golf	15	11	11	11	9	10
100 Volleyball						
101 Rodeo						
102 Total Male Participation	196	198	189	200	203	167
103 Women's Programs						
104 Volleyball	12	18	15	17	16	13
105 Basketball	17	18	20	13	16	14
106 Track & Field/Cross Country	36	32	37	38	33	32
107 Tennis	8	8	8	9	8	9
108 Gymnastics						
109 Golf	8	8	8	7	7	6
110 Soccer	26	23	23	23	26	25
111 Softball						
112 Skiing						
113 Swimming			18	20	25	23
114 Rodeo						
115 Total Female Participation	107	107	129	127	131	122
116 Total Participants	303	305	318	327	334	289

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Full Ride Scholarships (Hdct)	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
117 Men's Programs:						
118 Football	81.0	73.5	76.5	73.5	68.5	72.0
119 Basketball	9.0	12.5	13.0	11.0	12.0	3.0
120 Track & Field/Cross Country	10.0	3.5	4.5	6.0	6.0	5.0
121 Tennis						
122 Baseball						
123 Wrestling						
124 Golf						
125 Volleyball						
126 Subtotal	100.0	89.5	94.0	90.5	86.5	80.0
127 Women's Programs						
128 Volleyball	11.5	11.0	11.0	12.0	11.0	12.0
129 Basketball	13.5	12.0	14.5	15.0	14.0	14.0
130 Track & Field/Cross Country	11.0	9.0	11.0	8.0	7.0	9.0
131 Tennis	7.5	7.0	7.5		7.5	5.0
132 Gymnastics						
133 Golf	1.0		2.0	2.0	4.0	4.0
134 Soccer	4.0	2.0	3.0	3.0	1.0	3.0
135 Skiing						
136 Softball						
137 Swimming			7.0	8.0	7.0	8.0
138 Subtotal	48.5	41.0	56.0	48.0	51.5	55.0
139 Total Scholarships	148.5	130.5	150.0	138.5	138.0	135.0
140 Partial Scholarships by Sport (FTE)						
141 Men's Programs:						
142 Football	4.44	3.83	1.15	2.21	7.10	0.00
143 Basketball				1.45	0.00	0.00
144 Track & Field/Cross Country	6.07	5.56	6.18	6.39	6.47	5.71
145 Tennis	3.66	4.26	4.00	4.44	4.13	4.34
146 Baseball						
147 Wrestling						
148 Golf	3.55	3.55	4.29	4.27	4.32	4.35
149 Volleyball						
150 Rodeo						
151 Subtotal	17.72	17.20	15.62	18.76	22.02	14.40
152 Women's Programs						
153 Volleyball			0.27	0.00	0.00	0.00
154 Basketball	0.89	0.26		0.00	0.00	0.00
155 Track & Field/Cross Country	7.48	7.64	6.43	0.00	9.86	7.73
156 Tennis			0.39	0.00	0.00	0.00
157 Gymnastics						
158 Golf	4.38	5.45	3.71	3.60	1.82	1.73
159 Soccer	7.11	9.51	8.71	9.00	9.26	10.96
160 Softball						
161 Skiing						
162 Swimming			6.19	5.65	6.80	5.54
163 Rodeo						
164 Subtotal	19.86	22.86	25.70	18.25	27.74	25.96
165 Total Scholarships	37.58	40.06	41.32	37.01	49.76	40.36

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

<u>Revenues/Expend/Fund Balance</u>	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales	22,666	25,110	23,253	26,868	31,939	28,500
4 Game Guarantees						
5 Contributions	300,961	314,713	378,110	381,590	512,503	485,000
6 NCAA/Conference/Tournaments						
7 TV/Radio/Internet Rights	5,280	5,280	5,280	5,000	5,500	5,000
8 Program/Novelty Sales, 9 Concessionns, Parking						
10 Royalty, Advertisement, Sponsorship						
11 Endowment/Investment Income						
12 Other	10,894	12,442	22,000	21,152		
13 Total Program Revenue	339,801	357,545	428,643	434,610	549,942	518,500
14 Non-Program Revenue:						
15 NCAA/Bowl/World Series	388,515	384,250	398,319	508,185	545,690	510,500
16 Student Fees	276,339	357,235	307,332	288,415	292,765	285,000
17 Direct State/Govt Support	629,800	671,765	728,171	783,789	807,341	863,100
18 Institutional Gender Equity	19,000	19,000	25,000	23,000	* See Note	* See Note
19 Direct Institutional Support	70,000	68,000	62,632	70,285	82,235	126,500
20 Subtotal State/Inst. Support	718,800	758,765	815,803	877,074	889,576	989,600
21 Total Non-Program Revenue	1,383,654	1,500,250	1,521,454	1,673,674	1,728,031	1,785,100
22 Subtotal Operating Revenue:	1,723,455	1,857,795	1,950,097	2,108,284	2,277,973	2,303,600
23 Non-Cash Revenue						
24 Third Party Support				25,000	25,000	25,000
25 Indirect Institutional Support				116,815	121,784	126,300
26 Non-Cash Revenue						
27 Non-Resident Tuition Waivers	259,237	415,402	388,964	474,084	542,868	692,550
28 Subtotal Non-Cash Revenue	259,237	415,402	388,964	615,899	689,652	843,850
29 Total Revenue:	1,982,692	2,273,197	2,339,061	2,724,183	2,967,625	3,147,450
30 * Institutional gender equity for FY2007 and FY2008 is now reflected in line 27 Non-Resident Tuition Waivers as a result of 31 Expenditures: the increased Athletic Fee Waivers approved by Board action on August 10, 2006						
32 Operating Expenditures:						
33 Athletics Student Aid	260,051	279,052	311,949	309,155	361,116	381,150
34 Guarantees				17,233	35,546	26,728
35 Coaching Salary/Benefits	253,511	268,381	259,693	414,261	415,198	458,003
36 Admin Staff Salary/Benefits	189,661	250,171	249,731	327,922	287,002	370,721
37 Severence Payments	135,388	159,607	180,016			
38 Recruiting	12,082	12,849	14,170	24,008	17,763	27,380
39 Team Travel	176,719	178,827	224,279	198,425	190,198	189,486
40 Equipment, Uniforms and Supplies	266,227	265,187	276,372	98,238	140,751	132,961
41 Game Expenses				76,202	79,653	64,423
42 Fund Raising, Marketing, Promotion						
43 Direct Facilities/Maint/Rentals	32,028	53,441	28,092			
44 Debt Service on Facilities						
45 Spirit Groups						
46 Medical Expenses & Insurance	31,601	29,030	27,476	34,567	27,068	25,424
47 Memberships & Dues						
48 NCAA/Bowls/World Series	338,515	336,250	353,319	430,657	531,856	495,000
49 Other Operating Expenses				127,293	103,281	108,324
50 Subtotal Operating Expenditures	1,695,783	1,832,795	1,925,097	2,057,961	2,189,432	2,279,600
51 Non-Cash Expenditures						
52 3rd Party Coaches Compensation						
53 3rd Party Admin Staff Compensation						
54 Indirect Facilities & Admin Support				116,815	121,784	117,000
55 Non-Cash Expense				25,000	25,000	25,000
56 Non-Resident Tuition Waivers	259,237	415,402	388,964	474,084	542,868	692,550
57 Subtotal Non-Cash Expenditures	259,237	415,402	388,964	615,899	689,652	834,550
58 Total Expenditures:	1,955,020	2,248,197	2,314,061	2,673,860	2,879,084	3,114,150
59						
60 Net Income/(deficit)	27,672	25,000	25,000	50,323	88,541	24,000
61						
62 Ending Fund Balance 6/30	(80,328)	(55,328)	(30,328)	19,995	108,536	132,536
63						
64 Sport Camps & Clinics						
65 Camp Revenue	43,224	58,061	42,379	59,439	65,841	60,000
66 Coach Compensation from Camp				9,446	12,750	9,500
67 Camp Expenditures	33,463	47,093	27,465	36,199	43,557	37,000
68 Total Expenses	33,463	47,093	27,465	45,645	56,307	46,500
69 Net Income from Camps	9,761	10,968	14,914	13,794	9,534	13,500

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Revenue by Program:		FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
1	General Revenue:						
2	Student Fees	276,339	357,235	307,332	288,415	292,765	285,000
3	Contributions	300,961	314,713	378,110	113,665	180,711	266,400
4	State Support	629,800	671,765	728,171	783,789	807,341	863,100
5	Institutional Gender Equity	19,000	19,000	25,000	23,000	* See Note	* See Note
6	Institutional Support	70,000	68,000	62,632	70,285	82,235	126,500
7	NCAA/Conference /World Series				508,185	545,690	510,500
8	TV/Radio/Internet					5,500	5,000
9	Concessions/program/etc.						
10	Advertising/sponsorship/Royalty						
11	Endowments						
12	Special Events	388,515	384,250	398,319			
13	Other	10,894	12,442	22,000	21,152		
14	Total General Revenue	1,695,509	1,827,405	1,921,564	1,808,491	1,914,242	2,056,500
15	Revenue By Sport:						
16	Men's Programs:						
17	Football						
18	Ticket Sales						
19	Game Guarantees						
20	Other (Tourn/Bowl/Conf)						
21	Basketball				27,455	38,388	40,900
22	Ticket Sales	4,330	3,646	3,600	6,000	7,027	6,270
23	Game Guarantees						
24	Other (Tourn/Bowl/Conf)						
25	Track & Field/Cross Country				23,599	17,358	8,000
26	Tennis				12,508	11,738	8,000
27	Baseball	12,887	15,610	15,600	49,951	80,987	64,950
28	Wrestling						
29	Golf				33,331	24,284	20,000
30	Volleyball						
31	Total Men's Sport Revenue	17,217	19,256	19,200	152,844	179,782	148,120
32	Women's Programs						
33	Volleyball				21,163	26,870	20,000
34	Ticket Sales	1,310	1,471	1,500	3,682	1,916	1,710
35	Game Guarantees						
36	Other (Tourn/Bowl/Conf)						
37	Basketball				58,324	81,369	32,000
38	Ticket Sales	4,139	4,383	2,553	6,020	7,027	6,270
39	Game Guarantees						
40	Other (Tourn/Bowl/Conf)						
41	Track & Field/Cross Country				15,760	29,582	9,500
42	Tennis				7,674	14,394	9,500
43	Gymnastics						
44	Golf				34,326	22,791	20,000
45	Soccer						
46	Softball						
47	Skiing						
48	Swimming						
49	Total Women's Sport Rev	5,449	5,854	4,053	146,949	183,949	98,980
50	Total Revenue	1,718,175	1,852,515	1,944,817	2,108,284	2,277,973	2,303,600

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Expenditures by Admin/Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
51 Administrative and General						
52 Athletic Director Office	257,596	278,697	283,100	411,786	402,784	487,654
53 Fund Raising Office	39,404	50,298	82,052	50,950	5,217	
54 Academic Support						
55 Media Relations						
56 Marketing and Promotions						
57 Ticket Office						
58 Athletic Training Room	53,267	60,731	56,269	44,765	47,879	48,000
59 Memberships and Dues						
60 Facilities Mtn & Debt Service		53,441	28,092			
61 Capital Improvements						
62 NCAA/Special Event/Bowls						
63 Other Miscellaneous/World Series	515,234	515,077	577,598	430,657	531,856	495,000
64 Total Admin & General	865,501	958,244	1,027,111	938,158	987,736	1,030,654
65						
66 Men's Programs:						
67 Football						
68 Basketball	171,545	201,681	218,215	183,478	208,343	212,438
69 Track & Field/Cross Country	20,003	31,715	33,528	43,289	45,835	43,691
70 Tennis	27,075	32,397	36,311	36,333	31,756	38,818
71 Baseball	329,028	318,178	333,313	373,491	379,920	381,870
72 Wrestling						
73 Golf	17,396	12,852	34,936	35,555	40,895	44,980
74 Volleyball						
75 Rodeo						
76 Total Men's Programs	565,047	596,823	656,303	672,146	706,749	721,797
77						
78 Women's Programs						
79 Volleyball	119,728	161,994	137,722	148,616	158,753	157,686
80 Basketball	165,273	173,366	185,739	187,121	212,007	206,438
81 Track & Field/Cross Country	40,474	43,445	48,589	37,950	45,066	63,086
82 Tennis	36,225	33,869	32,484	33,999	29,351	43,018
83 Gymnastics						
84 Golf	24,367	15,468	28,624	39,971	49,770	56,921
85 Soccer						
86 Softball						
87 Skiing						
88 Swimming						
89 Total Women's Programs	386,067	428,142	433,158	447,657	494,947	527,149
90						
91 Total Expenditures	1,816,615	1,983,209	2,116,572	2,057,961	2,189,432	2,279,600

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Participants by Sport	FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
92 Men's Programs:						
93 Football						
94 Basketball	12	14	14	10	12	13
95 Track & Field/Cross Country	8	9	13	10	6	14
96 Tennis	8	10	8	9	9	7
97 Baseball	44	47	38	44	44	35
98 Wrestling						
99 Golf	10	12	9	9	5	8
100 Volleyball						
101 Rodeo						
102 Total Male Participation	82	92	82	82	76	77
103 Women's Programs						
104 Volleyball	13	14	13	14	12	14
105 Basketball	12	12	12	10	11	11
106 Track & Field/Cross Country	12	13	17	16	9	20
107 Tennis	11	10	13	11	11	10
108 Gymnastics						
109 Golf	7	7	12	8	10	9
110 Soccer						
111 Softball						
112 Skiing						
113 Swimming						
114 Rodeo						
115 Total Female Participation	55	56	67	59	53	64
116 Total Participants	137	148	149	141	129	141

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Full Ride Scholarships (Hdct)		FY03 Act	FY04 Act	FY05 Act	FY06 Act	FY07 Act	FY08 Est
117	Men's Programs:						
118	Football	N/A	N/A	N/A	N/A	N/A	N/A
119	Basketball	N/A	N/A	N/A	N/A	N/A	N/A
120	Track & Field/Cross Country	N/A	N/A	N/A	N/A	N/A	N/A
121	Tennis	N/A	N/A	N/A	N/A	N/A	N/A
122	Baseball	N/A	N/A	N/A	N/A	N/A	N/A
123	Wrestling	N/A	N/A	N/A	N/A	N/A	N/A
124	Golf	N/A	N/A	N/A	N/A	N/A	N/A
125	Volleyball	N/A	N/A	N/A	N/A	N/A	N/A
126	Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
127	Women's Programs						
128	Volleyball	N/A	N/A	N/A	N/A	N/A	N/A
129	Basketball	N/A	N/A	N/A	N/A	N/A	N/A
130	Track & Field/Cross Country	N/A	N/A	N/A	N/A	N/A	N/A
131	Tennis	N/A	N/A	N/A	N/A	N/A	N/A
132	Gymnastics	N/A	N/A	N/A	N/A	N/A	N/A
133	Golf	N/A	N/A	N/A	N/A	N/A	N/A
134	Soccer	N/A	N/A	N/A	N/A	N/A	N/A
135	Skiing	N/A	N/A	N/A	N/A	N/A	N/A
136	Softball	N/A	N/A	N/A	N/A	N/A	N/A
137	Swimming	N/A	N/A	N/A	N/A	N/A	N/A
138	Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
139	Total Scholarships	0.0	0.0	0.0	0.0	0.0	0.0
140	Partial Scholarships by Sport (FTE)						
141	Men's Programs:						
142	Football						
143	Basketball	7.06	7.07	8.14	5.49	6.64	6.88
144	Track & Field/Cross Country	1.89	2.27	2.14	2.02	1.07	1.88
145	Tennis	2.67	1.69	1.12	4.32	2.19	2.40
146	Baseball	11.53	9.80	10.70	9.89	11.31	10.65
147	Wrestling						
148	Golf	1.11	1.62	2.47	1.57	1.57	1.67
149	Volleyball						
150	Rodeo						
151	Subtotal	24.26	22.45	24.57	23.29	22.78	23.48
152	Women's Programs						
153	Volleyball	4.01	4.56	4.91	4.25	4.45	4.44
154	Basketball	5.84	5.78	3.74	4.70	6.99	5.41
155	Track & Field/Cross Country	1.07	2.79	1.88	2.32	2.52	2.12
156	Tennis	2.22	2.13	2.24	3.22	2.19	2.40
157	Gymnastics						
158	Golf	1.29	1.16	2.87	2.76	1.49	1.91
159	Soccer						
160	Softball						
161	Skiing						
162	Swimming						
163	Rodeo						
164	Subtotal	14.43	16.42	15.64	17.25	17.64	16.28
165	Total Scholarships	38.69	38.87	40.21	40.54	40.42	39.76

As reported to the NAIA

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21 - 22, 2007

Reference: Applicable Statute, Rule, or Policy

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
T. Intercollegiate Athletics

April 2002

4. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The institutions will submit the following reports to the Board:

- a. At the April Board meeting, the institutions shall submit a budget plan for the upcoming fiscal year beginning July 1. The plans shall detail the sources of revenue by category.
- b. At the June Board meeting, the institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.
- c. At the October Board meeting, institutions shall submit a statement of current funds, revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The number and amounts of nonresident tuition waivers and the fund balances as of June 30 of the report year should be included in the report. The general format of the report will be consistent with the format used in recent years. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The following fiscal year's financial information will be reported by each institution:
 - (1) Estimated revenues and expenditures for the current fiscal year.
 - (2) Actual revenues and expenditures for the fiscal year most recently completed.
 - (3) Proposed operating budget for the next budget year beginning July 1. This report, however, will be submitted to the Board at its June meeting with other institutional operating budgets.
- d. An annual report of estimated (for the current year) and actual (for the most recently completed year) revenues and expenditures of the institution's booster organization, requested for submission to the Board for information only.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 21 - 22, 2007

- e. A general narrative paper explaining each institution's policy on grants-in-aid for men and women athletes (including nonresident tuition waivers), procedures for charging or allocating costs for facilities' use to athletic programs, and any allocations of personnel or operating expenses to or from the other departments or units of the institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007

COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Intercollegiate Athletics Department, Employee Compensation Report

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. T.4.

BACKGROUND

In FY97, the Board adopted an annual report on the compensation of the employees of the Intercollegiate Athletic Departments. The report details the contracted salary received by administrators and coaches, bonuses, additional compensation, and perquisites, if applicable. The reports, by institution, report FY07 actual compensation and FY08 estimated compensation.

DISCUSSION

The reports are for information only and do not require Board action.

IMPACT

Reports athletic employee compensation for FY07 (actual) and FY08 (estimated).

ATTACHMENTS

Attachment 1 - Boise State University	FY07 Actual	Pages 3-5
	FY08 Estimate	Pages 7-9
Attachment 2 - Idaho State University	FY07 Actual	Pages 11-13
	FY08 Estimate	Pages 15-17
Attachment 3 - University of Idaho	FY07 Actual	Pages 19-21
	FY08 Estimate	Pages 23-25
Attachment 4 - Lewis-Clark State College	FY07 Actual	Pages 27-28
	FY08 Estimate	Pages 29-30

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated to the Chief Executive Officer of each institution the appointing authority for all athletic department positions, except multi-year contracts for head coaches and athletic directors. The compensation reports identify the contracted salary and any additional compensation and perquisites, if received.

BOARD ACTION

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

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
Boise State University
FY2007 Actual Compensation

Dept/Name/Title	FTE	Base Salary	Compensation			Contract Bonus			Perks			All Compensation					
			Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	Other		
Athletic Administration																	
Gene Bleyemater	1.00	226,596	0	0	2,500	6,000	30,500	0	0	0	0	0	0	0	110,030	153,066	2,500
Sr. Assoc AD	1.00	98,509	0	0	0	0	0	0	0	0	0	0	0	0	61,808	98,509	-
Lisa Parker	1.00	86,549	0	0	0	0	0	0	0	0	0	0	0	0	24,741	86,549	-
Bob Madden	1.00	90,460	0	0	0	0	0	0	0	0	0	0	0	0	90,460	90,460	-
Mike Waller	1.00	76,357	0	0	0	0	0	0	0	0	0	0	0	0	76,357	76,357	-
Mike Sumpter	1.00	70,013	0	0	0	0	0	6,000	0	0	0	0	0	0	76,013	76,013	-
Lori Hays	1.00	46,946	0	0	0	0	0	500	0	0	0	0	0	0	47,446	47,446	-
Brad Larrondo	1.00	52,541	0	0	0	0	0	0	0	0	0	0	0	0	52,541	52,541	-
Gary Craner	1.00	56,909	0	0	0	0	0	0	0	0	0	0	0	0	56,909	56,909	-
Anita Guerricabellia	1.00	50,507	0	0	0	0	0	6,000	0	0	0	0	0	0	56,507	56,507	-
Max Corbet	1.00	50,482	0	0	0	0	0	0	0	0	0	0	0	0	50,482	50,482	-
Gabe Rosenvall	1.00	42,599	0	0	0	0	0	0	0	0	0	0	0	0	42,599	42,599	-
Nicole Gamez	1.00	50,482	0	0	0	0	0	0	0	0	0	0	0	0	50,482	50,482	-
Tim Socha	1.00	65,000	3,416	0	1,500	0	0	0	0	0	0	0	0	0	65,000	65,000	4,916
Valerie Tichenor	1.00	55,016	0	0	0	0	0	0	0	0	0	0	0	0	55,016	55,016	-
Matt Billings	1.00	41,621	0	0	0	0	0	0	0	0	0	0	0	0	41,621	41,621	-
Michel Bourgeau	0.50	27,508	0	0	0	0	0	0	0	0	0	0	0	0	27,508	27,508	-
Kris Kammon	1.00	42,016	0	0	0	0	0	0	0	0	0	0	0	0	42,016	42,016	-
Cindy Satterfield	1.00	39,000	0	0	0	0	0	0	0	0	0	0	0	0	39,000	39,000	-
Tyler Smith	1.00	35,007	560	0	0	0	0	0	0	0	0	0	0	0	35,007	35,007	560
Todd Miles	1.00	38,522	0	0	0	0	0	0	0	0	0	0	0	0	38,522	38,522	-
Doug Link	1.00	38,023	0	0	0	0	0	0	0	0	0	0	0	0	38,023	38,023	-
Joe Nickell	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Andy Atkinson	1.00	55,016	0	0	0	0	0	0	0	0	0	0	0	0	55,016	55,016	-
Valerie Cleary	1.00	34,716	0	0	0	0	0	0	0	0	0	0	0	0	34,716	34,716	-
Chelsie Herman	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Eric Kile	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Cindy Rice	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Shaella Pnault	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Adam Parker	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Brent Moore	1.00	34,508	0	0	0	0	0	0	0	0	0	0	0	0	34,508	34,508	-
Brandon Voigt	1.00	35,007	0	0	0	0	0	0	0	0	0	0	0	0	35,007	35,007	-
David Garrett	1.00	35,007	0	0	0	0	0	0	0	0	0	0	0	0	35,007	35,007	-
Jared Aurich/Jeff Joni	1.00	35,007	8,719	0	0	0	0	0	0	0	0	0	0	0	35,007	35,007	8,719
Ron Dibellus	1.00	50,004	0	0	0	0	0	0	0	0	0	0	0	0	50,004	50,004	-
Jordan McCoy/Ryan f	1.00	32,012	1,200	0	0	0	0	0	0	0	0	0	0	0	32,012	32,012	1,200

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
Boise State University
FY2007 Actual Compensation
Page 2

Dept/Name/Title	FTE	Base Salary	Compensation			Contract Bonus			Perks			All Compensation			
			Camps/Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	Mult-Yr Contract	State Approp.	Program Revenue	Other
Men's Sports															
Football															
Chris Peterson	1.00	750,007		100,000	3,500	0	166,667	0	Yes	Yes	No	Yes	141,744	874,930	3,500
Sean Kugler/Chris Str	1.00	150,010	6,833		1,500	0	19,950	0	No	Yes	No	No		169,960	8,333
Bryan Harsin	1.00	141,607	6,833	25,000	1,500	0	18,620	0	No	Yes	No	No		185,227	8,333
Justin Wilcox	1.00	141,607	6,833	25,000	1,500	0	18,620	0	No	Yes	No	No	105,214	80,013	8,333
William Tuivai	1.00	83,263	6,833	6,000	1,500	0	9,975	0	No	Yes	No	No		99,238	8,333
Marcel Yates	1.00	104,104	6,833	8,000	1,500	0	11,305	0	No	Yes	No	No		123,409	8,333
Jeff Choate	1.00	124,010	6,833		1,500	0	13,300	0	No	Yes	No	No	84,497	52,813	8,333
Pete Kwiatkowski	1.00	111,156	6,833		1,500	0	10,640	0	No	Yes	No	No	49,553	72,243	8,333
Scott Huff	1.00	97,615	6,833	4,150	1,500	0	8,645	0	No	Yes	No	No		110,410	8,333
Brent Pease	1.00	135,013	6,833		1,500	0	11,305	0	No	Yes	No	No	52,002	94,316	8,333
Keith Bhonapha	1.00	52,604	7,700		1,500	0	5,320	0	No	Yes	No	No		57,924	9,200
Basketball															
Greg Graham	1.00	265,013	12,000		7,500	5,000	0	0	Yes	Yes	No	Yes	139,058	130,955	19,500
Andy McClusky	1.00	62,317	7,000		1,250	0	0	0	No	Yes	No	No		62,317	8,250
Tim Cleary	1.00	57,180	7,000		1,500	0	0	0	No	Yes	No	No		57,180	8,500
Julious Coleman	1.00	34,986	7,000		1,250	0	0	0	No	No	No	No		34,986	8,250
Wrestling															
Greg Randall	1.00	45,677	0		0	0	7,000	0	Yes	Yes	No	No		52,677	-
Chris Owens	0.83	33,426	0		0	0	750	0	No	No	No	No		34,176	-
Kirk White	0.75	18,949	0		0	0	750	0	No	No	No	No		19,699	-
Golf															
Kevin Burton	1.00	32,303	631		0	0	0	0	Yes	Yes	No	No		32,303	631
Tennis															
Greg Patton	1.00	90,647	0		0	4,800	2,000	0	No	Yes	No	No		97,447	-
Morgan Shepard	1.00	25,002	3,155		0	1,350	750	0	No	No	No	No		27,102	3,155
Men/Women's Track & Field															
Mike Maynard	1.00	75,650	0		0	0	13,250	0	No	Yes	No	No		88,900	-
David Welch	1.00	35,028	0		0	0	3,250	0	No	No	No	No	29,487	8,791	-
Petros Kyprianou	1.00	35,028	0		0	0	3,250	0	No	No	No	No	30,161	8,117	-
Amy Christoffersen	1.00	40,020	0		0	0	3,250	0	No	No	No	No	34,644	8,626	-

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
Boise State University
FY2007 Actual Compensation
Page 3

Dept/Name/Title	FTE	Base Salary	Compensation				Contract Bonus				Perks				All Compensation				
			Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Mbrship	Car	Other	Club	Multi-Yr Contract	State Approp.	Program Revenue	Other			
Women's Sports																			
Basketball																			
Gordon Presnell	1.00	93,912	2,000	5,100	0	3,000	23,000	0	0	0	0	0	0	0	0	0	85,711	39,301	2,000
Assistant Coach																			
All Payne	1.00	42,245	7,000	0	0	1,100	0	0	0	0	0	0	0	0	0	0	36,578	6,767	7,000
Assistant Coach																			
Heather Sower	1.00	40,165	5,000	0	0	1,100	0	0	0	0	0	0	0	0	0	0	40,165	1,100	5,000
Assistant Coach																			
Toriano Towns	1.00	42,245	5,000	0	0	1,100	0	0	0	0	0	0	0	0	0	0	43,345	43,345	5,000
Assistant Coach																			
Soccer																			
Steve Lucas	1.00	47,983	0	0	0	1,400	0	0	0	0	0	0	0	0	0	0	46,584	2,799	-
Head Coach																			
Assistant Coach	1.00	33,763	0	0	0	900	0	0	0	0	0	0	0	0	0	0	33,763	900	-
Volleyball																			
Robin Davis	1.00	72,809	2,742	0	0	0	0	0	0	0	0	0	0	0	0	0	68,013	4,796	2,742
Head Coach																			
Assistant Coach	1.00	35,371	2,742	0	0	0	0	0	0	0	0	0	0	0	0	0	35,371	35,371	2,742
Doug English	1.00	36,415	2,742	0	0	0	0	0	0	0	0	0	0	0	0	0	35,007	1,408	2,742
Assistant Coach																			
Kelle Bond	1.00	36,415	2,742	0	0	0	0	0	0	0	0	0	0	0	0	0	35,007	1,408	2,742
Assistant Coach																			
Gymnastics																			
Sam Sandmire	1.00	56,328		0	0	3,000	1,000	0	0	0	0	0	0	0	0	0	54,269	6,059	-
Head Coach																			
Assistant Coach	1.00	40,020	1,190	0	0	0	0	0	0	0	0	0	0	0	0	0	40,020	-	1,190
Neil Resnick	1.00	35,090	1,000	0	0	1,200	750	0	0	0	0	0	0	0	0	0	37,040	37,040	1,000
Assistant Coach																			
Tina Bird	1.00	35,090	1,000	0	0	1,200	750	0	0	0	0	0	0	0	0	0	37,040	37,040	1,000
Assistant Coach																			
Tennis																			
Mark Tichenor	1.00	44,200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44,200	-	-
Head Coach																			
Assistant Coach	1.00	25,002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15,476	9,526	-
Alissa Ayling	1.00	25,002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15,476	9,526	-
Assistant Coach																			
Golf																			
Lisa Wasinger	1.00	32,303	631	0	0	0	0	0	0	0	0	0	0	0	0	0	32,303	-	631
Head Coach																			
Swimming																			
Kristin Hill	1.00	40,311	319	0	0	0	0	0	0	0	0	0	0	0	0	0	40,311	40,311	319
Head Coach																			
Assistant Coach	1.00	22,714	386	0	0	0	0	0	0	0	0	0	0	0	0	0	22,714	22,714	386

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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Boise State University
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Depart/Name/Title	FTE	Base Salary	Compensation			Contract Bonus			Perks			All Compensation			
			Camps/Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Gene Bleymaier	1.00	268,349	0	0	2,500	7,500	36,500	0	Yes	Yes	No	Yes	110,030	192,319	2,500
Curt Apsey	1.00	108,368	0	0	0	0	0	0	Yes	Yes	No	Yes	61,808	108,368	-
Lisa Parker	1.00	95,209	0	0	0	0	0	0	Yes	Yes	No	Yes	33,401	33,401	-
Bob Madden	1.00	99,508	0	0	0	0	0	0	Yes	Yes	No	Yes	99,508	99,508	-
Mike Waller	1.00	88,047	0	0	0	0	0	0	Yes	Yes	No	Yes	88,047	88,047	-
Mike Sumpter	1.00	77,023	0	0	0	0	6,000	0	Yes	Yes	No	Yes	83,023	83,023	-
Lori Hays	1.00	49,296	0	0	0	0	500	0	Yes	No	No	No	49,796	49,796	-
Brad Larondo	1.00	56,223	0	0	0	0	0	0	Yes	No	No	No	56,223	56,223	-
Gary Craner	1.00	59,218	0	0	0	0	0	0	No	No	No	No	2,309	2,309	-
Anita Guerricabeitia	1.00	53,530	0	0	0	0	6,000	0	No	No	No	No	59,530	59,530	-
Max Corbet	1.00	54,039	0	0	0	0	0	0	Yes	No	No	No	54,039	54,039	-
Gabe Rosenvall	1.00	49,026	0	0	0	0	0	0	No	No	No	No	6,427	6,427	-
Nicole Gamez	1.00	57,512	0	0	0	0	0	0	No	No	No	No	42,599	42,599	-
Matt Billings	1.00	43,514	0	0	0	0	0	0	No	No	No	No	57,512	57,512	-
Ron Dibelius	1.00	54,996	0	0	0	0	0	0	Yes	Yes	No	Yes	43,514	43,514	-
Valerie Trichenor	1.00	59,447	0	0	0	0	0	0	No	No	No	No	54,996	54,996	-
Kris Kamann	1.00	44,970	0	0	0	0	0	0	No	No	No	No	59,447	59,447	-
Tim Socha	1.00	71,511	3,416	0	1,500	0	0	0	No	No	No	Yes	44,970	44,970	-
Michel Bourgeau	0.50	28,611	0	0	0	0	0	0	No	No	No	No	71,511	71,511	4,916
Cindy Satterfield	1.00	40,602	0	0	0	0	0	0	No	No	No	No	28,611	28,611	-
Tyler Smith	1.00	36,442	560	0	0	0	0	0	No	No	No	No	39,000	1,602	560
Todd Miles	1.00	40,456	0	0	0	0	0	0	No	No	No	No	35,007	1,435	-
Doug Link	1.00	39,936	0	0	0	0	0	0	No	No	No	No	40,456	40,456	-
Joe Nickell	1.00	36,255	0	0	0	0	0	0	No	No	No	No	39,936	39,936	-
Andy Atkinson	1.00	57,783	0	0	0	0	0	0	No	No	No	No	36,255	36,255	-
Valerie Cleary	1.00	37,503	0	0	0	0	0	0	No	No	No	No	57,783	57,783	-
Chelsie Herman	1.00	36,255	0	0	0	0	0	0	No	No	No	No	37,503	37,503	-
Eric Kille	1.00	36,255	0	0	0	0	0	0	No	No	No	No	36,255	36,255	-
Cindy Rice	1.00	36,920	0	0	0	0	0	0	No	No	No	No	36,255	36,255	-
Shaela Prialux	1.00	39,084	0	0	0	0	0	0	No	No	No	No	36,920	36,920	-
Adam Parker	1.00	35,880	0	0	0	0	0	0	No	No	No	No	39,084	39,084	-
Brent Moore	1.00	35,880	0	0	0	0	0	0	No	No	No	No	35,880	35,880	-
Brandon Voigt	1.00	36,442	0	0	0	0	0	0	No	No	No	No	35,880	35,880	-
Matt Dimmitt	1.00	36,442	0	0	0	0	0	0	No	No	No	No	35007	1,435	-
Jeff Jones	1.00	32,656	8,719	0	0	0	0	0	No	No	No	No	36,442	36,442	-
Ryan Russell	1.00	35,735	1,200	0	0	0	0	0	No	No	No	No	32,656	32,656	8,719
													35,735	35,735	1,200

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Dept/Name/Title	FTE	Base Salary	Compensation			Contract Bonus			Perks			All Compensation			
			Camps/Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbrship	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Men's Sports															
Football															
Chris Peterson	1.00	797,610		124,900	23,500	0	37,500	0	Yes	Yes	No	Yes	141,744	818,266	23,500
Sean Kugler/Chris St	1.00	165,011	6,833		1,500	0	7,500	0	No	Yes	No	No		172,511	8,333
Assistant Coach															
Bryan Harsin	1.00	155,768	6,833	25,000	1,500	0	8,330	0	No	Yes	No	No		189,098	8,333
Assistant Coach															
Justin Wilcox	1.00	155,768	6,833	25,000	1,500	0	8,330	0	No	Yes	No	No	105,214	83,884	8,333
Assistant Coach															
Vilami Tuivai	1.00	91,589	6,833	6,000	1,500	0	4,463	0	No	Yes	No	No		102,052	8,333
Assistant Coach															
Marcel Yates	1.00	114,514	6,833	8,000	1,500	0	5,605	0	No	Yes	No	No		128,119	8,333
Assistant Coach															
Jeff Choate	1.00	162,453	6,833		1,500	0	6,200	0	No	Yes	No	No	84,497	84,156	8,333
Assistant Coach															
Pete Kwiatkowski	1.00	122,272	6,833		1,500	0	5,558	0	No	Yes	No	No	49,553	78,277	8,333
Assistant Coach															
Scott Huff	1.00	107,377	6,833	4,150	1,500	0	5,088	0	No	Yes	No	No		116,615	8,333
Assistant Coach															
Brent Pease	1.00	148,514	6,833		1,500	0	6,750	0	No	Yes	No	No	52,002	103,262	8,333
Assistant Coach															
Keith Bhonapha	1.00	57,864	7,700		1,500	0	2,630	0	No	Yes	No	No		60,494	9,200
Dir of FB Operations															
Basketball															
Greg Graham	1.00	285,013	12,000		7,500	0	0	0	Yes	Yes	No	Yes	139,058	145,955	19,500
Head Coach															
Andy McClousky	1.00	62,338	7,000		1,250	0	0	0	No	Yes	No	No		62,338	8,250
Assistant Coach															
Tim Cleary	1.00	57,180	7,000		1,500	0	0	0	No	Yes	No	No		57,180	8,500
Assistant Coach															
Julious Coleman	1.00	35,007	7,000		1,250	0	0	0	No	No	No	No		35,007	8,250
Assistant Coach															
Wrestling															
Greg Randall	1.00	48,423	0		0	0	5,000	0	Yes	Yes	No	No		53,423	-
Head Coach															
Chris Owens	0.83	35,111	0		0	0	750	0	No	No	No	No		35,861	-
Assistant Coach															
Kirk White	0.75	20,863	0		0	0	750	0	No	No	No	No		21,613	-
Assistant Coach															
Golf															
Kevin Burton	1.00	37,170	631		0	0	0	0	Yes	Yes	No	No		37,170	631
Head Coach															
Tennis															
Greg Patton	1.00	95,202	0		0	0	7,000	0	No	Yes	No	No		102,202	-
Head Coach															
Morgan Shepard	1.00	27,519	3,155		0	0	1,000	0	No	No	No	No		28,519	3,155
Assistant Coach															
Men/Women's Track & Field															
Mike Maynard	1.00	79,436	0		0	0	5,000	0	No	Yes	No	No		84,436	-
Head Coach															
TBD	1.00	36,800	0		0	0	0	0	No	No	No	No	30,976	5,824	-
Assistant Coach															
Petros Kyprianou	1.00	36,800	0		0	0	1,750	0	No	No	No	No	31,684	6,866	-
Assistant Coach															
Amy Christoffersen	1.00	42,036	0		0	0	0	0	No	No	No	No	34,644	7,392	-
Assistant Coach															

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Department/Title	FTE	Base Salary	Compensation				Contract Bonus				Perks				All Compensation				
			Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbrship	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other				
Women's Sports																			
Basketball																			
Gordon Presnell	1.00	93,914	2,000	5,100	0	3,000	10,000	0	0	0	0	0	0	0	No	Yes	85,711	26,303	2,000
Assistant Coach	1.00	42,245	7,000	0	0	1,000	2,500	0	0	0	0	0	0	0	No	Yes	36,578	9,167	7,000
Heather Sower	1.00	40,186	5,000	0	0	1,000	2,500	0	0	0	0	0	0	0	No	Yes	40,186	3,500	5,000
Assistant Coach	1.00	42,266	5,000	0	0	1,000	2,500	0	0	0	0	0	0	No	No	No	45,766	45,766	5,000
Toriano Towns																			
Soccer																			
Steve Lucas	1.00	47,984	0	0	0	0	0	0	0	0	0	0	0	No	Yes	No	46,584	1,400	-
Assistant Coach	1.00	33,742	0	0	0	0	0	0	0	0	0	0	0	No	No	No	33,742	-	-
Volleyball																			
Robin Davis	1.00	72,831	2,742	0	0	0	0	0	0	0	0	0	0	Yes	Yes	No	68,033	4,798	2,742
Assistant Coach	1.00	35,392	2,742	0	0	0	0	0	0	0	0	0	0	No	No	No	35,392	2,742	2,742
Doug English	1.00	36,415	2,742	0	0	0	0	0	0	0	0	0	0	No	No	No	35,007	1,408	2,742
Assistant Coach	1.00	50,000	0	0	0	0	0	0	0	0	0	0	0	Yes	Yes	No	50,000	-	-
Neil Resnick	1.00	50,000	1,190	0	0	0	0	0	0	0	0	0	0	No	No	No	44,309	5,691	1,190
Co Head Coach	1.00	25,000	1,000	0	0	0	0	0	0	0	0	0	0	No	No	No	25,000	25,000	1,000
Tina Bird																			
Patti Resnick																			
Tennis																			
Mark Tichenor	1.00	48,631	0	0	0	0	1,000	0	0	0	0	0	0	No	No	No	44,200	5,431	-
Co Head Coach	1.00	27,519	0	0	0	0	0	0	0	0	0	0	0	No	No	No	27,519	27,519	-
Hady McFarland																			
Assistant Coach	1.00	37,170	631	0	0	0	0	0	0	0	0	0	0	Yes	Yes	No	37,170	-	631
Golf																			
Nichole Harris																			
Head Coach	1.00	42,328	319	0	0	0	0	0	0	0	0	0	0	Yes	Yes	Yes	42,328	42,328	319
Mark Tichenor																			
Head Coach	1.00	23,650	386	0	0	0	0	0	0	0	0	0	0	No	No	No	23,650	23,650	386
Hady McFarland																			
Assistant Coach	1.00	23,650	386	0	0	0	0	0	0	0	0	0	0	No	No	No	23,650	23,650	386

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Depart/Name/Title	FTE	Compensation			Contract Bonuses			Perks			Funding		
		Base Salary	Camps/ Clinics	Equip Co & Other	Grad Rate	Winning Acad Perform.	Perform.	Club Mbrship	Car	Other	State Approp.	Multi-Yr Contract	Program Revenue
Athletic Administration:													
Paul Bubb	1.00	125,445						Yes	Yes	Nike	No	125,445	
Jim Kramer	1.00	54,600									No	54,600	
Sam Gutierrez	1.00	13,873									No	13,873	
Wesley Burnard	0.15	2,018									No	2,018	
James Von Gunten	0.85	10,776									No	10,776	
Frank Mercogliano	1.00	43,035	100								No	43,035	100
Jason Erickson	1.00	29,528									No	29,528	
Phillip Luckey	0.91	43,796	325								No	43,796	325
Jodi Wolowey	1.00	36,894	385								No	36,894	385
Thomas Brock	1.00	31,554									No	31,554	
David Hofmaier	1.00	39,603	50								No	39,603	50
Kaci Williams	1.00	24,752									No	24,752	
Mark Salisbury	1.00	36,448									No	36,448	
Matthew Steuart	1.00	32,635									No	32,635	
Nancy Graziano	1.00	60,070									No	60,070	
Michelle Rallsback	1.00	4,445									No	4,445	
Michael Pritchett	1.00	31,242									No	31,242	
Rance Pugmire	1.00	28,465						Yes			No	#VALUE!	
Donna Hayes	1.00	36,106							Yes		No	36,106	
Larry Lewis	0.42	23,770		45,927							Yes	69,697	
Bengal Foundation													
Jay McMillin	1.00	35,580									No	35,580	

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Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Funding			
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbrship	Car	Other	State Approp.	Multi-Yr Contract	Program Revenue	All Other
Men's Sports															
Football															
Larry Lewis (A)	0.58	73,527	7,819	12,500					Yes		73,527	No	12,500	7,819	
John Zamberlin (B)	0.33	45,503							Yes		45,503	Yes			
Bruce Barnum (A)	0.50	39,398	3,472								39,398	No		3,472	
Mike Orthmann (B)	0.50	20,601									20,601	No			
Stacy Collins (A)	0.50	18,886	4,960								18,886	No		4,960	
Brandon Valeria (B)	0.50	11,443									11,443	No			
William Plemons (A)	0.50	16,821	3,472								16,821	No		3,472	
Aaron Hineline (B)	0.50	13,392									13,392	No			
Joe Borch (A)	0.50	23,093	3,472					Yes			23,093	No		3,472	
Brian Jensen (B)	0.50	15,794									15,794	No			
Joe Long (A)	0.50	43,796	3,472					Yes			43,796	No		3,472	
Brian Strandley (B)	0.50	20,601									20,601	No			
Bryant Thomas (A)	0.50	20,990	3,293								20,990	No		3,293	
Drew Miller (B)	0.50	12,814									12,814	No			
Torrey Hunter (A)	0.50	21,219	3,472								21,219	No		3,472	
Steve Amrine (B)	0.50	15,289									15,289	No			
Nick Whitworth	1.00	27,456	3,472								27,456	No		3,472	
Baseball															
Joe O'Brien	0.96	90,739		10,000					Yes	Nike	90,739	Yes	10,000		
Geoffrey Alexander	1.00	40,019	1,118								40,019	No		1,118	
Steve Swanson	1.00	50,003	1,118						Yes		50,003	No		1,118	
Rodrick Rhodes	1.00	30,014	2,525								30,014	No		2,525	
Tennis															
Robert Goeltz	0.43	17,838									17,838	No			
Orhwerakpojeme Okoh	0.19	5,540									5,540	No			
Thomas Goodwin	0.02	890									890	No			
(A) = indicates previous coach (B) = indicates current coach															
Track & Field															
David Nielsen	0.46	25,023									25,023	No			
Jackie Poulson	0.50	12,366									12,366	No			
Golf															
David Mollitor	0.50	18,210									18,210	No			
Cross Country															
Brian Janssen	0.50	21,840									21,840	No		288	

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		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbrship	Car	Other	State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Jon Newlee	0.96	76,152	2,000	5,000			1,539		Yes	Nike	76,152	5,000	3,539	
Gavin Petersen	1.00	37,974	500						No		37,974		500	
Jordan Green	1.00	18,979	650						No		18,979		650	
Christa Grossman	0.76	20,194							No		20,194			
Mindy Newlee	0.24	6,544	550						No		6,544		550	
Volleyball														
Mike Welch	0.91	49,762	6,000			1,052			Yes		49,762		10,186	
Mika Robinson	1.00	33,238	3,000				3,134		No		33,238		3,000	
Tennis														
Robert Goeltz	0.43	17,838							No		17,838			
Orhwerakpojemre Okoh	0.19	5,540							No		5,540			
Thomas Goodwin	0.02	890							No		890			
Track & Field														
David Neilsen	0.45	25,023							No		25,023			
Jackie Poulson	0.50	12,366							No		12,366			
Golf														
David Mollitor	0.50	18,210							No		18,210			
Cross Country														
Brian Janssen	0.50	21,840					288		No		21,840		288	
Soccer														
Allison Gibson	1.00	46,931	2,939						Yes		46,931		4,670	
Hideki Nakada	1.00	22,157					1,731		No		22,157			
Softball														
Lamy Stocking	1.00	47,070							Yes		47,070			
Andrea Wilson	1.00	21,390							No		21,390			

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		Base Salary	Camps/ Clinics	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbrship	Car	Other	State Approp.	Program Revenue	All Other	
Paul Bubb	1.00	131,726								131,726			0	
Jim Kramer	1.00	57,886								57,886			0	
James Von Gunten	1.00	28,870								28,870			0	
Frank Mercogliano	1.00	45,614	100							45,614			100	
Jason Erickson	1.00	10,792								10,792			0	
Ryan Cromie	1.00	32,011	350							32,011			350	
Jodi Wotowey	1.00	40,019								40,019			0	
Greg Obray	1.00	32,510	785							32,510			785	
Thomas Brock	1.00	32,656								32,656			0	
David Hofmaier	1.00	11,038								11,038			0	
Kaci Williams	1.00	4,368								4,368			0	
Mark Campbell	1.00	21,840											0	
Matthew Steuart	1.00	34,278											0	
Nancy Graziano	1.00	64,272											0	
Michael Pritchett	1.00	16,401											0	
Jeff Tingey	1.00	45,011											0	
Donna Hayes	1.00	39,208											0	
Larry Lewis	1.00	71,309											0	
Bengal Foundation Jay McMillin	1.00	39,603											0	

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Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Funding			
		Base Salary	Camps/Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Men's Sports															
Football															
Hd Coach	0.91	93,732	2,320	20,000						Yes	Yes	93,732		2,320	
Asst Coach	1.00	46,363	1,160							Yes		46,363		1,160	
Brandon Valeria	1.00	25,750	2,175									25,750		2,175	
Rob Christoff	1.00	30,888										30,888		0	
Brian Jensen	1.00	35,547	1,305							Yes		35,547		1,305	
Brian Strandley	1.00	46,363	1,305									46,363		1,305	
Drew Miller	1.00	28,829	1,305									28,829		1,305	
Steve Annrnie	1.00	34,403	1,160									34,403		1,160	
Nick Whitworth	1.00	28,288	1,305									28,288		1,305	
Basketball															
Joe O'Brien	0.96	95,268	616	10,000						Yes	Nike	95,268		616	
Geoffrey Alexander	1.00	42,016	924									42,016		924	
Steve Swanson	1.00	52,998	924						Yes	Nike		52,998		924	
Rodrick Rhodes	1.00	2,626	0									2,626		0	
Mike Brown	1.00	26,260	800							Nike		26,260		800	
Tennis															
Robert Goeltz	0.43	18,468										18,468		0	
Ortwerakpojemre Okoh	0.21	6,006										6,006		0	
Track & Field															
David Nielsen	0.46	26,528						481				26,528		481	
Jackie Poulson	0.50	13,104										13,104		0	
Golf															
David Molitor	0.50	18,845										18,845		0	
Cross Country															
Brian Janssen	0.50	22,932	136					420				22,932		556	

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2008 Estimated Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Jon Newlee	0.96	81,760	1,500	5,000			2,000		Yes	Nike	81,760	5,000	1,500	
Gavin Petersen	1.00	40,768	300						No		40,768		300	
Jordan Green	1.00	21,403	300						No		21,403		300	
Christa Brossman	1.00	26,749	600						No	Yes	26,749		600	
Volleyball														
Mike Welch	0.91	35,997	5,600			1,052	2,103		Yes		35,997		7,703	
Mike Robinson	1.00	35,235	2,250						No		35,235		2,250	
Tennis														
Robert Goeltz	0.43	18,468							No		18,468		0	
Orhwerakpojemre Okoh	0.21	6,006							No		6,006		0	
Track & Field														
David Neilsen	0.45	26,528					481		No		26,528		481	
Jackie Poulson	0.50	13,104							No		13,104		0	
Golf														
David Molitor	0.50	18,845							No		18,845		0	
Cross Country														
Brian Janssen	0.50	22,932	136				420		No		22,932		556	
Soccer														
Allison Gibson	1.00	53,498	4,000				4,000		Yes		53,498		4,000	
Hideki Nakada	1.00	25,688	3,000						No		25,688		3,000	
Softball														
Larry Stocking	1.00	49,899							Yes		49,899		0	
Andrea Wilson	0.75	18,564							No		18,564		0	

(*) These coaches receive pay for their participation in off-campus clinics or events. These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothing and equipment that you know coaches receive in the Perks-Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

1,595,638 347,593 38,261

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
University of Idaho
FY2007 Actual Compensation

Depart/Name/Title	Compensation			Contract Bonus			Other			All Compensation		
	FTE	Base Salary	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:												
Rob Spear	1.00	145,995	2,000				yes	yes	yes	139,484	11,511	2,000
John Wallace	1.00	63,856								63,856		
Becky Paul	1.00	48,505								48,505		
Ian Klei	0.96	31,376								31,376		
Megan Borchert	0.86<	37,284			1,575					37,284		1,575
Nick Refvem	1.00	37,284			400					37,284		400
Barrie Steele	1.00	65,166								65,166		
Rick Darnell	1.00	72,113						yes		72,113		
Matt Leituala	0.61	29,542								29,542		
Chris Dyko	0.65	26,166								26,166		
Kelly Zimmerman		6,133										
Scott Gadeken	1.00	45,011			1,350					45,011		1,350
Chad Chronister		30,930										
Matt Kleffner	1.00	78,707	2,500							81,207	2,500	1,350
Sam Teevens	1.00	41,537			1,350					44,431		
Maureen Taylor	1.00	50,086								50,086		
Devon Thomas	1.00	43,014								43,014		
Shawn Vasquez		40,464								41,288		1,175
Mahmood Sheikh	1.00	49,171			1,175			yes		49,171		
Shelly Femrette	1.00	38,001						yes		38,001		

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
University of Idaho
FY2007 Actual Compensation

Dept/Name/Title	Compensation			Contract Bonus			Other			All Compensation				
	FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Media	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Mult-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:														
Men's Sports														
Football														
Dennis Erickson	0.50	80,655*			70,000						yes	80,655*	70,000	
Robb Akey	0.50	76,308									yes	76,308		
Dan Cozzello	0.50	43667*	1,700								yes	43667*		1,700
Steve Axman	0.46	50,160	800								yes	48,948		800
Jeff Mills	1.00	61552***	1,700								yes	80,017**		1,700
J. Gregg Smith	1.00	45656*	1,700								yes	45656*		1,700
Jamie Christian	1.00	25685*	7,700								yes	25685*		7,700
Jason Eck	1.00	45,011**	4,450								yes	45,011**		4,450
Jonathan Smith	1.00	50,003	2,500								yes	50,003		1,700
Johnny Nansen	1.00	45,011	2,500								yes	45,011		1,700
Alundis Brice	1.00	33882***	1,700								yes	44,672**		1,700
James Cregg	1.00	39930***	1,700								yes	54,641**		1,700
Mark Criner	0.46	44,431	800								yes	44,431		800
Rod Plummer	0.46	23,276	800								yes	25,392		800
Luther Carr	0.46	17,353	800								yes	17,353		800
Patrick Libey	0.46	18,470	800								yes	20,009		800
Al Genatone	0.50	19,547	800								yes	19,547		800
Dan Finn	0.46	16,931	800								yes	18,470		800
Basketball														
Leonard Perry	0.20	23,462										23,462		
George Pfeifer	1.00	99,970			45,000						yes	99,970	45,000	
Leroy Washington	1.00	53,560			16,500						yes	53,560	16,500	500
Brian Hancock	1.00	42,515			5,000						yes	42,515	5,000	500
DeMarlo Slocum		38,060			5,000						yes	42,515	5,000	500
Mike Score		8,395												
Men's Track & XC														
Wayne Phipps	1.00	44,803					2,000				yes	44,803	2,000	
Julie Taylor	0.50	15,308										14,309		
Golf														
Brad Rickel	0.50	21,673			2,750						yes	21,673	2,750	
Tennis														
Jeff Beaman	0.42	13,921										13,921		

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
University of Idaho
FY2007 Actual Compensation

Depart/Name/Title	Compensation			Contract Bonus			Other		All Compensation		
	FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Media	Grad Rate	Winning Perform.	Other	State Approp.	Program Revenue	All Other
Women's Sports											
Basketball											
Mike Divilbiss	1.00	90,001	1,500	15,000				yes	90,001	15,000	1,500
Alison Chase	1.00	45,406						yes	45,406		
Jeff Crouse	1.00	41,724	5,000					yes	41,724		5,000
Women's Track & XC											
Yogi Teevens	1.00	49,608					2,000		49,608	2,000	
Julie Taylor	0.50	15,308							15,309		
Volleyball											
Debbie Buchanan	1.00	76,065	7,500	15,000		5,851		yes	76,065	20,851	7,500
Mike Bryant	1.00	37,003	5,500	7,000				yes	37,003	7,000	5,500
Moritz Moritz	1.00	29,784	5,000	3,000					29,784	3,000	5,000
Women's Soccer											
Peter Showler	1.00	34,840	1,500	6,000					34,840	6,000	2,300
Morgan Crabtree	1.00	23,670	1,300						23,670		1,300
Women's Golf											
Brad Rickel	0.50	21,673		2,750		1,667		yes	21,675	4,417	
Tennis											
Jeff Beaman	0.42	13,921							13,921		
Women's Swimming											
Tom Jager	1.00	48,110		15,000		500		yes	48,110	15,500	

*includes annual leave payout - resigned to coach at Arizona State
 **not retained by new football coach but paid until end of contract (June 30)
 <balance paid by HPERD for teaching
 ***not retained by new football coach but paid until started new position

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Interscholastic Athletics Compensation Report
University of Idaho
FY2008 Estimated Compensation

Depart/Name/Title	Compensation			Contract Bonus			Other			All Compensation				
	FTE	Base Salary	Camps/Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:														
Rob Spear	1.00	163,465		5,000	2,000				yes	yes	yes	163,465	5,000	2,000
John Wallace	1.00	68,776										68,776		
Becky Paul	1.00	49,445										49,445		
Ian Klei	1.00	33,734										33,734		
Megan Borchert	1.00	39,166	400									39,094		1,000
Nick Refvem	1.00	39,166										39,094		400
Barrie Steele	1.00	68,926										68,926		
Rick Darnell	0.23	10936*										10,936		
Melanie Thomas	0.73	23,529								yes		23,529		
Chris Dyko	0.03	3794*										3,794		
Ana Tuiaea-Ruud	0.73	23,529										23,529		
Matt Leituala	1.00	53,303										53,303		
Chad Chronisler	0.15	9904*										9,904		
Joe Herold	0.92	31,161										31,161		
Scott Gadeken	1.00	47,171										47,171		500
Matt Kleffner	1.00	78,707	500		2,500							81,207		
Sam Teevens	1.00	43,537	800									43,537		800
Maureen Regan	1.00	52,966										52,966		
Devon Thomas	1.00	47,154										47,154		
Carlos Loatza	0.92	40,627										41,288		
Mahmood Sheikh	Asst. AD/Dev	35,501										38,001		
Shelly Ferreille	Dev. Coor.	20,621							yes			32,157		
Andrea Neihenke	Dev. Coor.	32,157							yes			32,157		
Nat Reynolds	Dev. Coor.	19,440												

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Intercollegiate Athletics Compensation Report
University of Idaho
FY2008 Estimated Compensation

Depart/Name/Title	Compensation			Contract Bonus			Other			All Compensation			
	FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Men's Sports													
Football													
Robb Akey	1.00	160,741		85,000				yes	yes		160,741	85,000	
Steve Axman	1.00	113,052	1,200	5,000							113,052	6,200	
Jonathan Smith	1.00	51,863	4,000					yes			51,863	4,000	
Johnny Mansen	1.00	46,671	1,550					yes			46,671	1,550	
Mark Criner	1.00	108,899	1,200					yes			108,899	1,200	
Rod Plummer	1.00	57,056	1,550					yes			57,056	1,550	
Luther Carr	1.00	42,537	1,550					yes			42,537	1,550	
Patrick Libey	1.00	41,519	1,550					yes			41,519	1,550	
Al Genatone	1.00	41,499	1,550					yes			41,499	1,550	
Dan Finn	1.00	41,499	1,550					yes			41,499	1,550	
Basketball													
George Pfeifer	1.00	99,985		45,000				yes	yes		99,970	45,000	
Leroy Washington	1.00	57,160		16,500				yes			53,560	16,500	
Brian Hancock	1.00	46,595		5,000				yes			42,515	5,000	
Mike Score	1.00	48,505		15,000				yes			42,515	15,000	
Men's Track & XC													
Wayne Phipps	1.00	47,588		8,000		2,000			yes		47,588	10,000	
Julie Taylor	0.50	16,387									16,387		
Angela Whyte	0.43	6,556									6,556		
Golf													
Brad Rickel	.10*	6326*		1,375				yes	yes		6326*	1,375	
Lisa Wasinger	.42&	19,043						yes			19,043		
Lisa Wasinger	.05&	1,443									1,443		
Jon Reehoom	0.40	10,909									10,909		
Tennis													
Jeff Beaman	0.50	17,402									17,402		

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

Interscholastic Athletics Compensation Report
University of Idaho
FY2008 Estimated Compensation

Depart/Name/Title	Compensation			Contract/Bonus			Other			All Compensation			
	FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Women's Sports													
Basketball													
Mike Divilbiss	1.00	90,001						yes	yes	yes	90,001	15,000	
Alison Chase	1.00	46,706	2,200	15,000				yes	yes	yes	46,706	2,200	
Jeff Crouse	1.00	43,236	2,200					yes	yes	yes	43,236	2,200	
Women's Track & XC													
Yogi Teevens	1.00	53,217				2,000			yes	yes	53,217	2,000	
Julie Taylor	0.50	16,387									15,309		
Angela Whyte	0.43	6,556									6,556		
Volleyball													
Debbie Buchanan	1.00	86,297	2,000	15,000	5.851				yes	yes	86,297	22,851	
Mike Bryant	1.00	38,783	1,500	7,000					yes	yes	38,783	8,500	
Moritz Moritz	1.00	31,828		3,000							31,828	3,000	
Women's Soccer													
Peter Showler	1.00	38,158	1,100	6,000			833				38,158	7,100	
Morgan Crabtree	1.00	24,810	1,100								24,810	1,100	
Women's Golf													
Brad Rickel	.10*	6326*		1,375		5,334			yes	yes	21,675	6,709	
Lisa Wasinger	.42&	19,043							yes	yes	19,043		
Lisa Wasinger	.05&	1,443									1,443		
Jon Reehroom	0.40	10,909									10,909		
Tennis													
Jeff Beaman	0.50	17,402									17,402		
Women's Swimming													
Tom Jager	1.00	51,818		15,000	500			yes	yes	yes	51,818	15,500	

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY 2007 Actual Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		All Compensation		
		Base Salary	Camps/ Clinics	Equip Co & Other	Media	Grad Rate	Winning Perform.	Other	Club Memb.	Car	State Approp.	Program Revenue	All Other
Athletic Administration:													
Gary Picone	1.00	64,673						No	No	No	37,510		27,163
Director, Athletics								No	No	No	40,000		
Brooke Cushman	1.00	40,000						No	No	No	34,765		
Asst. Director								No	No	No	36,733		
Tracy Collins	1.00	34,765						No	No	No	18,547		564
Trainer								No	No	No	9,203		18,685
Cindi Durgan	1.00	36,733						No	No	No			
Athl Devl Officer								No	No	No			
Melissa Hartwig	1.00	19,111						No	No	No			
Admin. Asst. 1								No	No	No			
Julee King	1.00	27,888						No	No	No			
Admin. Asst. 1								No	No	No			
Men's Sports													
Basketball													
Tim Walker	1.00	42,224	4,200					No	Yes	No	42,224	4,200	
Head Coach								No	No	No		8,550	
Rick Dessing	0.50	8,300	250										
Asst. Coach													
Baseball													
Ed Cheff	1.00	73,025						No	Yes	No	69,374	3,651	
Head Coach								No	No	No	34,964		
Gus Knickrehm	1.00	34,964						No	No	No			
Asst. Coach								No	No	No			
Tyler Best	0.63	14,688						No	No	No			12,779
Asst. Coach								No	No	No			742
Mike Madrid	0.63	5,587						No	No	No			4,845
Asst. Coach													
Cross-Country													
Mike Collins	0.14	7,958						No	No	No	6,366	1,592	
Head Coach													
Tennis													
Kai Fong	0.14	5,980						No	No	No	5,980		
Head Coach													
Golf													
Paul Thompson	0.12	7,400						No	No	No	7,400		
Head Coach								No	No	No			2,000
Steve Tilden	0.06	2,000						No	No	No			
Asst. Coach													

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY 2008 Estimated Compensation**

Depart/Name/Title	FTE	Base Salary	Compensation			Other Club Memb.	Car Contract	Multi-Yr Contract	All Compensation	
			Camps/ Clinics Media & Other	Equip Co	Contract Bonus				State Approp.	Program Revenue
			Grad Rate	Winning Perform.	Other					
Athletic Administration:										
Gary Picone	1.00	67,907				No	No	No	39,386	28,521
Brooke Cushman	1.00	42,000				No	No	No	21,000	21,000
Tracy Collins	1.00	36,503				No	No	No	36,503	
Cindi Durgan	1.00	38,570				No	No	No	38,570	
Jasmine King	1.00	22,963				No	No	No	22,963	
Julee King	1.00	30,259				No	No	No	10,288	19,971
Men's Sports										
Basketball										
Tim Walker	1.00	44,338	8,700			No	Yes	No	44,338	8,700
Pete VanMullem	0.50	5,400	1,000			No	No	No		6,400
Baseball										
Ed Cheff	1.00	80,327				No	Yes	No	80,327	
Gus Knickrehm	1.00	36,712				No	No	No	36,712	11,138
Aaron Mills	0.53	11,138				No	No	No		
Cross-Country										
Mike Collins	0.10	7,802				No	No	No	6,687	1,115
Tennis										
Kai Fong	0.14	6,279				No	No	No	6,279	
Golf										
Paul Thompson	0.12	7,770				No	No	No	7,770	2,500
Steve Tilden	0.06	2,500				No	No	No		

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007**

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY 2008 Estimated Compensation**

Page 2

Depart/Name/Title	FTE	Base Salary	Compensation			Maximum Contract Bonuses:			Perks			All Compensation		
			Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Mbership	Car	Club	Multi-Yr Contract	State Approp.	Program Revenue
Women's Sports														
Basketball														
Brian Orr	1.00	46,068	9,800						No	Yes	No	46,068	9,800	
Robin Bogar	0.16	6,000	1,200						No	No	No		6,500	700
Cross-Country														
Mike Collins	0.10	7,796							No	No	No	6,681	1,115	
Track														
Mike Collins	0.08	6,114							No	No	No	5,000	1,114	
Volleyball														
Jennifer Greeny	1.00	42,400							No	No	No	42,400		
Burdette Greeny	0.20	5,000							No	No	No		5,000	
Tennis														
Kai Fong	0.14	6,279							No	No	No	6,279		
Golf														
Paul Thompson	0.18	11,655							No	No	No	11,655		
Steve Tilden	0.06	2,500							No	No	No		2,500	

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
T. Intercollegiate Athletics

April 2002

4. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The institutions will submit the following reports to the Board:

- a. At the April Board meeting, the institutions shall submit a budget plan for the upcoming fiscal year beginning July 1. The plans shall detail the sources of revenue by category.
- b. At the June Board meeting, the institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.
- c. At the October Board meeting, institutions shall submit a statement of current funds, revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The number and amounts of nonresident tuition waivers and the fund balances as of June 30 of the report year should be included in the report. The general format of the report will be consistent with the format used in recent years. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The following fiscal year's financial information will be reported by each institution:
 - (1) Estimated revenues and expenditures for the current fiscal year.
 - (2) Actual revenues and expenditures for the fiscal year most recently completed.
 - (3) Proposed operating budget for the next budget year beginning July 1. This report, however, will be submitted to the Board at its June meeting with other institutional operating budgets.
- d. An annual report of estimated (for the current year) and actual (for the most recently completed year) revenues and expenditures of the institution's booster organization, requested for submission to the Board for information only.

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- e. A general narrative paper explaining each institution's policy on grants-in-aid for men and women athletes (including nonresident tuition waivers), procedures for charging or allocating costs for facilities' use to athletic programs, and any allocations of personnel or operating expenses to or from the other departments or units of the institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28 - 29, 2007

BOISE STATE UNIVERSITY

SUBJECT

Approval to renew a corporate sponsorship agreement with Verizon Wireless

REFERENCE

August 2005 Board approved corporate sponsorship agreement with Verizon Wireless.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b.

BACKGROUND

Boise State University's Athletics Department actively promotes corporate sponsorships of its intercollegiate athletic teams and facilities. These agreements give sponsors an opportunity to advertise and promote their organization at university athletic events and in media advertising, in exchange for a multi-year monetary commitment.

DISCUSSION

This sponsorship is designated as a major corporate partnership with benefits, including signage and media advertisement in Boise State University's athletic venues, radio, television, and print advertisements; as well as corporate hospitality benefits, including rights to game sponsorship, use of logo in advertising, tickets to certain events, and access to coaches for speaking engagements. Details of the corporate sponsorship agreement are found in the attached copy of the proposed agreement.

IMPACT

The value of this contract is based on the success of Boise State University's intercollegiate athletics program and the sponsor's interest in being affiliated with the program. The proposed sponsorship agreement provides that Verizon pay Boise State University \$150,000 for each year of the two-year agreement, a twenty-five percent increase over the previous sponsorship agreement.

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The cash portion of the previous agreement was \$120,000, and the institution received a \$30,000 trade or credit applied to its cell phone usage. The new agreement is for \$150,000 cash annually with no credit. According to the university, the fixed fee is less than prior year net expenditures and much easier to administer. Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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BOARD ACTION

A motion to approve Boise State University's request to enter into the attached corporate sponsorship agreement with Verizon.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**SPONSORSHIP AGREEMENT
BETWEEN VERIZON WIRELESS
AND
BSU ATHLETICS, ON BEHALF OF BOISE STATE UNIVERSITY**

This Sponsorship Agreement (the "Agreement") is by and between **Verizon Wireless (VAW) LLC d/b/a Verizon Wireless** (hereinafter referred to as "Verizon Wireless") and **BSU Athletics, on behalf of Boise State University** (hereinafter referred to as "BSU"). The Agreement shall be effective as of the date executed by authorized representatives of both parties (the "Effective Date").

RECITALS

A. BSU has the right and authority to offer certain sponsorship and promotional opportunities for the **BSU Athletics Game Season at 1910 University Drive, Boise, ID 83725 for the 2007-2008 and 2008-2009 Season** ("Game(s)").

B. BSU and Verizon Wireless desire to enter into an agreement in which BSU will offer Verizon Wireless certain sponsorship promotional opportunities in conjunction with the Game(s), all subject to the terms and conditions provided in this Agreement.

NOW, THEREFORE, in consideration of the parties' mutual covenants, warranties, representations and promises contained herein, and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

I. SPONSORSHIP

BSU shall provide the sponsorship and marketing elements to Verizon Wireless during the Term (defined in Section 4), as specified in Exhibit A and Verizon Wireless shall pay to BSU the Sponsorship Fee as set forth in Exhibit A.

II. NAMES AND LOGOS

A. During the Term, BSU hereby grants to Verizon Wireless the non-exclusive right to use BSU's trade names, logos, emblems or insignia set forth on Exhibit B (collectively, the "Licensed Logos") solely in connection with Verizon Wireless's promotion of its association with BSU and subject to compliance with the provisions of this section. BSU represents and warrants that it has the full legal power and authority to extend the rights granted to Verizon Wireless under this Agreement with respect to the Licensed Logos. Verizon Wireless agrees that all ownership rights in the Licensed Logos will remain in BSU, that Verizon Wireless will not claim any right, title, or interest in and to the Licensed Logos, except the limited right to use pursuant to this Agreement, and that Verizon Wireless will not apply for nor obtain any state or federal service mark or trademark registration, or any foreign service mark or trademark registration, covering or including the Licensed Logos. Verizon Wireless will submit in writing all uses by it of the Licensed Logos to BSU for its written approval, which approval will not be unreasonably withheld. However, Verizon Wireless will comply with all reasonable written instructions of BSU regarding the manner of display of copyright or trademark notices of any such material. If BSU does not object to any such use or uses within seven days after the submission of the proposed use, any such use or uses will be deemed to be approved. Verizon Wireless will not depart from the submitted use or uses without obtaining BSU's prior written consent. Verizon Wireless will

take no action inconsistent with or damaging to BSU's trademarks, names, designs, emblems, slogans, logos or insignia or the goodwill associated therewith. Any right to use the Licensed Logos under this Agreement shall terminate upon termination of this Agreement.

- B. During the Term, Verizon Wireless hereby grants to BSU the non-exclusive right to use Verizon Wireless's trade names and logos set forth on Exhibit C (the "Verizon Wireless Logos") solely in connection with BSU's promotion of the Game(s) being sponsored pursuant to this Agreement and Verizon Wireless's sponsorship of such Games and subject to compliance with the provisions of this section. BSU agrees that all ownership rights in the Verizon Wireless Logos will remain in Verizon Wireless, that BSU will not claim any right, title or interest in and to the Verizon Wireless Logos, except the limited right to use pursuant to this Agreement, and that BSU will not apply for nor obtain any state or federal service mark or trademark registration, or any foreign service mark or trademark registration, covering or including the Verizon Wireless Logos. BSU will submit in writing all uses by it of the Verizon Wireless Logos to Verizon Wireless for its written approval, which approval will not be unreasonably withheld. However, BSU will comply with all reasonable written instructions of Verizon Wireless regarding the manner of display of copyright or trademark notices of any such material. If Verizon Wireless does not object to any such use or uses within seven days after the submission of the proposed use, any such use or uses will be deemed to be approved. BSU will not depart from the submitted use or uses without obtaining Verizon Wireless's prior written consent. BSU will take no action inconsistent with or damaging to Verizon Wireless's trademarks, names, designs, emblems, slogans, logos or insignia or the goodwill associated therewith. Any right to use the Verizon Wireless Logos under this Agreement shall terminate upon termination of this Agreement.

III. TERM OF AGREEMENT

The term of this Agreement shall commence on the Effective Date and shall terminate on end of 2008-2009 Season (the "Term"). The Term of this Agreement shall not be extended, except upon written agreement by the parties.

IV. INSURANCE

BSU is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, BSU shall maintain, at all times applicable hereto, comprehensive liability insurance in such amounts as are proscribed by Idaho Code section 6-924, as well as worker's compensation insurance for its employees, as required under Idaho Code Section 62-301. BSU's liability insurance obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919. BSU shall insure its liability for worker's compensation through the State of Idaho's State Insurance Fund, as provided under Idaho Code section 72-301. BSU shall provide to Verizon Wireless a Certificate evidencing such insurance upon request by Verizon Wireless.

V. INDEMNITY

Each party to this Agreement (the "Indemnifying Party") shall defend, indemnify, and hold harmless the other party (the "Indemnified Party"), the Indemnified Party's officers, employees, partners, agents and affiliates from and against any loss, cost, expense, and liability, including reasonable attorneys' fees, to the extent resulting from any negligent or intentionally wrongful act or omission arising out of the exercise of their rights or the

performance or breach of their obligations under this Agreement. Notwithstanding the preceding, this obligation to indemnify shall not apply to any claim to the extent arising from any negligent or intentional conduct of the Indemnified Party or of any agent, employee or licensee of the Indemnified Party. Nothing herein shall be deemed to constitute a waiver by BSU or the State of Idaho of any privilege, protection or immunity otherwise afforded them under the Idaho Constitution, Idaho Tort Claims Act, or other applicable law.

VI. LIMITATION OF LIABILITY

IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY, ITS EMPLOYEES, SUBCONTRACTORS, AND/OR AGENTS, OR ANY THIRD PARTY, FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE DAMAGES, OR LOST PROFITS FOR ANY CLAIM OR DEMAND OF ANY NATURE OR KIND, ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT OR THE PERFORMANCE OR BREACH THEREOF.

CONFIDENTIALITY

Boise State University shall hold in confidence information received from Verizon Wireless that is designated confidential or proprietary or that a reasonable person would treat as confidential based upon the nature of the information disclosed or the circumstances of the disclosure (“Confidential Information”) for the Term and a period of 2 years thereafter. Boise State University shall not disclose Confidential Information to any third party or use Confidential Information for any purpose other than as specified in this Agreement. All information in written, graphic or other tangible form shall be returned to Verizon Wireless upon request.

The foregoing restrictions shall not apply to information that: (a) is or becomes publicly available through no act or omission of the receiving party; (b) was already in the lawful possession of the receiving party without an obligation of confidentiality; (c) is lawfully disclosed to the receiving party by a third party without restriction; (d) is required to be disclosed by subpoena or other legal process, limited to the extent required by the terms of such subpoena or other legal process; (e) is approved in writing by the disclosing party for further disclosure; or (f) is independently developed without reference to the Confidential Information and is so documented by the receiving party.

RELATIONSHIP OF PARTIES

The parties hereto acknowledge that each party is an independent contractor and is not the agent, partner or joint venturer of the other for any purpose and that nothing contained herein or done pursuant hereto shall be construed to create any relationship between Verizon Wireless and BSU other than as expressly set forth in this Agreement or to make the parties joint venturers or partners in any respect whatsoever.

VII. FORCE MAJEURE

If either party hereto shall have been prevented in whole or in part from performing its obligations hereunder by virtue of any cause beyond such party's control, then the obligation of such party shall be excused for a period of time equal to the period during which the party shall have been prevented from performing; provided, however, that if any such event prevents the occurrence of a Game covered by the terms of this Agreement, the parties shall cooperate in good faith such that the rights and obligations of the parties hereunder may be fulfilled by rescheduling, substitution, alternate performance, or similar means. If

such substitution or rescheduled Game does not take place within thirty days from the originally scheduled date of the Game, then Verizon Wireless shall be entitled, at its option, to a refund or offset on a pro rata basis of the fees set forth in Exhibit A.

VIII. DISPUTE RESOLUTION/ARBITRATION

- A. The parties agree to attempt to settle any dispute arising out of this Agreement through consultation and negotiation in good faith and in the spirit of mutual cooperation. Accordingly, if the parties have a dispute, the parties agree to meet to try to resolve the dispute within fourteen (14) days after one party delivers a written request for a meeting to the other party. If after such meeting, the parties have not succeeded in negotiating a resolution of the dispute within 30 days, then either party may commence arbitration as provided herein by delivering a written demand for arbitration to the other party, except as is otherwise expressly provided for in this Agreement.**
- B. If either party commences arbitration in the manner described above, the dispute will be subject to binding arbitration before one (1) independent arbitrator familiar commercial transactions of the type and nature of this Agreement. Such arbitration shall be held in Boise, Idaho, pursuant to the American Arbitration Association (“AAA”) rules and procedures in effect at the time of the dispute, as modified by this Agreement and administered by the AAA. The arbitrator shall be selected by the joint agreement of the parties, but if they do not so agree within fourteen (14) days after the date of the notice referred to above, the selection shall be made by AAA pursuant to the AAA Rules.**
- C. Any award rendered by the arbitrator shall be conclusive and binding upon the parties; provided, however, that any such award shall be accompanied by a written opinion of the arbitrator giving the reasons for the award. The arbitrator shall have the authority to require the submission (at hearing or otherwise) of such documents, information, testimony, and other items as the arbitrator may deem necessary to make a fair and reasonable decision. In all arbitrations, the arbitrator will decide whether or not an issue is arbitrable. The arbitrator shall have no authority to award relief in excess of what is permitted by this Agreement. The findings of the arbitrator may not change the express terms of this Agreement and shall be consistent with the arbitrator’s understanding of the findings that a court of proper jurisdiction would make in applying the applicable law to the facts underlying the dispute.**
- D. This provision for arbitration shall be specifically enforceable by the parties and the decision of the arbitrator shall be final and binding with no right of appeal. Each party shall pay its own expenses of arbitration, and the expense of the arbitrator shall be shared equally; provided, however, that the arbitrator may assess, all or any part of the arbitration expenses of the other party (including reasonable attorneys’ fees) and of the arbitrator against the non-prevailing party as part of the award. **THE ARBITRATOR SHALL NOT AWARD ANY PARTY PUNITIVE, EXEMPLARY OR CONSEQUENTIAL DAMAGES, AND EACH PARTY HEREBY IRREVOCABLY WAIVES ANY RIGHT TO SEEK SUCH DAMAGES.****
- E. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 9 are pending. The parties will take such actions, if any, required to effectuate such tolling. The parties will not be prohibited from seeking injunctive relief to preserve the status quo pending resolution under this provision. The arbitration shall be governed by the United States Arbitration Act, 9 USC §§1-16, as amended.**
- F. EVEN IF APPLICABLE LAW PERMITS CLASS ACTIONS OR CLASS ARBITRATIONS, BOTH PARTIES HEREBY WAIVE ANY RIGHT TO PURSUE ON A CLASS BASIS ANY SUCH CONTROVERSY OR CLAIM AGAINST THE OTHER PARTY, OR ANY OF ITS AFFILIATES OR PREDECESSORS IN INTEREST. IF**

multiple claims are joined in one action, some of which would not be subject to arbitration, the latter claims must be dismissed, stayed or severed. If claims are asserted against multiple parties, some of whom are not required to arbitrate, the claims subject to arbitration must be severed. Procedurally, no arbitrator may order consolidation or class arbitration. In a Large/Complex Case arbitration, the arbitrators must apply the rules of evidence that would apply had the arbitration been commenced in a court having jurisdiction in the place of the arbitration (this means a federal court, if a federal court would have had jurisdiction, and otherwise the appropriate state court). In a Large/Complex Case arbitration, the losing party may have the award reviewed by a review panel of three (3) arbitrators.

- G. ALL DISCUSSIONS AND DOCUMENTS PREPARED PURSUANT TO ANY ATTEMPT TO RESOLVE A DISPUTE UNDER THIS PROVISION ARE FOR SETTLEMENT PURPOSES ONLY AND SHALL NOT BE ADMITTED IN ANY COURT OR OTHER FORUM AS AN ADMISSION OR OTHERWISE AGAINST A PARTY FOR ANY PURPOSE, INCLUDING THE APPLICABILITY OF FEDERAL AND STATE COURT RULES.**
- H. If for any reason the provisions of this Agreement requiring arbitration are declared unenforceable, void, or voidable, or if any action or judicial proceeding is permitted other than as contemplated by these provisions, each party waives any right it may have to trial by jury and consents to the bringing of such action in Boise, Idaho.**

IX. ATTORNEYS' FEES AND COSTS

If any legal action, arbitration, or other proceeding is brought for the enforcement of or to declare rights or obligations under this Agreement or as a result of a breach, default, or misrepresentation in connection with any of the provisions of this Agreement, the successful or prevailing party shall be entitled to recover reasonable attorneys' fees and other costs incurred in any such action, arbitration, or proceeding in addition to any other relief to which that party may be entitled.

X. TERMINATION

In addition to whatever rights or remedies either party may have under this Agreement or otherwise, either party may terminate this Agreement at any time, upon thirty (30) days' written notice, in the event that the other party: (a) becomes insolvent as defined by the Federal Bankruptcy Code; or (b) materially breaches any of the terms of this Agreement, and said breach is not cured within fifteen (15) days of receipt of written notice of said breach. If this Agreement is terminated, all rights and obligations of the parties hereto shall cease, except with respect to any liability arising out of any breach or default hereunder and any liabilities or obligations accrued under the terms hereof prior to such termination and remaining unsatisfied at the time such termination becomes effective.

XI. BINDING AGREEMENT

This Agreement is firm and non-cancelable, except as expressly provided for in this Agreement.

XII. WAIVER

Failure by either party at any time to require performance by the other party of any provisions hereof shall in no way affect the right to require full performance any time thereafter, nor shall waiver by either party of a breach of any provision of this Agreement constitute a waiver of any succeeding breach of the same or of any other provisions, nor constitute a waiver of the provision itself.

XIII. NOTICES

All notices required to be given hereunder shall be given in writing by (a) certified or registered mail, return receipt requested, postage prepaid, (b) overnight courier or (c) facsimile at the respective addresses set forth below, or such other address as may be designated in writing by the parties hereto. Notice shall be deemed given on the date of delivery thereof.

Notices to Verizon Wireless shall be sent to:

Director of Marketing Communications
Verizon Wireless
15505 Sand Canyon Ave.
Irvine, California 92618
Fax No.: (949) 286-8920

with a copy to:
Department
Verizon Wireless
15505 Sand Canyon Ave.
Irvine, California 92618
o.: (949) 286-7010

Notices to BSU shall be sent to:

BSU Athletics
1910 University Drive
Boise, ID 83725
Attn: Brad Larrondo / Asst. Athletic Director
Fax No.: 208-426-1778

XIV. GOVERNING LAW

This Agreement shall be governed by the internal laws of the State of Idaho without reference to any conflict of laws provisions.

XV. MODIFICATIONS

No waiver of any term or condition or breach of this Agreement and no modification, alteration, or amendment of this Agreement shall be valid or binding unless in writing signed by any party to be charged with such waiver, modification, alteration, or amendment.

XVI. SEVERABILITY

If one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable, in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

XVII. INTERPRETATION

The parties to this Agreement acknowledge and agree that they have each participated in the negotiation and drafting of this Agreement, and that this Agreement shall not be interpreted against either party.

XVIII. RIGHTS CUMULATIVE

The rights and remedies provided by this Agreement are given in addition to any other rights and remedies either party may have by law, statute, ordinance, or otherwise. All such rights and remedies are intended to be cumulative, and the use of any right or remedy by either party shall not preclude or waive its right to use any or all other rights or remedies.

XIX. AUTHORITY

Each person signing this Agreement represents and warrants that (s)he is authorized to execute and deliver this Agreement, that this Agreement is binding upon the party for whom (s)he has signed, and that the signature of no one else is required to bind that party. Each individual executing this Agreement on behalf of an entity represents and warrants that (s)he is duly authorized to execute and deliver this Agreement on behalf of such entity, in accordance with a duly adopted resolution of the members or directors of such entity, if required, and/or in accordance with the organizational documents of such entity, and that this Agreement is binding upon such entity in accordance with its terms.

XX. MAINTENANCE OF SIGNS

BSU will cause to be maintained in good condition and in good working order throughout the term of this Agreement the signage described in Exhibit A and its backlighting and/or fixed lighting and will cause to be promptly repaired or replaced at BSU's expense during the Term of this Agreement any such cracked or broken signage.

XXI. ENTIRE UNDERSTANDING

This Agreement, including exhibits, contains the entire understanding of the parties with respect to the subject matter hereof and contains all of the terms, conditions, understandings, and promises of the parties hereto and supersedes and replaces all prior agreements and understandings.

XXII. ASSIGNMENT

Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably withheld, delayed or conditioned. Notwithstanding the foregoing, Verizon Wireless may assign this Agreement, without BSU's consent, to (i) any parent, subsidiary or Affiliate entity, (ii) to a successor in interest of all or substantially all of the assets, stock or business of a party to which this Agreement pertains, or (iii) any partnership or entity resulting from that certain U.S. Wireless Alliance Agreement between Verizon Wireless's parents, Vodafone Group plc., and Verizon Communications. Any attempted assignment or delegation in contravention of this section shall be void and of no effect, and shall be considered a material default of this Agreement. Subject to the provisions of this section, this Agreement shall inure to the benefit of and be binding upon the respective successors and assigns, if any, of the parties hereto.

XXIII. MISCELLANEOUS PROVISIONS

The captions in this Agreement are intended for convenience of reference only. This Agreement may be executed in counterparts. Any provision of this Agreement may survive this Agreement's termination if the provision's context shows that the parties to this Agreement intended the provision to survive.

XXIV. PROMOTIONAL MERCHANDISE

Verizon Wireless agrees, as partial consideration for this Agreement, that during the course of this Agreement, all promotional merchandise purchased by Verizon Wireless containing the BSU name, logo, or trademarks shall be purchased through University-owned stores through BSU's corporate product and price list.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective names, by their proper officers thereunto duly authorized, on the day and year first-above written.

Verizon Wireless (VAW) LLC d/b/a VERIZON WIRELESS

By: _____
Name: Randy Wagner
Title: Area Vice President of Marketing / Sales Ops
Date: _____

BSU ATHLETICS, ON BEHALF OF BOISE STATE UNIVERSITY

By: _____
Name: Brad Larrondo
Title: Asst. Athletic Director
Date: _____

BOISE STATE UNIVERSITY

By: _____
Name: _____
Title: _____
Date: _____

EXHIBIT A

SCOPE OF WORK: SPONSORSHIP ELEMENTS AND SPONSORSHIP FEE

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1. **Sponsorship Elements:** BSU Athletics shall provide Verizon Wireless with the following elements during each Season during the Term of the Agreement:
 - a. Bronco Stadium:
 - i. Stadium Interior
 1. One 12' x 14' back-lit static ad panel on Bronco Vision Video Board;
 2. One 3' x 8' back-lit ad panel on south auxiliary scoreboard; and
 3. One 3' x 18' Sideline Signature for all Football home games on the East sideline;
 - ii. Stadium Exterior
 1. One 7' x 24' on Stadium facing Broadway Avenue.
 - iii. MPC Computers Bowl
 1. All Verizon Wireless's permanent signage to remain in place for the Humanitarian Bowl, held in Bronco Stadium (this does not include the temporary sideline signatures).
 - b. Taco Bell Arena
 - i. Taco Bell Arena Interior
 1. One 2 x 8 foot back lit ad panel on Bronco Vision Video Board;
 2. One 2 x 4 foot back lit ad panel on Bronco Vision Video Board;
 3. One 3 x 9 foot back lit ad panels behind each basket next to game scoring mechanisms;
 4. One 2 x 2 foot back lit ad panel located next to scoring mechanism behind north basket;
 5. Three 3 x 9 foot back lit rotator ad panel on each side of the basketball floor; and
 6. One 3 x 9 foot back lit static ad panel on each side of the basketball floor.
 - ii. Taco Bell Arena Exterior
 1. 13' x 25' electronic message board with back-lit presence of Big 4 Bronco Logo; and
 2. Business Logo and Electronic Messages on Taco Bell Arena Exterior Reader Board.
 - c. Bronco Vision and Game Promotions
 - i. Bronco Vision Video Board
 1. Replay sponsor during all football/basketball home games (Verizon Wireless' logo leads into each Bronco Vision replay for one quarter each football/basketball home game).
 2. One 30-second promotional spot per home football and basketball game.
 3. One Interactive Text Messaging Promotional Feature per home football and basketball games (actual feature TBD).
 4. One In-Game Verizon Wireless Thank-You by Head Football and Basketball Coach (shown at least once per home game).
 - d. V-Team Promotional Appearances
 - i. V-Team promotional presence at minimum of half of all home football and basketball games. Verizon Wireless to coordinate scheduling of V-

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Team appearances with BSU prior to start of respective football and basketball seasons.

- e. Hopeline Promotion
 - i. Hopeline promotion and collection of used mobile phone donations (to be re-programmed and given to victims of domestic violence) to occur at (1) basketball and (1) football game each season with promotions leading up to the Game date.
- f. Additional Venue Signage
 - i. Bronco Venues
 - 1. Boas Soccer Complex (3 x 9 foot static ad panel on score board with Verizon Wireless' Logo); and
 - 2. Jackson's Indoor Track (4.5 x 5 foot static ad panel on score board with Big 4 Logo)
- g. Radio & Television
 - i. KBOI 670AM
 - 1. One Special Coaches Thank-You during all football and Men's basketball broadcasts (45 total broadcasts); and
 - 2. Rotating Tag Lines as Corporate Sponsor on Boise State Athletics promotional airtime (approximately 700 spots).
 - ii. Boise State Radio
 - 1. 100 Underwriting spots as Corporate Sponsor of Bronco Athletics per year on Boise State Radio Network (4 stations total reaching from McCall to Sun Valley).
 - iii. Television (KTVB Media Group)
 - 1. One 30-second promotional spot during each live or replayed Bronco football and basketball telecast by the KTVB Media Group (92 total broadcasts);
 - 2. Rotating spots on KTVB and KTVB 2 from September to March (minimum of 25 spots on KTVB during Prime Time and minimum of 250 spots on KTVB 2); and
 - 3. Rotating Tag Lines as Corporate Sponsor on Boise State Athletics promotional airtime (approximately 400 spots).
- h. Print Advertising
 - i. Game Program Advertising
 - 1. One full page color ad in all football and basketball game programs (Verizon Wireless' ad will be placed on page 1 of game program).
 - ii. Outdoor Advertising
 - 1. Bottom 1/3 of (2) 14' x 48' billboards per football and men's basketball Season (Aug-March); and
 - 2. Panel Advertising on Bronco Bus from Valley Ride for three months per year.
 - iii. Big 4 Bronco Logo present on all of the following:
 - 1. Schedule Cards (150,000);
 - 2. Game Programs Covers (90,000);
 - 3. Media Guides (10,000);
 - 4. Team Posters (20,000);
 - 5. BAA Membership Magazine (14,000);
 - 6. Season Ticket Stock (175,000);

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7. Season Ticket Mailers (8,000);
 8. Summer Sports Camp Brochures (50,000); and
 9. Select-A-Seat Ticket Stock (350,000).
- i. Internet
 - i. Broncosports.com
 1. Big 4 Bronco logo on BSU Athletic Home Page;
 2. Direct link to each Big 4 Bronco Home Page (subject to Verizon Wireless IT security rules, requirements and procedures); and
 3. Available promotional opportunities on Web Page to be determined
 - j. Athletic Department Mailings
 - i. Football and basketball season ticket mailings
 1. Inclusion in all season ticket mailings done by Boise State Athletics (materials provided by Verizon Wireless).
 - k. Corporate Hospitality and Entertainment
 - i. Motivational Speakers
 1. Use of a Boise State head coach to speak to your employees and/or customers for 60 minutes per year. Speaking engagement dependent on availability of coaches for meeting.
 2. Use of a Boise State head coach, staff member, cheerleaders, mascot or marching band for a promotional commercial shoot per year.
 - ii. Team Travel
 1. Travel for two to a football way game. Travel, hotel and game tickets provided by Boise State.
 - iii. Logo Rights
 1. Ability to utilize athletic mark whenever needed to help promote Verizon Wireless, along with the use of Big Four logo in all marketing efforts.
 - iv. Passes
 1. Two sideline passes to all Bronco home football games;
 2. Six parking passes to all athletic Games throughout the season; and
 3. 16 pre-game tailgate/hospitality passes to each home football game.
 - v. Facility Usage and Retail Site Promotions
 1. Use of Boise State athletic facilities (i.e. – Hall of Fame Gallery, Football Center, Bronco Stadium, Taco Bell Arena, etc.) when available for corporate gatherings, meetings or promotional Games. Scheduling of facilities to be coordinated with Assistant Athletic Director/Director of Marketing.
 2. Ability to hold off-campus promotional Games at Verizon Wireless retail locations, including appearances by Boise State coaches, staff members, cheerleaders and band. Games to be coordinated with Assistant Athletic Director/Director of Marketing, and based on availability of coaches and staff.
 - vi. Game Sponsorship
 1. Title sponsor for one home football and basketball game during each season;

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2. 50 additional VIP tickets for select football and basketball game;
 3. Pre-game hospitality tent with food and beverages included ;
 4. Company banner above each stadium / arena entrance;
 5. Individual logo on game programs and tickets for selected game;
 6. All TV, Radio, and Print advertising surrounding your game..."Brought to you by...";
 7. Promotional giveaway opportunity or specialized Verizon Wireless promotion to reach fans;
- vii. Season Tickets
1. 16 VIP season tickets to all BSU Athletic Games; and
 2. 6 Bronco Athletic Association Memberships Tied To Season Tickets
2. **Sponsorship Fee:** In consideration for all rights and benefits granted to Verizon Wireless in this Agreement, Verizon Wireless shall pay to BSU a Sponsorship Fee for each of the 2007-2008 and 2008-2009 Seasons as follows:
1. Verizon Wireless shall pay BSU Athletics the full amount in cash as follows:
 - Year #1: \$150,000
 - Payment #1 (\$50,000) Due on February 15, 2008
 - Payment #2 (\$50,000) Due on March 15, 2008
 - Payment #3 (\$50,000) Due on April 15, 2008
 - Year #2: \$150,000
 - Payment #1 (\$37,500) Due on September 30, 2008
 - Payment #2 (\$37,500) Due on October 30, 2008
 - Payment #3 (\$37,500) Due on November 30, 2008
 - Payment #4 (\$37,500) Due on December 30, 2008
 2. Unless otherwise stated herein, all payments hereunder shall be deemed to include all applicable taxes, duties and charges.
 3. Payment shall not constitute acceptance, and invoices shall be subject to adjustment for defects in quality or other failure of BSU Athletics to meet the requirements of this Agreement.
 4. Verizon Wireless may at any time set off against such invoices any amounts otherwise owed by BSU Athletics to Verizon Wireless or its affiliates.

EXHIBIT B
BSU'S LICENSED LOGOS



EXHIBIT C
VERIZON WIRELESS' LOGOS



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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

BOISE STATE UNIVERSITY

SUBJECT

Elsevier B.V. license agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND

Elsevier B.V. (Elsevier) is a leading publisher of scientific, technical, and medical journals. The proposed license agreement provides all students, faculty, staff, researchers, library patrons, and independent contractors of Boise State University with unlimited simultaneous and remote access to approximately 1,800 journal titles. Access to these journals provides support for both undergraduate and graduate programs and research, particularly in science, technical, and medical fields.

DISCUSSION

Boise State University requests approval to enter into a five year license agreement with Elsevier B.V. for an amount not to exceed \$1,422,260. Elsevier's extensive and unique full-text journal collection covers authoritative titles from core scientific literature, including high-impact factor titles. The journals in the Elsevier collection are used by leading researchers worldwide. The availability of this collection will facilitate increased research productivity for academic programs and research on campus in the areas of biology, engineering, health science, nursing, geophysics, mathematics, biomolecular and biomedical science, chemistry, and musculoskeletal research. Access to the information in these journals is critical to growing, active research programs at Boise State University.

Presently, Boise State University is unable to utilize subscriptions to these journals held by other in-state institutions due to strict licensing rules imposed by the publishers. This license agreement will provide immediate desktop access to these journal titles for our students and faculty, and will allow us to more fully utilize existing research databases that provide links to Elsevier journals.

IMPACT

The source of funding is appropriated funds.

The cost of the five-year agreement broken down by year is as follows:

Year 1	\$200,340.86
Year 2	\$210,357.86
Year 3	\$320,875.75
Year 4	\$336,919.54
Year 5	<u>\$353,765.51</u>
Total	\$1,422,259.52

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007

ATTACHMENTS

Attachment 1 – Proposed Agreement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

According to the university, the Library provides access to over 230 online databases and access to more than 36,000 journals, magazines, and newspaper titles in print and online formats. This license agreement is just one of many research resources that are made available to students, faculty, and staff to support their research efforts, and it is arguably one of the most important for future support of research and graduate programs on campus. The university's appropriated library materials acquisitions budget for FY '08 is \$2,763,224, of which approximately two million is for recurring subscriptions such as journals and databases.

Research funds cannot be used for this subscription service, however, individual publications may be eligible if approved through the research grant. The university believes this is a much more efficient means to provide access to these resources versus piecemeal by grant. The source of funding is both appropriated and one time funds from the Provost's budget and the Library. This subscription will allow the university to save up to \$90k on pay per view articles, and the university will reallocate existing library acquisitions funds by canceling subscriptions to journals or database titles of lower priority.

The Transaction Fee of \$22 as listed on page eight is not included in the estimated annual cost because this is an additional service that will likely not be utilized according to the university.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to enter into the attached five year license agreement with Elsevier for a cost not to exceed \$1,422,260.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



ELSEVIER LICENSE AGREEMENT

This agreement (“Agreement”) is entered into as of 20 December 2007 by and between **Boise State University**, 1910 University Drive, Boise, ID 83725, USA (the “Subscriber”), and **Elsevier B.V.**, Radarweg 29, 1043 NX Amsterdam, The Netherlands (“Elsevier”).

The parties hereto agree as follows:

SECTION 1. LICENSE.

1.1 *License Grant.*

The Licensor hereby grants to the Subscriber the non-exclusive, non-transferable right and license to use the products and services identified in Schedule 1 (“Licensed Products”) and provide the Licensed Products to its Authorized Users subject to the terms and conditions of this Agreement.

1.2 *Authorized Users/Sites.*

Authorized Users for purposes of this Agreement are:

Full-time and part-time students, faculty, staff, researchers, and independent contractors of the Subscriber affiliated with the Subscriber’s locations listed on Schedule 2 (the “Sites”) and individuals using computer terminals within the library facilities at the Sites permitted by the Subscriber to access the Licensed Products through the Subscriber’s secure network.

The Subscriber shall promptly notify the Licensor of any material changes in the number of Sites or Authorized Users, which changes may result in early termination unless the parties are able to agree to appropriate fee adjustments.

1.3 *Authorized Uses.*

The Subscriber and its Authorized Users may:

- 1.3.1 access, search, browse and view the Licensed Products;
- 1.3.2 print and download a reasonable amount of articles, abstracts, records or parts of chapters from the Licensed Products (“Excerpts”);
- 1.3.3 incorporate links to Excerpts on the Subscriber’s intranet and internet websites, provided that the appearance of such links and/or statements accompanying such links shall be changed as reasonably requested by the Licensor;
- 1.3.4 access, search, browse, view, print and download articles from all journals which are accessible on the ScienceDirect® online service but are not subscribed to as part of the Licensed Products, with each twenty-four (24) hour access period for a selected article, a “Transaction”; and
- 1.3.5 incorporate links to Excerpts in electronic coursepacks, reserves and course management systems for use in connection with courses offered by the Subscriber for academic credit, provided that the Subscriber obtains the prior written consent of the Licensor for use in connection with any non-credit courses.

The Authorized Users may:

- 1.3.6 transmit Excerpts to other Authorized Users and to third-party colleagues for their scholarly or research use.

The Subscriber may:

1.3.7 print and deliver Excerpts to fulfill requests as part of the practice commonly known as “interlibrary loan” from non-commercial libraries located within the same country as the Subscriber.

1.4 *Restrictions on Use of Licensed Products.*

Except as may be expressly permitted in this Agreement, the Subscriber and its Authorized Users may not:

1.4.1 abridge, modify, translate or create any derivative work based on the Licensed Products without the prior written permission of the Licensor, except to the extent necessary to make them perceptible on a computer screen to Authorized Users;

1.4.2 remove, obscure or modify in any way any copyright notices, other notices or disclaimers as they appear in the Licensed Products; or

1.4.3 substantially or systematically reproduce, retain or redistribute the Licensed Products.

1.5 *Intellectual Property Ownership.*

The Subscriber acknowledges that all right, title and interest in and to the Licensed Products remain with the Licensor and its licensors, except as expressly set forth in this Agreement, and that the unauthorized distribution of the Licensed Products could materially harm the Licensor and its licensors.

SECTION 2. LICENSOR PERFORMANCE OBLIGATIONS.

2.1 *Access to Licensed Products.*

The Licensor will make the Licensed Products accessible to the Subscriber and its Authorized Users from the World Wide Web address set forth on Schedule 1 or as may be otherwise set forth herein.

2.2 *Quality of Service.*

The Licensor shall use reasonable efforts to provide the Licensed Products with a quality of service consistent with industry standards, specifically, to provide continuous service with an average of 95% up-time per month, with the 5% down-time including scheduled maintenance and repairs performed at a time to minimize inconvenience to the Subscriber and its Authorized Users, and to restore service as soon as possible in the event of an interruption or suspension of service.

2.3 *Withdrawal of Content.*

The Licensor reserves the right to withdraw from the Licensed Products content that it no longer retains the right to license or that it has reasonable grounds to believe is unlawful, harmful, false or infringing.

2.4 *Usage Data Reports.*

The Licensor will make usage data reports on the Subscriber’s usage activity accessible online to the Subscriber on a monthly basis for its internal use only.

SECTION 3. SUBSCRIBER PERFORMANCE OBLIGATIONS.

3.1 *Authorized Access.*

Access to the Licensed Products shall be authenticated by the use of Internet Protocol (“IP”) address(es) indicated by the Subscriber on Schedule 2 and/or by usernames and passwords.

3.2 *Protection From Unauthorized Access and Use.*

The Subscriber shall use reasonable efforts to:

- 3.2.1 ensure that access to and use of the Licensed Products is limited to Authorized Users and that all Authorized Users are notified of and comply with the usage restrictions set forth in this Agreement;
- 3.2.2 ensure that any passwords used to access the Licensed Products are issued only to Authorized Users and that neither the Subscriber nor its Authorized Users divulge any passwords to any third party; and
- 3.2.3 immediately upon becoming aware of any unauthorized use of the Licensed Products, inform the Licensor and take appropriate steps to ensure that such activity ceases and to prevent any recurrence.

In the event of any unauthorized use of the Licensed Products, the Licensor may suspend access of the IP address(es) and/or passwords from which the unauthorized use occurred upon notice to the Subscriber. The Subscriber shall not be liable for unauthorized use of the Licensed Products by any Authorized Users provided that the Subscriber did not intentionally assist in or encourage such unauthorized use or permit such unauthorized use to continue after having actual notice thereof.

SECTION 4. FEES AND PAYMENT TERMS.

The Subscriber shall pay to the Licensor the fees set forth on Schedule 1 (the "Fees") within thirty (30) days of the date of invoice. The Fees shall be exclusive of any sales, use, value added, withholding or similar tax and the Subscriber shall be liable for any such taxes in addition to the Fees.

SECTION 5. TERM.

5.1 *Term.*

The term of this Agreement shall commence on 1 January 2008 and continue until 31 December 2012.

5.2 *Renewal.*

This Agreement will be automatically renewed for successive one-year terms, subject to appropriate adjustments to Schedule 1, unless either party gives notice to the other by 1 August prior to the end of the then current term that it does not intend to renew.

SECTION 6. LICENSOR WARRANTIES AND INDEMNITIES.

6.1 *Warranties.*

The Licensor warrants that use of the Licensed Products in accordance with the terms and conditions herein will not infringe the intellectual property rights of any third party.

6.2 *Indemnities.*

The Licensor shall indemnify, defend and hold harmless the Subscriber and its Authorized Users from and against any loss, damage, costs, liability and expenses (including reasonable attorneys' fees) arising from or out of any third-party action or claim that use of the Licensed Products in accordance with the terms and conditions herein infringes the intellectual property rights of such third party. If any such action or claim is made the Subscriber will promptly notify and cooperate with the Licensor. This indemnity obligation shall survive the termination of this Agreement.

6.3 *Disclaimer.*

EXCEPT FOR THE EXPRESS WARRANTIES AND INDEMNITIES STATED HEREIN AND TO THE EXTENT PERMITTED BY APPLICABLE LAW, THE LICENSOR AND ITS LICENSORS PROVIDE THE LICENSED PRODUCTS “AS IS” AND MAKE NO REPRESENTATION OR WARRANTY AND EXPRESSLY DISCLAIM ANY LIABILITY FOR ANY CLAIM ARISING FROM OR OUT OF THE LICENSED PRODUCTS, INCLUDING BUT NOT LIMITED TO ANY ERRORS, INACCURACIES, OMISSIONS, OR DEFECTS CONTAINED THEREIN, AND ANY IMPLIED OR EXPRESS WARRANTY AS TO MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

6.4 *Limitation of Liability.*

Except for the express warranties and indemnities stated herein and to the extent permitted by applicable law, in no event shall the Licensor or its licensors be liable for any indirect, incidental, special, consequential or punitive damages, including but not limited to loss of data, business interruption or loss of profits, arising out of or in connection with this Agreement, or shall the liability of the Licensor and its licensors to the Subscriber exceed a sum equal to the Fees paid by the Subscriber hereunder, even if the Licensor or any licensor has been advised of the possibility of such liability or damages.

SECTION 7. GENERAL.

7.1 *Force Majeure.*

Neither party’s delay or failure to perform any provision of this Agreement as a result of circumstances beyond its control (including, but not limited to, war, strikes, fires, floods, governmental restrictions, power failures, telecommunications or Internet failures or damage to or destruction of any network facilities or servers) shall be deemed a breach of this Agreement.

7.2 *Severability.*

The invalidity or unenforceability of any provision of this Agreement shall not affect any other provisions of this Agreement.

7.3 *Entire Agreement.*

This Agreement contains the entire understanding and agreement of the parties and merges and supersedes any and all prior and contemporaneous agreements, communications, proposals and purchase orders, written or oral, between the parties with respect to the subject matter contained herein.

7.4 *Modification.*

No modification or waiver of any provision of this Agreement shall be valid unless in writing and signed by the parties.

7.5 *Assignment.*

The Subscriber shall not assign, transfer or sublicense any of its rights or obligations under this Agreement unless it obtains the prior written consent of the Licensor, which consent shall not unreasonably be withheld.

7.6 *Privacy.*

The Licensor shall not, without the prior written consent of the Subscriber, transfer any personal information of any Authorized Users to any non-affiliated third party or use it for any purpose other than as described in this Agreement and in the online privacy policy for the relevant online service.

7.7 Notices.

All notices given pursuant to this Agreement shall be in writing and delivered to the party to whom such notice is directed at the address specified below or the facsimile number or electronic mail address as such party shall have designated by notice hereunder.

If to the Licensor: Elsevier B.V. c/o Regional Sales Office, 360 Park Avenue South, New York, NY 10010-1710, USA.

If to the Subscriber: Boise State University, Albertsons Library, Serials Department, 1910 University Drive, Boise, ID 83725, USA.

7.8 Execution.

This Agreement may be executed in counterparts, and signatures exchanged by facsimile or other electronic means are effective for all purposes hereunder to the same extent as original signatures.

IN WITNESS WHEREOF, the parties have executed this Agreement by their respective, duly authorized representatives as of the date first above written.

BOISE STATE UNIVERSITY
(Subscriber)

Name:
Title:

ELSEVIER B.V.
(Licensor)

Name: Roy Jakobs
Title: Managing Director, Academic & Government

Contract No. 1-8ENVPU

ELSEVIER LICENSE AGREEMENT
Schedule 1
Licensed Products/Access/Fees
BOISE STATE UNIVERSITY

Contract No. 1-8ENVPU

Subscribed Products – publisher	Access	2008	2009	2010	2011	2012
ScienceDirect® online – Elsevier B.V.	sciencedirect.com					
Freedom Collection						
· Total Electronic Subscription		\$198,618.82	\$208,549.76	\$218,977.24	\$229,926.11	\$241,422.41
· Total Subscription Turnover		\$198,618.82	\$208,549.76	\$218,977.24	\$229,926.11	\$241,422.41
· Content Fee (10%)		\$19,861.91	\$20,854.98	\$21,897.72	\$22,992.61	\$24,142.24
· Electronic Subscription Fee (10% discounted)		\$178,756.95	\$187,694.78	\$197,079.52	\$206,933.50	\$217,280.17
· Freedom Collection Fee		\$0.00	\$0.00	\$100,000.00	\$105,000.00	\$110,250.00
Cell Press Collection Fee		\$1,722.00	\$1,808.10	\$1,898.51	\$1,993.43	\$2,093.10
TOTAL FEES		\$200,340.86	\$210,357.86	\$320,875.75	\$336,919.54	\$353,765.51

Adjustment of Fees

After the initial year of the term, the Fees for the Subscriber's ScienceDirect Journal Collection(s) shall be subject to an adjustment to account for any titles added to or removed from the Journal Collection(s) during the remainder of the term of this Agreement .

Journal Collection(s)

The Subscriber's ScienceDirect Journal Collection(s) is described in Schedule 1.1.

Transaction Fee

The Subscriber shall be charged a fee of \$22 per Transaction (as defined in Section 1.3.4) from Elsevier journals and books. The Subscriber may purchase pre-paid Transactions upon mutual agreement of the parties in writing. Unused pre-paid Transactions shall be forfeited upon termination of the Subscriber's subscription to ScienceDirect online.

ELSEVIER SUBSCRIPTION AGREEMENT
Schedule 1.1
Journal Collection(s)

Journal Collection(s):

Complete Collection: Electronic access to the full text of all articles from the Elsevier journal titles published since 1 January 1997 identified on Annex A.

Freedom Collection: Electronic access to the full text of all articles from the Elsevier journal titles published since 1 January 1997 and currently included in the ScienceDirect® online service (except the Cell Press, Clinics and certain society-owned titles).

Cell Press Collection: Electronic access to the full text of all articles from the Cell Press journal titles published since 1 January 1995 identified on Annex A.

Option to Substitute Subscribed Titles

The Subscriber may substitute any of the subscribed journal titles identified on Annex A (“Subscribed Titles”) with one or more journal titles of total comparable value (in current year list price) once annually upon notice to Elsevier by 1 August prior to the start of the next calendar year or at any time upon mutual agreement of the parties in writing. The foregoing does not apply to the Cell Press titles.

Option to Substitute or Refund Withdrawn Subscribed Titles

The Subscriber may substitute any withdrawn Subscribed Title with one or more journal titles of total comparable value (in current year list price) at any time upon notice to Elsevier. In the event that no substitute journal title is available, Elsevier shall refund to the Subscriber the amount of the Fees paid for the withdrawn Subscribed Title for the remainder of the term.

Access to Formerly Subscribed Titles

Upon termination of all of the Subscriber’s annual subscriptions on ScienceDirect online, the Subscriber may, at its option, (1) acquire, load and technically format on a server that enables access and use by Authorized Users an electronic copy of all or part of its Subscribed Titles for the publication years paid for cost and/or (2) continue to access a such Subscribed Titles online for an annual access fee based on the number of full-text articles downloaded from such titles during the prior twelve (12) months at a rate of US \$0.081 per download (adjusted annually for inflation and cost increases), in accordance with the usage provisions of the Agreement, which provisions shall survive the termination of the Agreement. Elsevier shall make available for inspection by a duly authorized auditor of the Subscriber, at the Subscriber’s sole expense, the records concerning the calculation of the annual access fee one time per year during regular business hours upon thirty (30) days written notice to Elsevier. The electronic copy may not contain links and other features and functionality associated with the online version. If a particular Subscribed Title is withdrawn by Elsevier or not renewed by the Subscriber, but the Subscriber remains a ScienceDirect online subscriber, the Subscriber may continue to access online, at no additional charge, such formerly Subscribed Title for the publication years paid, provided that Elsevier continues to hold the electronic rights thereto.

ELSEVIER SUBSCRIPTION AGREEMENT
Annex A to Schedule 1.1
Subscribed Titles

BOISE STATE UNIVERSITY

Journal Number	ISSN	Subscribed Title (online only)	Qty	List Price 2008	E-only Fee 2008	Content Fee 2008
14032	0001-2092	AORN Journal	1	\$193.00	\$173.70	\$19.30
13351	1076-6332	Academic Radiology	1	\$332.00	\$298.80	\$33.20
00486	0361-3682	Accounting Organizations and Society	1	\$2,033.00	\$1,829.70	\$203.30
00221	1359-6454	Acta Materialia	1	\$3,482.00	\$3,133.80	\$348.20
05601	0252-9602	Acta Mathematica Scientia	1	\$781.00	\$702.90	\$78.10
04256	1006-7191	Acta Metallurgica Sinica (English Letters)	1	\$258.00	\$232.20	\$25.80
13139	0737-6146	Advances in Anesthesia	1	\$180.00	\$162.00	\$18.00
13328	0882-0880	Advances in Dermatology	1	\$180.00	\$162.00	\$18.00
13279	0065-3101	Advances in Pediatrics	1	\$180.00	\$162.00	\$18.00
13142	0065-3411	Advances in Surgery	1	\$180.00	\$162.00	\$18.00
02001	0309-1708	Advances in Water Resources	1	\$1,844.00	\$1,659.60	\$184.40
01001	1359-1789	Aggression and Violent Behavior	1	\$635.85	\$572.26	\$63.58
05320	0168-1923	Agricultural and Forest Meteorology	1	\$3,107.00	\$2,796.30	\$310.70
07802	1530-1567	Ambulatory Pediatrics	1	\$262.00	\$235.80	\$26.20
13246	0002-9378	American Journal of Obstetrics & Gynecology	1	\$588.00	\$529.20	\$58.80
07689	0749-3797	American Journal of Preventive Medicine	1	\$713.00	\$641.70	\$71.30
04263	1472-0299	Anaesthesia & Intensive Care Medicine	1	\$464.00	\$417.60	\$46.40
12602	0003-3472	Animal Behaviour	1	\$1,049.04	\$944.14	\$104.90
13421	0890-5096	Annals of Vascular Surgery	1	\$664.00	\$597.60	\$66.40
00768	0883-2927	Applied Geochemistry	1	\$1,348.00	\$1,213.20	\$134.80
13310	0003-9993	Archives of Physical Medicine and Rehabilitation	1	\$464.00	\$417.60	\$46.40
06071	1872-9312	Artery Research	1	\$356.00	\$320.40	\$35.60
13049	0749-8063	Arthroscopy: the Journal of Arthroscopy and Related Surgery	1	\$740.00	\$666.00	\$74.00
04101	1036-7314	Australian Critical Care	1	\$178.00	\$160.20	\$17.80
12671	1521-6942	Best Practice & Research: Clinical Rheumatology	1	\$402.00	\$361.80	\$40.20
05002	0005-2728	Biochimica et Biophysica Acta - Bioenergetics	1	\$2,722.00	\$2,449.80	\$272.20
13342	1083-8791	Biology of Blood and Marrow Transplantation	1	\$529.00	\$476.10	\$52.90
07501	1538-4721	Brachytherapy	1	\$399.00	\$359.10	\$39.90
13074	1043-321X	Breast Diseases: A Year Book Quarterly	1	\$268.00	\$241.20	\$26.80
05323	0341-8162	Catena	1	\$1,604.00	\$1,443.60	\$160.40
05324	0009-2541	Chemical Geology	1	\$4,482.00	\$4,033.80	\$448.20
00362	0045-6535	Chemosphere	1	\$5,211.00	\$4,689.90	\$521.10
13344	1542-3565	Clinical Gastroenterology and Hepatology	1	\$396.00	\$356.40	\$39.60
12821	0009-9260	Clinical Radiology	1	\$798.00	\$718.20	\$79.80
05364	0167-9473	Computational Statistics & Data Analysis	1	\$2,450.00	\$2,205.00	\$245.00
00398	0098-3004	Computers & Geosciences	1	\$2,531.00	\$2,277.90	\$253.10
07452	8755-4615	Computers and Composition	1	\$353.00	\$317.70	\$35.30
00260	0010-938X	Corrosion Science	1	\$3,710.00	\$3,339.00	\$371.00
13077	0363-0188	Current Problems in Diagnostic Radiology	1	\$228.00	\$205.20	\$22.80
12674	1043-4666	Cytokine	1	\$1,432.00	\$1,288.80	\$143.20
00216	FS00-0216	Deep Sea Research Part I: Oceanographic Research Papers with Part II: Topical Studies in Oceanography	1	\$5,772.00	\$5,194.80	\$577.20
10004	1125-7865	Dendrochronologia	1	\$218.40	\$196.56	\$21.84
07453	0885-2006	Early Childhood Research Quarterly	1	\$386.60	\$347.94	\$38.66
05328	0012-821X	Earth and Planetary Science Letters	1	\$4,390.05	\$3,951.05	\$439.01
05329	0012-8252	Earth-Science Reviews	1	\$1,661.00	\$1,494.90	\$166.10
08019	0720-048X	European Journal of Radiology	1	\$1,779.75	\$1,601.78	\$177.98
04055	1571-4675	European Journal of Radiology Extra	1	\$0.00	\$0.00	\$0.00
13364	1550-8307	Explore: the Journal of Science & Healing	1	\$158.00	\$142.20	\$15.80
07647	0015-0282	Explore: the Journal of Science & Healing	1	\$462.00	\$415.80	\$46.20
05106	0378-1127	Fertility and Sterility	1	\$4,209.00	\$3,788.10	\$420.90
13216	0016-5085	Gastroenterology and Management	1	\$875.00	\$787.50	\$87.50
12033	0016-6480	Gastroenterology	1	\$875.00	\$787.50	\$87.50
12033	0016-6480	General and Comparative Endocrinology	1	\$2,685.90	\$2,417.31	\$268.59
09110	0016-6995	Geobios	1	\$244.00	\$219.60	\$24.40

Journal Number	ISSN	Subscribed Title (online only)	Qty	List Price 2008	E-only Fee 2008	Content Fee 2008
00212	0016-7037	Geochimica et Cosmochimica Acta	1	\$3,077.00	\$2,769.30	\$307.70
05334	0169-555X	Geomorphology	1	\$2,373.00	\$2,135.70	\$237.30
05335	0921-8181	Global and Planetary Change	1	\$1,823.00	\$1,640.70	\$182.30
13360	1547-5271	Heart Rhythm	1	\$399.00	\$359.10	\$39.90
12046	0018-506X	Hormones and Behavior	1	\$1,244.25	\$1,119.83	\$124.43
07551	0360-3016	International Journal of Radiation Oncology / Biology / Physics	1	\$3,539.00	\$3,185.10	\$353.90
00256	1365-1609	International Journal of Rock Mechanics and Mining Sciences	1	\$3,066.00	\$2,759.40	\$306.60
13422	1051-0443	JVIR: Journal of Vascular and Interventional Radiology	1	\$501.00	\$450.90	\$50.10
12050	0278-4165	Journal of Anthropological Archaeology	1	\$336.76	\$303.08	\$33.68
12643	0305-4403	Journal of Archaeological Science	1	\$1,153.17	\$1,037.85	\$115.32
00235	1367-9120	Journal of Asian Earth Sciences	1	\$1,362.00	\$1,225.80	\$136.20
04289	1672-6529	Journal of Bionic Engineering	1	\$677.00	\$609.30	\$67.70
13427	1934-5925	Journal of Cardiovascular Computed Tomography	1	\$320.00	\$288.00	\$32.00
07694	0886-3350	Journal of Cataract & Refractive Surgery	1	\$382.00	\$343.80	\$38.20
14031	1094-6950	Journal of Clinical Densitometry	1	\$449.00	\$404.10	\$44.90
05342	0169-7722	Journal of Contaminant Hydrology	1	\$2,828.00	\$2,545.20	\$282.80
00366	0047-2352	Journal of Criminal Justice	1	\$1,122.15	\$1,009.94	\$112.22
06013	0304-4076	Journal of Econometrics	1	\$3,015.00	\$2,713.50	\$301.50
13165	0099-1767	Journal of Emergency Nursing	1	\$285.80	\$257.22	\$28.58
14027	0099-2399	Journal of Endodontics	1	\$287.00	\$258.30	\$28.70
13136	0363-5023	Journal of Hand Surgery (American Volume)	1	\$499.00	\$449.10	\$49.90
14016	0894-1130	Journal of Hand Therapy	1	\$148.00	\$133.20	\$14.80
04103	1001-6058	Journal of Hydrodynamics, Ser.B	1	\$570.00	\$513.00	\$57.00
05344	0022-1694	Journal of Hydrology	1	\$6,066.00	\$5,459.40	\$606.60
04258	1006-706X	Journal of Iron and Steel Research International	1	\$151.00	\$135.90	\$15.10
13372	1553-4650	Journal of Minimally Invasive Gynecology	1	\$272.00	\$244.80	\$27.20
06064	1003-9953	Journal of Natural Gas Chemistry	1	\$452.00	\$406.80	\$45.20
05204	0022-3093	Journal of Non-Crystalline Solids	1	\$9,467.00	\$8,520.30	\$946.70
13410	1499-4046	Journal of Nutrition Education and Behavior	1	\$339.00	\$305.10	\$33.90
05400	0272-6963	Journal of Operations Management	1	\$599.00	\$539.10	\$59.90
13068	0278-2391	Journal of Oral and Maxillofacial Surgery	1	\$352.00	\$316.80	\$35.20
13189	8755-7223	Journal of Professional Nursing	1	\$260.32	\$234.29	\$26.03
00699	0022-4405	Journal of School Psychology	1	\$460.82	\$414.74	\$46.08
04244	1440-2440	Journal of Science and Medicine in Sport	1	\$325.00	\$292.50	\$32.50
13085	1058-2746	Journal of Shoulder and Elbow Surgery	1	\$289.80	\$260.82	\$28.98
00839	0895-9811	Journal of South American Earth Sciences	1	\$1,138.00	\$1,024.20	\$113.80
05401	0378-3758	Journal of Statistical Planning and Inference	1	\$4,118.00	\$3,706.20	\$411.80
00539	0191-8141	Journal of Structural Geology	1	\$1,803.00	\$1,622.70	\$180.30
07553	0740-5472	Journal of Substance Abuse Treatment	1	\$786.50	\$707.85	\$78.65
04274	1004-4132	Journal of Systems Engineering and Electronics	1	\$226.00	\$203.40	\$22.60
13088	0022-5223	Journal of Thoracic and Cardiovascular Surgery	1	\$644.00	\$579.60	\$64.40
04290	1570-6672	Journal of Transportation Systems Engineering and Information Technolo	1	\$306.00	\$275.40	\$30.60
04255	1005-8850	Journal of University of Science and Technology Beijing	1	\$290.00	\$261.00	\$29.00
13089	0741-5214	Journal of Vascular Surgery	1	\$672.00	\$604.80	\$67.20
05347	0377-0273	Journal of Volcanology and Geothermal Research	1	\$3,396.00	\$3,056.40	\$339.60
07432	1090-9516	Journal of World Business	1	\$386.60	\$347.94	\$38.66
13357	1546-1440	Journal of the American College of Radiology	1	\$229.00	\$206.10	\$22.90
07682	1072-7515	Journal of the American College of Surgeons	1	\$346.00	\$311.40	\$34.60
13340	0002-8223	Journal of the American Dietetic Association	1	\$367.77	\$331.00	\$36.78
14014	1067-5027	Journal of the American Medical Informatics Association	1	\$429.00	\$386.10	\$42.90
13242	0894-7317	Journal of the American Society of Echocardiography	1	\$402.00	\$361.80	\$40.20

Journal Number	ISSN	Subscribed Title (online only)	Qty	List Price 2008	E-only Fee 2008	Content Fee 2008
13424	1933-1711	Journal of the American Society of Hypertension	1	\$279.00	\$251.10	\$27.90
05350	0025-3227	Marine Geology	1	\$4,170.00	\$3,753.00	\$417.00
05351	0377-8398	Marine Micropaleontology	1	\$1,602.00	\$1,441.80	\$160.20
07539	0958-3947	Medical Dosimetry	1	\$531.00	\$477.90	\$53.10
02094	0026-2692	Microelectronics Journal	1	\$1,943.00	\$1,748.70	\$194.30
00274	0026-2714	Microelectronics Reliability	1	\$3,575.00	\$3,217.50	\$357.50
06068	1574-7891	Molecular Oncology	1	\$950.00	\$855.00	\$95.00
13175	0029-6554	Nursing Outlook	1	\$144.01	\$129.61	\$14.40
07585	0161-6420	Ophthalmology: Journal of the American Academy of Ophthalmology	1	\$529.00	\$476.10	\$52.90
07753	0090-2616	Organizational Dynamics	1	\$209.36	\$188.43	\$20.94
05355	0031-0182	Palaeogeography Palaeoclimatology Palaeoecology	1	\$4,413.00	\$3,971.70	\$441.30
06065	1871-174X	Palaeoworld	1	\$498.00	\$448.20	\$49.80
04285	1002-0160	Pedosphere	1	\$398.00	\$358.20	\$39.80
05224	0167-2789	Physica D: Nonlinear Phenomena	1	\$6,469.00	\$5,822.10	\$646.90
04266	1476-1793	Psychiatry	1	\$464.00	\$417.60	\$46.40
12108	0033-5894	Quaternary Research	1	\$818.63	\$736.76	\$81.86
00636	0277-3791	Quaternary Science Reviews	1	\$2,144.00	\$1,929.60	\$214.40
12697	1078-8174	Radiography	1	\$320.25	\$288.23	\$32.03
04254	1001-0521	Rare Metals	1	\$237.00	\$213.30	\$23.70
00222	1359-6462	Scripta Materialia	1	\$1,666.35	\$1,499.72	\$166.64
13092	0001-2998	Seminars in Nuclear Medicine	1	\$413.00	\$371.70	\$41.30
13318	1053-4296	Seminars in Radiation Oncology	1	\$292.00	\$262.80	\$29.20
13108	0037-198X	Seminars in Roentgenology	1	\$416.00	\$374.40	\$41.60
13129	0887-2171	Seminars in Ultrasound Ct and Mri	1	\$387.71	\$348.94	\$38.77
06034	0925-4005	Sensors and Actuators B: Chemical	1	\$4,270.00	\$3,843.00	\$427.00
00103	0038-1101	Solid-State Electronics	1	\$3,580.00	\$3,222.00	\$358.00
05422	0167-7152	Statistics & Probability Letters	1	\$2,401.00	\$2,160.90	\$240.10
04260	0263-9319	Surgery (Oxford)	1	\$464.00	\$417.60	\$46.40
13367	1550-7289	Surgery for Obesity and Related Diseases	1	\$370.00	\$333.00	\$37.00
00224	0742-051X	Teaching and Teacher Education	1	\$1,118.00	\$1,006.20	\$111.80
05361	0040-1951	Tectonophysics	1	\$5,790.00	\$5,211.00	\$579.00
07586	0002-9149	The American Journal of Cardiology	1	\$472.00	\$424.80	\$47.20
07610	0003-4975	The Annals of Thoracic Surgery	1	\$569.00	\$512.10	\$56.90
04264	1744-1889	The Foundation Years	1	\$456.00	\$410.40	\$45.60
07418	0099-1333	The Journal of Academic Librarianship	1	\$317.00	\$285.30	\$31.70
07583	1053-2498	The Journal of Heart and Lung Transplantation	1	\$328.00	\$295.20	\$32.80
13249	0022-3476	The Journal of Pediatrics	1	\$573.00	\$515.70	\$57.30
14024	0022-5347	The Journal of Urology	1	\$757.00	\$681.30	\$75.70
02286	0099-5355	The Lancet (North American Edition)	1	\$830.81	\$747.73	\$83.08
07443	0362-3319	The Social Science Journal	1	\$438.67	\$394.80	\$43.87
00261	0040-9383	Topology	1	\$1,665.00	\$1,498.50	\$166.50
05319	0166-8641	Topology and its Applications	1	\$3,649.00	\$3,284.10	\$364.90
02122	0169-5347	Trends in Ecology & Evolution	1	\$1,526.48	\$1,373.83	\$152.65
07554	0301-5629	Ultrasound in Medicine and Biology	1	\$1,575.00	\$1,417.50	\$157.50

Journal Number	ISSN	Cell Press Collection Journal Title	Fee
07590	0092-8674	Cell	\$1,722.00

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2007

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
FEBRUARY 28-29, 2008

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University presentation to update Board on the status of building projects and the Campus Master Plan.

REFERENCE

October 2005	Board approved 2005 Campus Master Plan Update
June 2006	Board approved request to expand the scope of planning and design of the Environmental Science and Policy Center and authorized DPW to proceed with the procurement of design and architectural services to complete design and programming plans for the new building
December 2006	Board approved request to proceed with construction of the Student Health, Wellness, Counseling and Nursing Center and the SUB expansion
January 2007	Board approved request to issue bond debt to finance SUB Expansion Student Health, Wellness and Counseling Center and Nursing Building, and Parking Deck; approved request to proceed with construction of Press Box/Sky Suite addition
February 2007	Board approved request to issue bond debt to finance Press Box/Sky Suite expansion
December 2007	Board approved request to proceed with planning and design of an aquatics addition to the Student Recreation Center

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3.

BACKGROUND

In October 2005 the Board approved Boise State University's updated campus master plan. Since that time the University continues to make steady progress to plan, finance and construct facilities to meet the University's strategic vision. Boise State believes that it is important to keep the Board apprised of the current status of these plans and to address changes and updates to this plan. Since this plan was approved, the College of Western Idaho (CWI) was approved by the voters and is in the process of commencing operations. This will impact Boise State's master planning and building plans, particularly as it relates to the West

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

Campus. The purpose of this update is to show current and pending capital plans on the Boise campus.

DISCUSSION

Boise State University currently has multiple major capital projects in progress. In December 2006 the Board approved a request to proceed with construction of an additional 67,000 square feet of new space and remodel of 27,000 square feet of existing space in the Student Union Building (SUB). Construction is underway with expected completion dates of November 2008 for the addition and June 2009 for the remodel.

In December 2006 the Board approved a request to proceed with construction of the Norco Building: Department of Nursing, University Health Services. Construction bids are currently in process through the Division of Public Works and we anticipate commencing construction activities late in the spring of 2008 with an opening date planned in the summer of 2009.

In January 2007 the Board approved a request to proceed with construction of the Press Box/Sky Suite addition to Bronco Stadium. The Press Box/Sky Suite addition includes four elevated levels to provide a variety of accommodations for media and spectators. Construction is now underway with a scheduled completion date of August 1, 2008.

Due to the high demand for on-campus housing, Boise State is also currently exploring the possibility of adding additional student housing in the designated expansion zone. The University is in the process of issuing a Request for Information (RFI) to identify a partner to provide equity to build the facility on University land via a ground lease.

In August of 2007 construction of the new parking deck was completed. The contractor, Layton Construction, Inc., was recently recognized by the Intermountain Contractor organization for the parking deck as the 2007 Best Concrete Project in the state of Idaho.

In December 2007 the Board approved a request to proceed with planning and design for the addition of an aquatics complex to the Student Recreation Center. Staff is working with DPW to develop the request for proposals for design services and expect to begin the design activities later this spring.

In June 2006 the Board approved a request to proceed with the programming and design and budget development for the Center for Environmental Science and Economic Development (CESED) building. DPW was authorized to secure design services and the architectural design team was selected in December of 2006. Detailed programming activities were completed in fall of 2007 and the schematic designs are now complete.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

The purpose of the CESED building is to facilitate and enhance multidisciplinary research and education in the broad, interrelated sub disciplines of environmental science and their linkages to effective environmental policy. The building will house the departments of political science, geosciences and civil engineering. These departments represent three colleges and the facility will bring together public policy and research to address critical environmental science issues that impact the economic development of the region and the State of Idaho.

To date, the University has received federal earmarks totaling \$3.1 million through Housing and Urban Development to be used to help plan, design and construct the CESED building. The University continues to utilize the strategic facilities fee to match federal and state funding sources and in April 2007, the Board approved a \$65 increase to the full-time student fee that will be pledged to the bond financing for this facility. The University estimates that this fee will support debt financing for approximately \$30 million of this facility.

Finally, Boise State requested State funds for the CESED building in FY2005, FY2006, FY2007 and FY2008 to match the federal funds and bonding capacity via the strategic facilities fees paid by students. While these requests were not funded, the FY2009 request for \$15 million passed a significant milestone in the current legislative session. The Governor supported a recommendation from the Permanent Building Fund to approve \$10 million for this facility. While this amount is \$5 million short of the University's request, we continue to pursue the approval of this funding through the legislative process. The University plans to submit this project to the Board for approval to proceed with the construction of this facility in April 2008.

IMPACT

This presentation is to provide an overview; each project has or will be presented separately for Board action as required by Board policy. Boise State intends to bring the CESED building to the Board for approval at the April meeting in Moscow. At that time we will update the estimated cost and debt projections since this information will be impacted by legislative actions and the Board's action on student tuition and fees earlier in the month.

The attached estimated ten year debt projection includes the East Junior High land transaction with a lump sum payment of \$3,325,000 due in 2010. The University expects this property to be donated prior to that date, thus the 2010 outstanding debt service will likely be reduced by that amount.

ATTACHMENTS

Attachment 1- Project Status Report	Page 5
Attachment 2-Ten year debt projection	Page 7

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

STAFF COMMENTS AND RECOMMENDATIONS

The Ten Year Debt Projection, shown on page 5, shows that since the February 2007 Board meeting, the estimated cost of the CESED Research Facility has increased from \$35,000,000 to \$37,600,000. This is due to timing and project scope, including adding a fifth floor. Other estimated cost increases include the College of Business and Economics Building has increased from \$30,000,000 to \$38,000,000 (including an increase in debt from \$15,000,000 to \$18,000,000), and the Student Housing has increased \$1,000,000 from an original estimate of \$30,000,000. Both projects were originally projected to begin construction in 2008.

These new cost estimates result in an increase to the university's estimated Debt Service as a Percentage of Operating Budget ratio from an original high of 7.6% in 2010 to 9.4% in the same year.

BOARD ACTION

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

NEW FACILITIES	Total Project Cost	Funding Sources	Amt Debt Financed	SFF	Board Approval SFF	Est Date of Completion
Interactive Learning Center	\$ 16,000,000	University reserves	\$ 14,000,000	na		Completed Summer 2007
Parking Deck	\$ 12,000,000	Parking revenue system, strategic facilities fee	\$ 8,500,000	\$ 25	FY2006	Completed Summer 2007
Student Union Building Expansion	\$ 30,650,000	SUB reserves, strategic facilities fee	\$ 30,000,000			Spring 2009
Student Health Wellness Counseling Center (SHWCC)	\$ 14,900,000	SHWCC reserves, strategic facilities fee	\$ 13,900,000			Summer 2010
Nursing Department	\$ 10,100,000	Private donations, strategic facilities fee	\$ 9,000,000	\$ 75	FY2007	
			2007A Debt Issuance	\$ 75,400,000	\$ 100 Total	
Stadium Suites	\$ 35,900,000	Suite, loge and seat lease revenues	\$ 28,000,000			Fall 2008
			2007B Debt Issuance	\$ 28,000,000		
Center for Environmental Science and Economic Development (CESED)	\$ 37,600,000	Federal earmarks, PBFAC, strategic facilities fee	\$ 30,000,000	\$ 65	FY2008	Winter 2010
			2008 Debt Issuance	\$ 30,000,000	\$ 165 Total	
College of Business and Economics Building	\$ 38,000,000	Private donations, strategic facilities fee	\$ 18,000,000	\$ 45	Proposed FY2009	
Student Residential Housing	\$ 31,000,000	Public/Private Partnership	\$ -			
			2010 Debt Issuance	\$ 18,000,000	\$ 210	Total through FY2010
Total New Projects	\$ 226,150,000		Total Debt Increase	\$ 151,400,000		

The purpose of the Strategic Facilities Fee is to: 1) fund a strategically planned approach to future facility construction and renovation based on the Campus Master Plan, and 2) to provide a stable source of funding to leverage federal, state, university and private funds.

Infrastructure Facility	5%	\$12,000,000
Student Facility	34%	\$76,650,000
Academic Facility	45%	\$101,700,000
Athletics Facility	16%	\$35,900,000

Future Buildings

- Science and Research Building (2nd of 4 building science complex)
- Health Sciences Building
- Alumni Center (Comprehensive Campaign)
- Parking Deck
- Student Services/Administrative Services Building
- Athletic facilities including East Jr High development and stadium improvements (Comprehensive Campaign)

Current Challenges

- Limited state funding available for new buildings
- Project cost variability based on volatility of cost of materials and construction labor availability
- Critical need for research and academic space for current and new faculty hires, current research grants and increasing enrollment
- Limited debt capacity for future bond financing, need to develop private, state and federal funding sources

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**Boise State University
Ten Year Debt Projection
February 11, 2008**

		FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY2016	FY2017	Total
1 New Buildings	Cost											
2	2008 CESED/Research Facility	\$37,600,000	\$30,000,000									
3	2010 COBE	\$38,000,000	\$18,000,000									
4	2010 Housing (public/private)	\$31,000,000	\$0									
5												
6	New Debt Financing	\$48,000,000	\$0	\$2,276,800	\$2,276,800	\$3,947,724	\$3,947,724	\$3,947,724	\$3,947,724	\$3,947,724	\$3,947,724	\$32,187,668
7 Beginning Facilities Fee Reserve		\$1,082,761	\$2,286,380	\$3,399,252	\$4,584,062	\$4,170,608	\$3,685,538	\$3,270,388	\$2,926,298	\$2,659,418	\$2,470,702	\$1,082,761
8	Debt Service	-\$5,188,678	-\$8,427,374	-\$8,426,845	-\$10,100,938	-\$10,247,543	-\$10,246,785	-\$10,254,325	-\$10,250,812	-\$10,247,612	-\$10,253,212	-\$93,644,124
9	SFF Fee revenue	\$5,737,213	\$7,193,932	\$7,265,872	\$7,338,530	\$7,411,916	\$7,486,035	\$7,560,895	\$7,636,504	\$7,712,869	\$7,789,998	\$73,133,765
10	Pledges for debt service	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$4,500,000
11	Project Revenues for debt service	\$155,084	\$1,846,313	\$1,845,784	\$1,848,953	\$1,850,558	\$1,845,600	\$1,849,340	\$1,847,427	\$1,846,027	\$1,848,627	\$16,783,713
12 Ending Facilities Fee Reserve		\$2,286,380	\$3,399,252	\$4,584,062	\$4,170,608	\$3,685,538	\$3,270,388	\$2,926,298	\$2,659,418	\$2,470,702	\$1,856,115	\$1,856,115
13 Current University Debt Service		\$18,973,640	\$18,048,487	\$21,587,056	\$17,028,882	\$16,370,075	\$16,411,471	\$16,464,903	\$16,503,800	\$16,554,838	\$16,405,382	\$174,348,532
14 Total Projected Debt Service		\$18,973,640	\$20,325,287	\$23,863,856	\$20,976,606	\$20,317,799	\$20,359,195	\$20,412,627	\$20,451,524	\$20,502,562	\$20,353,106	\$206,536,200
15 Operating Budget (less direct loans, includes 3% growth in State support)		\$246,475,137	\$251,768,638	\$255,147,824	\$258,615,135	\$262,173,082	\$265,824,249	\$269,571,300	\$273,416,972	\$277,364,088	\$281,415,551	
16 Debt Service as a % of Operating Budget		7.7%	8.1%	9.4%	8.1%	7.7%	7.7%	7.6%	7.5%	7.4%	7.2%	
17 Debt Service as a % of Operating Budget estimated in February 2007		6.8%	7.6%	8.2%	8.1%	7.8%	7.7%	7.6%	7.5%	7.4%		

As presented in June, 2006, a ratio of 10% would significantly hinder access to capital in the bond markets.

Assumptions:

- 18 1. 1% growth in enrollment
- 19 2. 3% growth in state support
- 20 3. \$45 new fee in FY 2009, fee revenues estimated using BSU budgeting model
- 21 4. New housing will be done through a public/private partnership that will not impact balance sheet or credit of the University
- 22 5. No new source of state funding for academic buildings

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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

3. Fiscal Revisions to Previously Approved Projects

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

BOISE STATE UNIVERSITY

SUBJECT

Purchase and installation of furnishings, fixtures, and equipment for the Stadium Press Box/Sky Suite addition

REFERENCES

- | | |
|---------------|---|
| January 2005 | Information item to discuss the feasibility analysis of the proposed stadium expansion projects completed by Conventions Sports and Leisure International. |
| March 2005 | Board approves request to market the lease of Sky Suites and Club Seats. |
| December 2005 | Board approves request to procure architectural services, not to exceed \$900,000, to complete preliminary design and programming through design development for a design-build project for the addition of a Press Box/Sky Suite facility to Bronco Stadium. |
| October 2006 | Information item to provide a project update and financing plans for the Press Box/Sky Suite facility. |
| November 2006 | Information item to provide a project update and financing plans for the Press Box/Sky Suite facility. |
| January 2007 | Board approves request to proceed with construction pending final approval of financing. |
| February 2007 | Board approves request to issue bond debt to finance construction. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3

BACKGROUND

In January 2007 the Board approved Boise State University's request to proceed with construction of the Press Box/Sky Suite addition to Bronco Stadium. Construction is now underway with a scheduled completion date of August 1, 2008. As noted in the January 2007 request, the University now seeks Board approval to proceed with acquisition of furnishings, fixtures and equipment (FF&E) for the facility.

The total estimated cost of acquisition and installation of FF&E is approximately \$1,650,000. The FF&E package will include kitchen equipment for the ground floor commercial kitchen; office furnishings for the ticket office; equipment for

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

concessions at the concourse level and each level of the press box structure; furnishings for the suites, press areas, game operations boxes, and coaches boxes; banquet room furnishings for the Loge level club room and the reception areas at the Club, Suite, and Press levels; and window coverings at selected areas throughout the facility. In addition, kitchenware will be purchased for the commercial kitchen, and china, cutlery, and glassware will be purchased for the reception and banquet areas.

DISCUSSION

Boise State University requests approval for the purchase and installation of furnishings, fixtures, and equipment for the Stadium Press Box/Sky Suite addition at a cost not to exceed \$1,650,000. As described in previous agenda items, the project is being constructed under a design/build contract. In order to meet scheduling constraints and ensure appropriate coordination of the equipment in the construction sequencing, the design/builders will assemble competitive bid packages for the various FF&E components and procure and install under the current contract. The University has consulted with the Division of Public Works and received approval to procure the FF&E by way of a change order to the current contract.

IMPACT

The total budget estimate for the complete FF&E package, including applicable taxes and installation, is \$1,650,000. Athletics has secured a pledge for \$1,500,000 to apply toward this purchase. The pledge consists of a commitment from a donor to donate \$375,000 per year beginning in December of 2008. The furniture will be paid for with Athletics' operating revenues which will be replenished as the donation is received. The difference between the donation and the total cost of FF&E will be funded with Athletics' reserves.

STAFF COMMENTS AND RECOMMENDATIONS

The estimate for FF&E in January 2007 was \$1,270,000 and has increased \$380,000 or 30%. Reserves will be used to pay for the purchase to be paid back by the annual \$375,000 donation.

Staff recommends approval.

BOARD ACTION

A motion to authorize Boise State University to procure furnishings, fixtures, and equipment for the Press Box/Sky Suite addition at a cost not to exceed \$1,650,000.

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
FEBRUARY 28-29, 2008

BOISE STATE UNIVERSITY

SUBJECT

Contract to purchase new furniture, fixtures and equipment for the Student Union Building expansion and renovation

REFERENCE

March 2001	Boise State University submitted an information item regarding planning for an expansion of the existing Student Union Building.
April 2001	Boise State University requested approval to proceed with the expansion of its Student Union Building for a project budget of \$23 million.
April 2001	Student fee increase of \$25 for Student Union and Housing Operations approved to fund expansion project.
April 2002	Request to reallocate the \$25 student union and housing operations fee to matriculation to minimize the impact of the appropriated budget holdbacks.
October 2005	Request to procure architectural services not to exceed \$650,000 to complete project plans through design development for the Student Union Building.
November 2006	Request to proceed with the construction of the Student Union Building Expansion for a project budget not to exceed \$30,650,000.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V. I. 3.

BACKGROUND

The Student Union Building (SUB) expansion project encompasses an addition to and remodel of the Student Union Building, a request initially approved by the Board in 2001. In 2006 the Board approved Boise State University's request to commence construction of the SUB remodel and expansion. Construction is now underway with scheduled completion dates of November 2008 for the addition and June 2009 for the remodel of existing space.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

DISCUSSION

The SUB expansion project includes the addition of 67,000 square feet of new space and the renovation of 27,000 square feet of existing space. The new/remodeled space will include additional seating in the residence dining hall, additional student organization and study space, expansion of the bookstore, as well as additional meeting room space. The University is now ready to commence the solicitation process for furniture, fixtures and equipment (FF&E) for the expanded facility. The State of Idaho Department of Purchasing will handle the formal solicitation process for Boise State University. Multiple contracts may be awarded based upon the proposals received.

IMPACT

The funding source is local reserves the SUB previously identified for the expansion project. The maximum expenditure for FF&E is \$1,250,000.

STAFF COMMENTS AND RECOMMENDATIONS

Funding for FF&E was not addressed in previous agenda items for this project.

Items anticipated to be purchased include tables, chairs, sofas, stools, benches, booths, AV equipment, lecterns, dance floors, trash and recycling receptacles.

Staff recommends approval.

BOARD ACTION

A motion to authorize Boise State University to enter into contract(s) to purchase the furnishing and equipment in accordance with the terms herein, at a cost not to exceed \$1,250,000.

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
FEBRUARY 28-29, 2008

BOISE STATE UNIVERSITY

SUBJECT

Foundation Land Exchange

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.I.2.

BACKGROUND

The Boise State University Foundation is soliciting donors to fund construction of a new Alumni Relations Center on the Boise State campus. The Foundation has informal pledges of a lead gift and several smaller donations.

The current Alumni Center is located at University Drive and Grant Avenue in a converted doctor's office, as seen in Attachment 1. The land and building are owned by the Alumni Association as a separate non-profit corporation and not by the University.

The Foundation would like to acquire from the University the land adjacent to the current alumni center on the East and South sides to have enough room for the new facility. The University owns all the adjoining land, which is depicted in Attachment 2. If the exchange were to occur, the Foundation and Alumni Association would jointly own all of the property shown on Attachment 3.

In exchange, the Foundation would grant to the University the land shown on Attachment 4, which is the tennis bubbles and adjacent parking lot. It is owned by the Foundation and is currently dedicated to University use. Attachment 4 shows the approximate location of the new lot line, but is not an exact property boundary.

All land subject to this potential transaction is currently devoted to University use and will continue to be so after the transaction as well.

DISCUSSION

Boise State University requests approval to exchange land with the Boise State University Foundation. The Boise State University Alumni Association currently owns the lots adjacent to the parcels the University wishes to exchange with the Foundation. This exchange would allow the Foundation to partner with the Alumni Association to construct a new Alumni Center. This facility would house the Office of the V.P. of University Advancement, Alumni Association staff, University Foundation staff, and possibly have additional office space that could be leased to the University. Aside from day-to-day office functions, the building will be an important tool to connect alumni, donors, and the community to Boise

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

State University. It is anticipated that the building will have additional space for phone-a-thon activity, meetings, and other outreach events.

The University parcels, located at the southwest corner of University Drive and South Denver, were appraised in February 2006 for \$543,712.00. Parcels A and B are the University owned parcels. Parcel A is the larger parcel made up of five city lots on the East side of the block; Parcel B is a single lot on the West side. The University proposes trading these parcels with the Foundation:

Parcel A = 32,172 square feet	\$418,236.00
Parcel B = 9,652 square feet	<u>\$125,476.00</u>
For a total market value of	\$543,712.00

The Foundation parcels, located near Oakland Avenue in Boise, were also appraised in February 2006, for \$543,712.00. Parcel values were segregated to illustrate the pro-rata share breakdown, based upon a per square foot valuation. The Foundation proposes trading these parcels with the University:

Parcel R5577760550 = 69,145.49 square feet	\$294,355.00
Part of Parcel R5577760515 = 55,198.59 square feet	<u>\$249,357.00</u>
For a total market value of	\$543,712.00

IMPACT

The construction of a new Alumni Center is consistent with the University's master plan. The proposed site is an ideal location for the new Alumni Center as it is in close proximity to Bronco Stadium. The University benefits by owning land that it currently occupies and has future plans to develop. Additionally, once construction of the new Alumni Center is complete, the University will be able to utilize office space in the Capitol Village complex currently occupied by University Advancement.

ATTACHMENTS

Attachment 1 - Map of current Alumni Association property	Page 5
Attachment 2 - Map of adjacent University owned property	Page 6
Attachment 3 - Map of land owned by Alumni Association after proposed transfer	Page 7
Attachment 4 - Map of land owned by the University after proposed transfer	Page 8
Attachment 5 - Appraisal of Foundation land	Page 9
Attachment 6 - Appraisal of University land	Page 21

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

STAFF COMMENTS AND RECOMMENDATIONS

The appraisals are over two years old. Property values have changed in the last two years. The appraised value of the Foundation owned property was \$588,819. The parties wanted to make an exchange of like property, so a slightly smaller part of the Foundation owned property is being exchanged for the University property.

No recommendation is provided because staff has not had the benefit of reviewing a contract document that spells out the terms of the transaction. A proposed motion is shown below if the Board approves the land exchange between Boise State University and the Boise State University Foundation.

BOARD ACTION

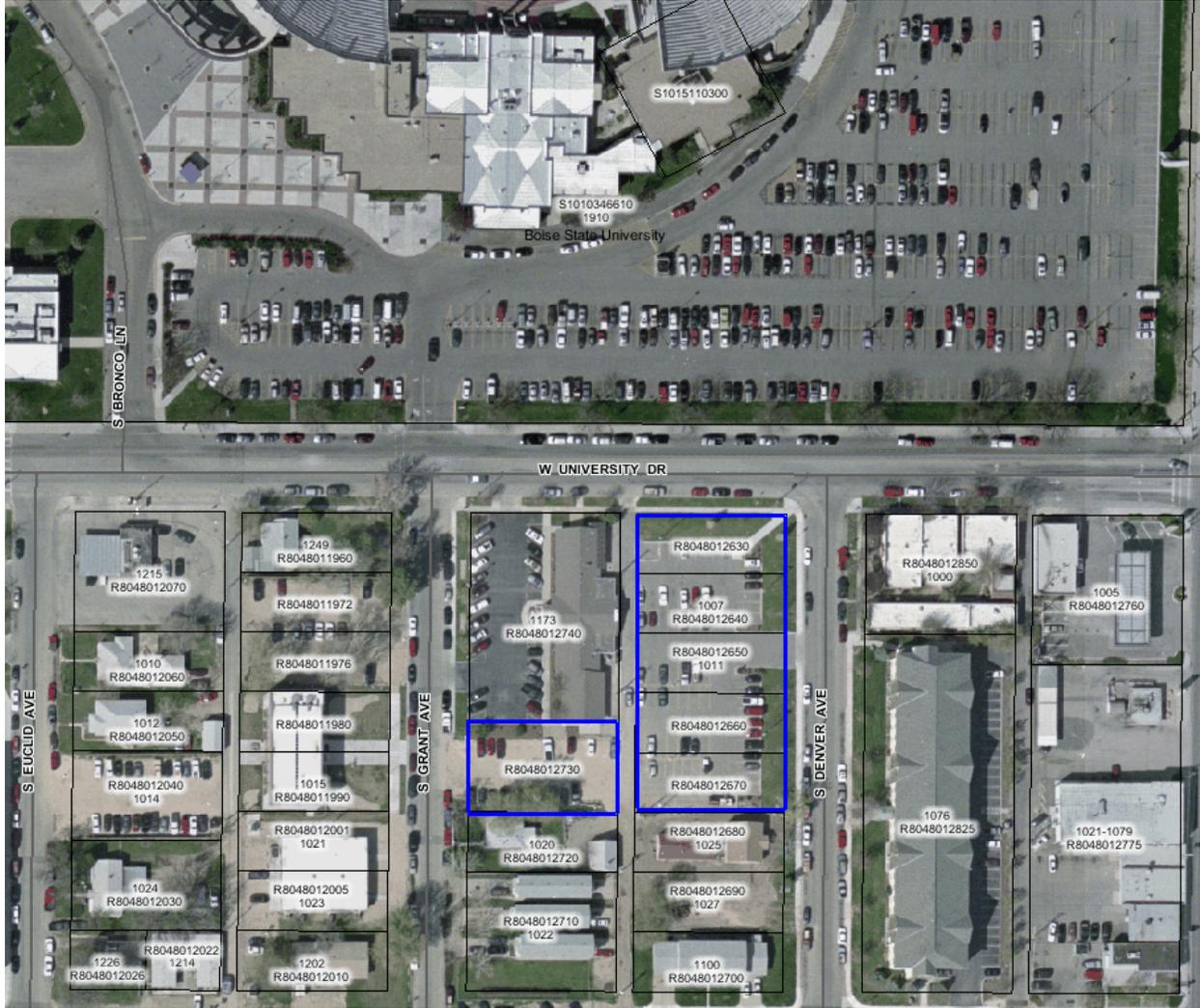
A motion to authorize the University to take such actions necessary to complete the land exchange between Boise State University and the Boise State University Foundation, and to authorize the Executive Director of the State Board of Education to approve the final contract before execution by the university, subject to review by the Board's legal counsel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Attachment 2 – University owned property



**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

Attachment 3 – Land owned by jointly by the Boise State University Foundation and Alumni Association after proposed transfer





MOUNTAIN STATES APPRAISAL
AND CONSULTING, INC.
1459 Tyrell Lane, Suite B
Boise, Idaho 83706

Jon C. Corlett, MAI
G. Joseph Corlett, MAI, SRA
Maurice J. Therrien, MAI
Darrel Matthews, MAI
Scott R. Haxton, MAI
Alan K. Marchbanks
Scott A. Fernand
Ken Jenkins

February 13, 2006

Mr. Rick Frisch
Vice President of Advancement
Boise State Foundation
1910 University Drive
Boise, Idaho 83725

Re: Restricted Appraisal of Vacant Land
Boise State University Foundation Property
Oakland Road
Boise, Idaho 83725
MS-7256-06

Mr. Frisch:

This letter is our appraisal of the above-referenced property. The subject of this appraisal is four city lots that total 7.82 acres, situated along the west side of South Oakland Avenue, within the city limits of Boise, Idaho. Zoning is R-3, Multi-Family Residential. The subject lots represent a portion of a larger, five city lot land parcel currently utilized by Boise State University for tennis and soccer athletic purposes. The subject lots are owned by the Boise State University Foundation, the fifth lot is owned by the Idaho State Board of Education. The Idaho State Board of Education lot surrounds the smallest of the subject parcels on three sides and separates the continuity of property boundaries from the three remaining subject sites.

The function of the appraisal is to estimate vacant land market value for the subject which requires several extraordinary and hypothetical assumptions. First, the sites are considered as vacant with access to all city services available on-site for development, and with no consideration given to any existing site improvements. A second assumption assumes access would be equally available to all subject parcels to meet all requirements for developing the property any allowed use in the multi-family residential zoning district of the City of Boise. The third assumption is considered of a consistent development proposal for the subject sites to a highest and best use as a single parcel consisting of 7.82 acres. The final assumption assumes the parcel size data depicted on Record of Survey No. 4577, completed in 1999 and provided by the Ada County Assessor's office, is correct. If this is found to be incorrect, the right is reserved to modify conclusions of this appraisal.

The client has requested a segregation of the subject parcel value estimate to illustrate pro-rata value represented by the four individual parcels.

Legal Description

The subject is four city lots and legally described as follows:

Mr Rick Frisch
February 13, 2006
Page 2

Restricted Appraisal

✓ Tax Parcel R5577760550: Parcel No. 0550 of McDonald Tract No. 0458-S, No. 9136181.

Tax Parcel R5577760515: Parcel No. 0515 of McDonald Tract No. 0456-B.

✓ Tax Parcel R5577760513: Parcel No. 0513 of McDonald Tract No. 0512-B.

✓ Tax Parcel R5577760509: Parcel No. 0509 of McDonald Tract No. 0512-B.

Property Rights Appraised

The value estimate presented in this report assumes that the owner would hold all rights legally obtainable, thus holding the property in fee simple title

Date of Value Estimate

The effective date of this valuation is as of January 27, 2006, corresponding with the date of inspection.

Purpose of the Appraisal

The purpose of this appraisal is to estimate market value of the subject property in fee simple estate as of January 27, 2006.

Function and Intended Use of the Appraisal

The function of this appraisal is to assist the client with determining market value of the property for use in a property exchange between Boise State University, Boise State University Foundation, and the Boise State University Alumni Association. As such, the intended users of this report are the clients, the owner of the subject property and the appointed representatives.

Appraisal Development and Reporting Process (Scope)

The appraisal has been prepared in compliance with the current edition of the Uniform Standards of Professional Appraisal Practices (USPAP) as adopted by the Appraisal Standards Board of the Appraisal Foundation. These standards include departure provisions allowing limitations in scope of the appraisal. In this instance, there is no limitation in scope, as the Cost Approach and the Income Approach to value are not typically used to value land in the Boise market area. As such, the only valuation technique relied upon is the Sales Comparison Approach. There were no limitations in the analysis within the Sales Comparison Approach.

The transmittal of this report is considered restricted, and is intended for the client's use. As such, without further expansion, the report may not be complete enough to convey a meaningful analysis to an unknowledgeable third party. Therefore, it is recommended that this restricted format be expanded to a summary format report should a third party become involved in the scrutiny of the valuation. This report is intended to comply with the Uniform Standards of Professional Appraisal Practice, Standards Rule 2-2(c), as it relates to a restricted use report.

Mr. Rick Frisch
 February 13, 2006
 Page 3

Restricted Appraisal

The appraisers were retained by Boise State Foundation to prepare an appraisal on the subject. Subsequently, the appraisers inspected the subject on January 27, 2006. Then, data was analyzed by the appraisers after inspecting the subject property. Data has been verified to the best of the appraisers' ability with either a principal in the various transactions or a knowledgeable third party such as a professional real estate broker.

Compliance Provision

The appraiser completing this analysis has the necessary educational and experience backgrounds to provide a service of this type. Additionally, as required by law, the appraiser is certified as a general appraiser by the State of Idaho, CGA-1223. The appraiser was assisted by Dan Oxford, a licensed appraiser trainee in the State of Idaho, RT-1307, in the development of the data analysis and conclusions with regard to the valuation assignment. A list of our qualifications and work experience is attached in the addenda.

Market Value Defined

For purposes of appraisal, market value is defined as follows:

"Market Value' means the most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

- buyer and seller are typically motivated;
- both parties are well informed or well advised, and acting in what they consider their own best interests;
- a reasonable time is allowed for exposure in the open market;
- payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and
- the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale."¹

Exposure Time Defined

"1. The time a property remains on the market. 2. The estimated length of time the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal; a retrospective estimate based upon an analysis of past events assuming a competitive and open market. Exposure time is always presumed to occur prior to the effective date of the appraisal. The overall concept of reasonable exposure encompasses not only adequate, sufficient and reasonable time but also adequate, sufficient and reasonable effort. Exposure time is different for various types of real estate and value ranges and under various market conditions."²

¹ Source: Office of the Comptroller of the Currency under 12 CFR, Part 34, Subpart C-Appraisals, 34.42 Definitions (f).

² Appraisal Institute, *The Dictionary of Real Estate Appraisal*, 3rd Edition, (Chicago, Illinois, 1993), pg 127.

Mr. Rick Frisch
February 13, 2006
Page 4

Restricted Appraisal

Exposure Time Comments

For purposes of analysis, it was concluded that the exposure time effectively preceding the date of appraisal would be one year or less.

Site Data

The subject is an irregular, functional land parcel consisting of four city lots containing a total of 340,639 square feet, or 7.82 acres. The topography is generally level and approximately at grade with South Oakland Avenue. All standard city utilities service the site and the property can be accessed off Oakland Avenue. The zoning is R-3D, Multi-Family Residential District with Design Review Overlay in the City of Boise. The subject property is currently improved with a soccer field and indoor tennis facility; however, the property will be appraised with on-site city services and as if vacant with no improvements.

Property History

The subject has been held by Boise State University Foundation for a period of three years or greater. No transactions are known to exist on this property.

Highest and Best Use Defined

A definition of highest and best use is: "the reasonably probable and legal use of vacant land or an improved property, which is physically possible, appropriately supported, financially feasible, and that results in the highest value."

More specifically, the highest and best use of land or a site as though vacant is: "Among all reasonable, alternative uses, the use that yields the highest present land value, after payments are made for labor, capital, and coordination. The use of a property based on the assumption that the parcel of land is vacant or can be made vacant by demolishing any improvements."

Analysis

Due to the subject's neighborhood location and the R-3D zoning, the highest and best use of the subject as if vacant would be a multi-family development.

Estimated Market Value of the Subject

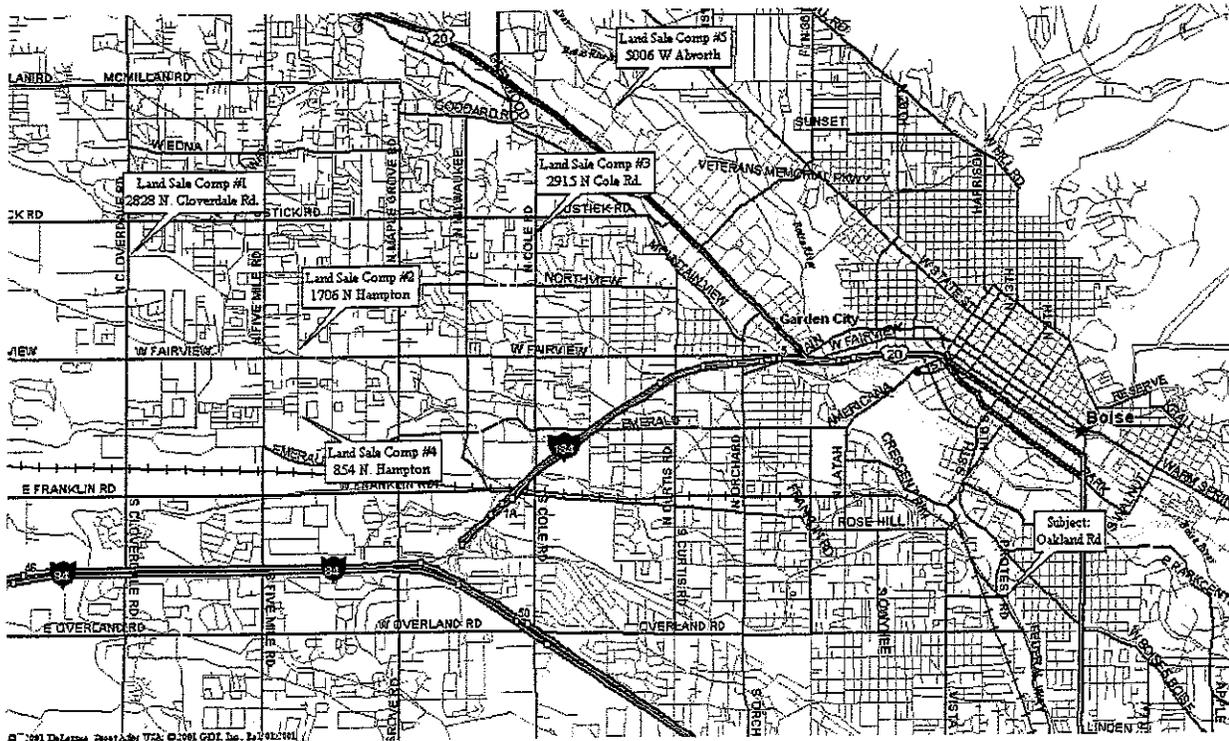
The sale comparables presented on the following page are considered to be the best available for the subject. They have been adjusted upward at a rate of 10% on an annual basis for a time adjusted sales price for the respective sales. The comparables are considered to be similar with regard to appeal, and required only a minor adjustment for location, zoning, and use. After adjusting for market conditions and location, the value indicated for the subject by the sales ranged from \$4.07 per square foot to \$4.59 per square foot. It was concluded the fair market value for the subject would be estimated at \$4.25 per square foot. The following pages present a sale comparison table and the sale comparables location map. The calculation for fair market value is presented below:

Subject

$$340,639 \text{ square feet} \times \$4.25 \text{ per square foot} = \$1,447,716$$

MULTI-FAMILY LAND COMPARABLES Oakland Rd						
Location	Subject	No. 1	No. 2	No. 3	No. 4	
		2828 N. Cloverdale Rd	1706 N Hampton	2915 N Cole Rd	854 N Hampton	5006 W Alworth
		Physical Description				
Land Area (Effective Acres)	3.29	4.96	1.9	1.42		
Land Area (Effective Sq. Ft.)	143,312	216,058	82,764	61,855		
Configuration	Functional Level	Functional Level	Rectangular Level	Functional Level		
Topology	A-1	R-3D	R-2D	R-3D		
Zoning	All Available	All Available	All Available	All Available		
Utilities	None Contributory	None	None Contributory	None Contributory		
Site Improvements	47 apts, 4 plex development	96 Apts Development	Platted 4-plex development	All Available		
Proposed Use	Multi-family			Multi-Family		
Comments	Demolition/removal of existing SFR estimate at \$5,000. Requires PUD approval	Buyers required approvals for concept change/platting	L-OD approvals required. Buyer paved 31 spaces for pads	Demolition/removal of existing SFR estimate at \$5,000. Demolition/removal of existing SFR estimate at \$5,000.		
Seller	Nickey Homan	Comer Hamman	Chalberg Charter Builder, Inc	Justin Coursey & Findlay	Cook Grouse	
Buyer	Broker	Broker	Seller	Buyer	Broker	
Date of Sale	Jul-05	May-04	Dec-03	May-05	Jan-05	
Cash Equivalent	\$506,593	\$725,000	\$625,000	\$262,050	\$216,650	
Terms	Cash	Cash	Cash	Cash	Cash	
Price/Sq. Ft.	\$3.53	\$3.36	\$4.78	\$3.17	\$3.50	
Conditions of Sale	0%	0%	0%	0%	0%	
Adjusted SP Per Sq Ft	\$3.53	\$3.36	\$4.78	\$3.17	\$3.50	
Time (±10%yr calculated monthly)	5%	16%	20%	8%	1%	
Adjusted SP Per Sq Ft	\$3.71	\$3.89	\$5.74	\$3.42	\$3.54	
Location	10%	10%	0%	16%	15%	
Configuration/Topology	5%	0%	-20%	5%	0%	
Size	0%	0%	0%	0%	0%	
Zoning/Use	0%	0%	0%	0%	0%	
Utilities Availability	0%	0%	0%	0%	0%	
Net Adjustment	15%	10%	-20%	20%	15%	
Indicated Value Per Sq Ft	\$4.25	\$4.28	\$4.59	\$4.10	\$4.07	

Land Sale Comparables Map



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Mr Rick Frisch
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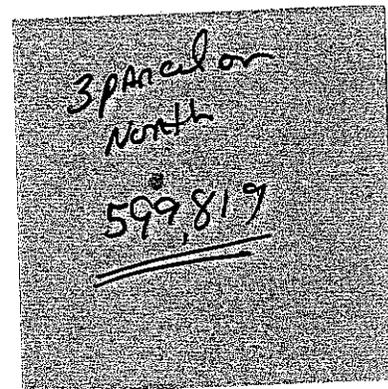
Restricted Appraisal

The Pro-Rated Share Breakdown

The client has requested a segregation of the subject parcel value estimate to illustrate pro-rata value represented by the four individual parcels. With this consideration as noted, subject to the Assumptions and Limiting Conditions set forth, and based on the information and analyses contained in this report and appraisal file, the existing parcels are pro-rated as follows:

<u>Parcel R5577760550</u> containing 1.59 acre 69,260 square feet x \$4.25/square foot =	\$294,355.00
<u>Parcel R5577760515</u> containing 4.58 acres 199,505 square feet x \$4.25/square foot =	\$847,896.25
<u>Parcel R5577760513</u> containing 0.21 acres 9,148 square feet x \$4.25/square foot =	\$ 38,879.00
<u>Parcel R5577760509</u> containing 1.44 acres 62,726 square feet x \$4.25/square foot =	\$266,585.50

Not this one



Reconciliation and Final Market Value Estimate

Only the Sales Comparison Approach has been used to value the subject. The conclusion developed by the Sales Comparison Approach was well supported by data gathered in the marketplace. With this consideration as noted, subject to the Assumptions and Limiting Conditions set forth, and based on the investigations and analyses contained in this report and appraisal files, the estimated market value as of January 27, 2006 was (rounded):

*****ONE MILLION FOUR HUNDRED FIFTY THOUSAND DOLLARS*****

***** (\$1,450,000) *****

It should be clearly understood that this report is a restricted format report, and should be used by the intended user. The appraisers are not responsible for unauthorized use of this report. Any review by a third party should require an expansion of the analysis to a summary format report.

If you should have any further questions, or if we may be of additional assistance, please do not hesitate to call upon us. Thank you for this opportunity to be of service.

Respectfully submitted,

MOUNTAIN STATES APPRAISAL
AND CONSULTING, INC.

Scott Fernand, CGA

Dan Oxford, FT

DO:vg

ASSUMPTIONS AND LIMITING CONDITIONS

EXTRAORDINARY ASSUMPTIONS AND HYPOTHETICAL CONDITIONS

1. **Extraordinary Assumptions** presume uncertain information to be factual. If found to be false, these assumption could alter the appraiser's opinions or conclusions
2. **Hypothetical Conditions** are contrary to what exists, but the conditions are asserted by the appraiser for the purposes of analysis.
 - a. The function of the appraisal is to estimate vacant land market value for the subject, which requires several extraordinary and hypothetical assumptions. First, the sites are considered as vacant with access to all city services available on-site for development, and with no consideration given to any existing site improvements. A second assumption assumes access would be equally available to all subject parcels to meet all requirements for developing the property to any allowed use in the multi-family residential zoning district of the City of Boise. The third assumption is consideration of a consistent development proposal for the subject sites to a highest and best use as a single parcel consisting of 7.82 acres. The final assumption assumes the parcel size data depicted on Record of Survey No. 4577, completed in 1999 and provided by the Ada County Assessor's office, is correct. If this is found to be incorrect, the right is reserved to modify conclusions of this appraisal.

STANDARD ASSUMPTIONS AND LIMITING CONDITIONS

This appraisal has been made with the following general assumptions and limiting conditions:

1. The property appraised is assumed to be free of any or all easements, restrictions, encumbrances, leases, reservations, covenants, contracts, declarations, special assessments, encroachments, trespasses and ordinances, unless otherwise noted in this report.
2. This is a Summary Appraisal Report which is intended to comply with the reporting requirements set forth under Standards Rule 2-2(b) of the Uniform Standards of Professional Appraisal Practice for a Summary Appraisal Report. As such, it might not include full discussions of the data, reasoning, and analyses that were used in the appraisal process to develop the appraiser's opinion of value. Supporting documentation concerning the data, reasoning, and analyses is retained in the appraiser's file. The information contained in this report is specific to the needs of the client and for the intended use stated in this report. The appraiser is not responsible for unauthorized use of this report.
3. The appraiser assumes no responsibility for the accuracy of data found in public records or other resources, or provided to the appraiser by any other means. The appraiser is not a qualified land surveyor and has made no survey of the property. The sketch in this report is included to assist the reader in visualizing the property. All engineering studies, dimensions and legal descriptions provided to the appraiser or found through available records, are assumed to be correct. If significant errors are found that will affect conclusions of value, the right is reserved to modify those conclusions.
4. Responsible ownership and competent property management are assumed.
5. It is assumed that the subject property is in full compliance with all applicable federal, state and local laws, regulations, codes, restrictions and ordinances.

ASSUMPTIONS AND LIMITING CONDITIONS, Cont'd.

6. It is assumed that the property conforms to all applicable zoning and use regulations and restrictions unless a legal non-conforming use has been identified and considered in this report.
7. It is assumed that all required licenses, certifications, permits or other legislative or administrative authority from any private entity or local, state, or national government has been, can be or will be obtained and/or renewed for any use upon which the value estimates contained in this report are based.
8. Neither all, nor any part, of the contents of this report (especially any conclusions as to value, the identity of the appraiser, or affiliation of the appraiser with any firm or professional organizations) shall be disseminated to the public through advertising media, public relations media, news media, sales media, or any other public means of communication without the prior written consent and approval of the appraiser.
9. Unless otherwise stated in this report, the existence of hazardous materials, which may or may not be present on the property, were not known to exist at the time of inspection. As a real estate appraiser, I am not qualified to determine the existence or environmental impact of hazardous materials. The presence of certain hazardous materials may affect the value of the property. No responsibility is assumed by the appraiser for any expertise, technical knowledge or certification required to recognize or assess the impact of, or the existence of hazardous materials. The intended user is urged to retain the services of a qualified hazardous materials expert, if desired. Unless otherwise stated, this appraisal assumes that there are no environmental hazards or hazardous materials in, on or near the subject property.
10. The various approaches to value and mathematical calculations used in estimating value are merely aids to the formulation of the opinion of value expressed by the appraiser in this report. In these calculations, certain arithmetical figures are rounded off to the nearest significant amount.
11. The appraiser, by reason of this appraisal, is not required to give further consultation or testimony or to be in attendance in court with reference to the subject property unless further arrangements have been made.
12. Any allocation of the total value estimated in this report between the land and the improvements applies only under the stated program of utilization. The separate values allocated to the land and improvements must not be used in conjunction with any other appraisal and may or may not be an indication of their respective fair market values. The data and conclusions embodied in this appraisal are a part of the whole valuation. No part of this appraisal may be used out of the context of this report; and, by itself alone, no part of this appraisal is necessarily correct in that it represents only part of the evidence upon which the final estimate of value is based.
13. It is assumed that the use of the land and improvements is confined within the boundaries or property lines of the property described and that there is no encroachment or trespass outside of that boundary, unless noted in the report.
14. It is assumed that there are no hidden or unapparent conditions of the property, subsoil, or structures, which would render it more or less valuable. Examples of these conditions may include, but are not limited to: infestations of insects, mold or microbiological organisms, structural or design defects, defects in electrical, plumbing, sewer and HVAC systems, underground water tables, prior land uses, soil/mineral content, historical or archaeological findings or stigmatism. The appraiser is not qualified to assess or detect the presence or impact of such conditions and assumes no responsibility and gives no warranty for the existence or nonexistence of such conditions.

ASSUMPTIONS AND LIMITING CONDITIONS, Cont'd.

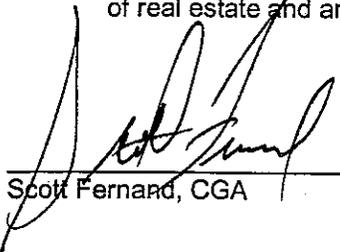
15. The appraiser does not warrant the value or the condition of the property.
16. The forecasts, projections, or operating estimates contained herein are based on current market conditions, anticipated short-term supply and demand factors, and a continued stable economy. These forecasts are, therefore, subject to change as future conditions change.
17. Possession of this report, or a copy thereof, does not carry with it the right of publication. It may not be used for any purpose by any person other than the party to whom it is addressed without the written consent of the appraiser, and in any event, only with proper written qualification and only in its entirety.
18. This document is protected under the copyright laws of the United States of America. Any reproduction or duplication of any part of this report is prohibited without the express written consent of Mountain States Appraisal and Consulting, Inc.

CERTIFICATION

2006

I, Scott Fernand, CGA, certify that, to the best of my knowledge and belief:

- The statements of fact contained in this report are true and correct
- The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and are my personal, impartial, and unbiased professional analyses, opinions, and conclusions.
- I have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.
- I have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
- My engagement in this assignment was not contingent upon developing or reporting predetermined results.
- My compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the a cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- The reported analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics & Standards of Professional Appraisal Practice of the Appraisal Institute, which include the *Uniform Standards of Professional Appraisal Practice*.
- The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives
- I have made a personal inspection of the property that is the subject of this report.
- The appraisal assignment was not based on a requested minimum valuation, a specific valuation, or the approval of a loan, and the appraiser's state registration/certification has not been revoked, suspended, canceled, or restricted.
- This is to acknowledge the assistance of Dan Oxford in preparation of this appraisal
- As of the date of this report, I, Scott Fernand, CGA, have completed the continuing education program of the Appraisal Institute.
- Effective July 1, 1992, the State of Idaho implemented a mandatory program of licensing/certification of real estate appraisers. I have met the qualifications to appraise all types of real estate and am currently certified. My certification number is CGA-1223.


 Scott Fernand, CGA

3/6/06
 Date

CERTIFICATION

2006

I, Dan Oxford, RT-Appraiser, certify that, to the best of my knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and are my personal, impartial, and unbiased professional analyses, opinions, and conclusions.
- I have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.
- I have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
- My engagement in this assignment was not contingent upon developing or reporting predetermined results.
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- The reported analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics & Standards of Professional Appraisal Practice of the Appraisal Institute, which include the *Uniform Standards of Professional Appraisal Practice*.
- The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
- I have made a personal inspection of the property that is the subject of this report
- No one other than Scott Fernand, CGA, provided significant real property appraisal assistance to the person signing this certification


 Dan Oxford, RT-Appraiser

3/06/06
 Date



MOUNTAIN STATES APPRAISAL
AND CONSULTING, INC.
1459 Tyrell Lane, Suite B
Boise, Idaho 83706

Jon C. Corlett, MAI
G. Joseph Corlett, MAI, SRA
Maurice J. Therrien, MAI
Darrel Matthews, MAI
Scott R. Haxton, MAI
Alan K. Marchbanks
Scott A. Fernand
Ken Jenkins

February 9, 2006

Mr. Rick Frisch
Vice President of Advancement
Boise State Foundation
1910 University Drive
Boise, Idaho 83725

Re: Restricted Appraisal of Vacant Land
Boise State University Property
SWC of University Drive and South Denver
Boise, Idaho 83725
MS-7255-06

Mr. Frisch:

This letter is our appraisal of the above-referenced property. The subject of this appraisal are six city lots comprising a 41,824 square foot area. As requested by the client, the property will be valued as two parcels. Parcel A will be a 32,172 square foot site containing five city lots and consisting of the southwest corner of University Drive and South Denver Road. Parcel B will contain 9,652 square feet consisting of one city lot and fronting South Grant Road. It should be noted that all the parcels of the property have unity of ownership, contiguity and unity of use, and so could be viewed as one large parcel. However, due to the size, configuration and highest and best use, the market value in either configuration would remain the same.

This report is also subject to two **extraordinary assumptions**. First, that the parcel size data that was provided by the assessor is correct. If this is found to be incorrect, the right is reserved to modify the conclusions. Second, that the northerly 240' of the 14' wide alley in Block 23 of the South Boise First Subdivision is legally abandoned as reported by Mr. Richard Stanwood, and that all alleyway area is evenly split between the adjoining properties, giving Parcel A an additional 1,680 square feet and Parcel B an additional 504 square feet. The report is also subject to the **hypothetical assumption** that Parcel A and B have on-site city services and are considered as if vacant with no improvements.

Legal Description

Parcel A is amalgamated from five city lots and is legally described as follows:

Tax Parcel R8048012670: Lots 9/10, Block 23, South Boise First Subdivision No. 9300865, No. 9300330, No. 9302206, No. 9302205.

Tax Parcel R8048012630: Lots 1/2, Block 23, South Boise First Subdivision, No. 97091295.

Tax Parcel R8048012640: Lots 3/4, Block 23, South Boise First Subdivision, No. 9300865, No. 9300330, No. 9302206, No. 9302205.

Mr. Rick Frisch
 February 9, 2006
 Page 2

Restricted Appraisal

Tax Parcel R8048012650: Lots 5/6, Block 23, South Boise First Subdivision, No. 9300865, No. 9300330, No. 9302206, No. 9302205.

Tax Parcel R8048012660: Lot 23-25 included in Block 23, South Boise First Subdivision, No. 514-47, No. 99009123.

Parcel B is legally described as follows:

Tax Parcel R8048012730: Lots 23-25, included in Block 23, South Boise First Subdivision, No. 514-47, No. 99009123.

Property Rights Appraised

The value estimate presented in this report assume that the owner would hold all rights legally obtainable, thus holding the property in fee simple title.

Date of Value Estimate

The effective date of this valuation is as of January 27, 2006, corresponding with the date of inspection.

Purpose of the Appraisal

The purpose of this appraisal is to estimate market value of the subject property in fee simple estate as of January 27, 2006.

Function and Intended Use of the Appraisal

The function of this appraisal is to assist the client with determining market value of the property for use in a property exchange between Boise State University, Boise State University Foundation, and the Boise State University Alumni Association. As such, the intended users of this report are the clients, the owner of the subject property and the appointed representatives.

Appraisal Development and Reporting Process (Scope)

The appraisal has been prepared in compliance with the current edition of the Uniform Standards of Professional Appraisal Practices (USPAP) as adopted by the Appraisal Standards Board of the Appraisal Foundation. These standards include departure provisions allowing limitations in scope of the appraisal. In this instance, there is no limitation in scope, as the Cost Approach and the Income Approach to value are not typically used to value vacant land in the Boise market area. As such, the only valuation technique relied upon is the Sales Comparison Approach. There were no limitations in the analysis within the Sales Comparison Approach.

The transmittal of this report is considered restricted, and is intended for the client's use. As such, without further expansion, the report may not be complete enough to convey a meaningful analysis to an unknowledgeable third party. Therefore, it is recommended that this restricted format be expanded to a summary format report should a third party become involved in the scrutiny of the valuation. This report is intended to comply with the Uniform Standards of Professional Appraisal Practice, Standards Rule 2-2(c), as it relates to a restricted use report.

The appraisers were retained by Boise State Foundation to prepare an appraisal on the subject. Subsequently, the appraisers inspected the subject on January 27, 2006. Finally, data was analyzed by the appraisers after inspecting the subject property. Data has been verified to the best of the appraisers' ability with either a principal in the various transactions or a knowledgeable third party such as a professional real estate broker.

Compliance Provision

The appraiser completing this analysis has the necessary educational and experience backgrounds to provide a service of this type. Additionally, as required by law, the appraiser is certified as a general appraiser by the State of Idaho, CGA-1223. The appraiser was assisted by Dan Oxford, a licensed appraiser trainee in the State of Idaho, RT-1307, in the development of the data analysis and conclusions with regard to the valuation assignment. A list of our qualifications and work experience is attached in the addenda.

Market Value Defined

For purposes of appraisal, market value is defined as follows:

"Market Value' means the most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

- buyer and seller are typically motivated;
- both parties are well informed or well advised, and acting in what they consider their own best interests;
- a reasonable time is allowed for exposure in the open market;
- payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and
- the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale."¹

Exposure Time Defined

"1. The time a property remains on the market. 2. The estimated length of time the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal; a retrospective estimate based upon an analysis of past events assuming a competitive and open market. Exposure time is always presumed to occur prior to the effective date of the appraisal. The overall concept of reasonable exposure encompasses not only adequate, sufficient and reasonable time but also adequate, sufficient and reasonable effort. Exposure time is different for various types of real estate and value ranges and under various market conditions."²

¹ Source: Office of the Comptroller of the Currency under 12 CFR, Part 34, Subpart C-Appraisals, 34.42 Definitions (f).

² Appraisal Institute, *The Dictionary of Real Estate Appraisal*, 3rd Edition, (Chicago, Illinois, 1993), pg. 127.

Exposure Time Comments

For purposes of analysis, it was concluded that the exposure time effectively preceding the date of appraisal would be one year or less.

Site Data (Parcel A)

Parcel A is a rectangular land parcel consisting of five city lots with each lot being approximately 0.14± acres, with a total square footage of 32,172 square feet. The topography is generally level and approximately at grade with adjoining streets. All standard city utilities service the site and the property can be accessed off both University Drive and South Denver. The zoning is R-2, Combined Residential District in the City of Boise. The subject property is currently improved with parking lot; however, the property will be appraised as having on-site city services and as if vacant with no improvements.

Site Data (Parcel B)

Parcel B site is a rectangular land parcel containing 9,652 square feet. Topography is generally level, approximately at grade with adjoining street. All standard utilities service the site and the property has access off of South Grant Road. Zoning is R-2, Combined Residential District in the City of Boise. The parcel is currently improved as a gravel parking lot. However, the parcel will be appraised as if vacant with no improvements.

Property History

The subject has been held by Boise State University for a period of three years or greater. No transactions are known to exist on this property.

Highest and Best Use Defined

A definition of highest and best use is: "the reasonably probable and legal use of vacant land or an improved property, which is physically possible, appropriately supported, financially feasible, and that results in the highest value."

More specifically, the highest and best use of land or a site as though vacant is: "Among all reasonable, alternative uses, the use that yields the highest present land value, after payments are made for labor, capital, and coordination. The use of a property based on the assumption that the parcel of land is vacant or can be made vacant by demolishing any improvements."

Analysis

Due to the subject's proximity to Boise State University and the R-2, Combined Residential District zoning of both Parcel A and Parcel B, the highest and best use of the parcels as if vacant would be residential townhouse or professional office development, as either proposed use would be complementary to the needs of students and patrons of Boise State University.

Estimated Market Value of the Subject

Due to the location and zoning of both Parcel A and B, two feasible highest and best uses exist, as both commercial and residential sale comparables indicate similar market value for the subject. Therefore, both a residential comparable grid/location map and commercial comparable grid/location map is presented in the following pages. In both grids, the comparables have been adjusted upward at a rate

Mr. Rick Frisch
 February 9, 2006
 Page 5

Restricted Appraisal

of 10% (calculated monthly) on an annual basis for the time adjusted sales price for the respective sales. In addition, all the comparables are considered to be similar with regard to appeal and location.

In analyzing the residential land comparables after adjusting for market conditions, the value for the subject indicated by the sales ranged from \$11.62 per square foot to \$14.19 per square foot. Using the residential land comparables, it was concluded that the fair market value of the subject would be estimated at \$13.00 per square foot.

In analyzing the commercial land comparables, after adjusting for market conditions and location, the value for the subject indicated by the sales ranged from \$10.03 per square foot to \$13.57 per square foot. Using the commercial land comparables, it was estimated that the fair market value for the subject would be estimated at \$13.00 per square foot.

Due to Parcel A and B similarities in size, configuration, and highest and best use, coupled with the potential buyer pool, it was determined that both parcels would have the same indications of fair market value. As both the commercial and residential comparables indicate a similar market value per square foot, the fair market value for the subject would be estimated at \$13.00 per square foot. The calculation for fair market value is presented below:

Parcel A

32,172 square feet x \$13.00 per square foot = \$418,236
 Rounded To: \$418,000

Parcel B

9,652 square feet x \$13.00 per square foot = \$125,476
 Rounded To: \$125,000

RESIDENTIAL LAND COMPARABLES SWC of University Drive				
Subject	No. 1	No. 2	No. 3	No. 4
SWC of University Drive	Lot 2, Blk 6 West Side Addition	1200 Blk. S. Division	1400 Blk. S. Division	1700 Blk. S. Division
Physical Description				
Land Area (Effective Acres)	0.14	0.29	0.14	0.22
Land Area (Effective Sq.Ft.)	6,098	12,632	6,098	9,583
Configuration	Rectangular	Rectangular	Rectangular	Rectangular
Topography	Level	Level	Level	Level
Zoning	R-2	R-2	R-2	R-2
Utilities	All	All	All	All
Site Improvements	None	None	None	None
Proposed Use	Multi-Family Potential	Multi-Family Potential	Multi-Family Potential	Multi-Family Potential
Comments	Vacant site, Multi-family zoning duplex and fourplex across street; an assemblage parcel to this developer	Existing improvements razed. Approx \$6,000. Built four townhouse	Existing improvements razed, approx \$3,000. Built 2 Townhouses	Existing improvements razed, approx \$3,000. Built 3 Townhouses
Sale Date				
Seller	Mansfield Taylor	Lough Dixon, et al	Chapman Dixon, et al	Miller Dixon, et al
Buyer	Selling Broker	Buyer	Buyer	Buyer
Date Source	Mar-05	Jan-04	Sep-04	Sep-04
Date or Sale	\$65,000	\$152,000	\$80,000	\$115,000
Price	Cash	Cash	Cash	Cash
Terms	\$10.66	\$12.03	\$13.12	\$12.00
Price/Sq. Ft.				
Condition of Sale Adjustment				
Conditions of Sale	0%	4%	4%	3%
Conditions of Sale Adjusted SP Per SqFt	\$10.66	\$12.51	\$13.64	\$12.36
Market Time Adjustment				
Time (+10%/yr calculated monthly)	9%	10%	4%	4%
Conditions of Sale Adjusted SP Per SqFt	\$11.62	\$13.77	\$14.19	\$12.85
Physical Characteristic Adjustments				
Indicated Value Per Sqft	\$13.00	\$13.77	\$14.19	\$12.85

Mr. Rick Frisch
 February 9, 2006
 Page 10

Restricted Appraisal

Reconciliation and Final Market Value Estimate

Parcel A – Only the Sales Comparison Approach has been used to value the subject (Parcel A). The conclusion developed by the Sales Comparison Approach was well supported by data gathered in the marketplace. With this consideration as noted, subject to the Assumptions and Limiting Conditions set forth, and based on the investigations and analyses contained in this report and appraisal files, the estimated market value as of January 27, 2006 was:

*****FOUR HUNDRED EIGHTEEN THOUSAND DOLLARS*****

***** (\$418,000) *****

Parcel B – Only the Sales Comparison Approach has been used to value the subject (Parcel B). The conclusion developed by the Sales Comparison Approach was well supported by data gathered in the marketplace. With this consideration as noted, subject to the Assumptions and Limiting Conditions set forth, and based on the investigations and analyses contained in this report and appraisal files, the estimated market value as of January 27, 2006 was:

*****ONE HUNDRED TWENTY FIVE THOUSAND DOLLARS*****

***** (\$125,000) *****

It should be clearly understood that this report is a restricted format report, and should be used by the intended user. The appraisers are not responsible for unauthorized use of this report. Any review by a third party should require an expansion of the analysis to a summary format report.

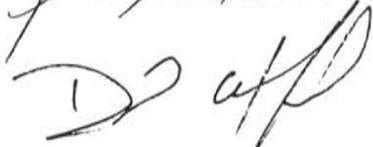
If you should have any further questions, or if we may be of additional assistance, please do not hesitate to call upon us. Thank you for this opportunity to be of service.

Respectfully submitted,

MOUNTAIN STATES APPRAISAL
 AND CONSULTING, INC.

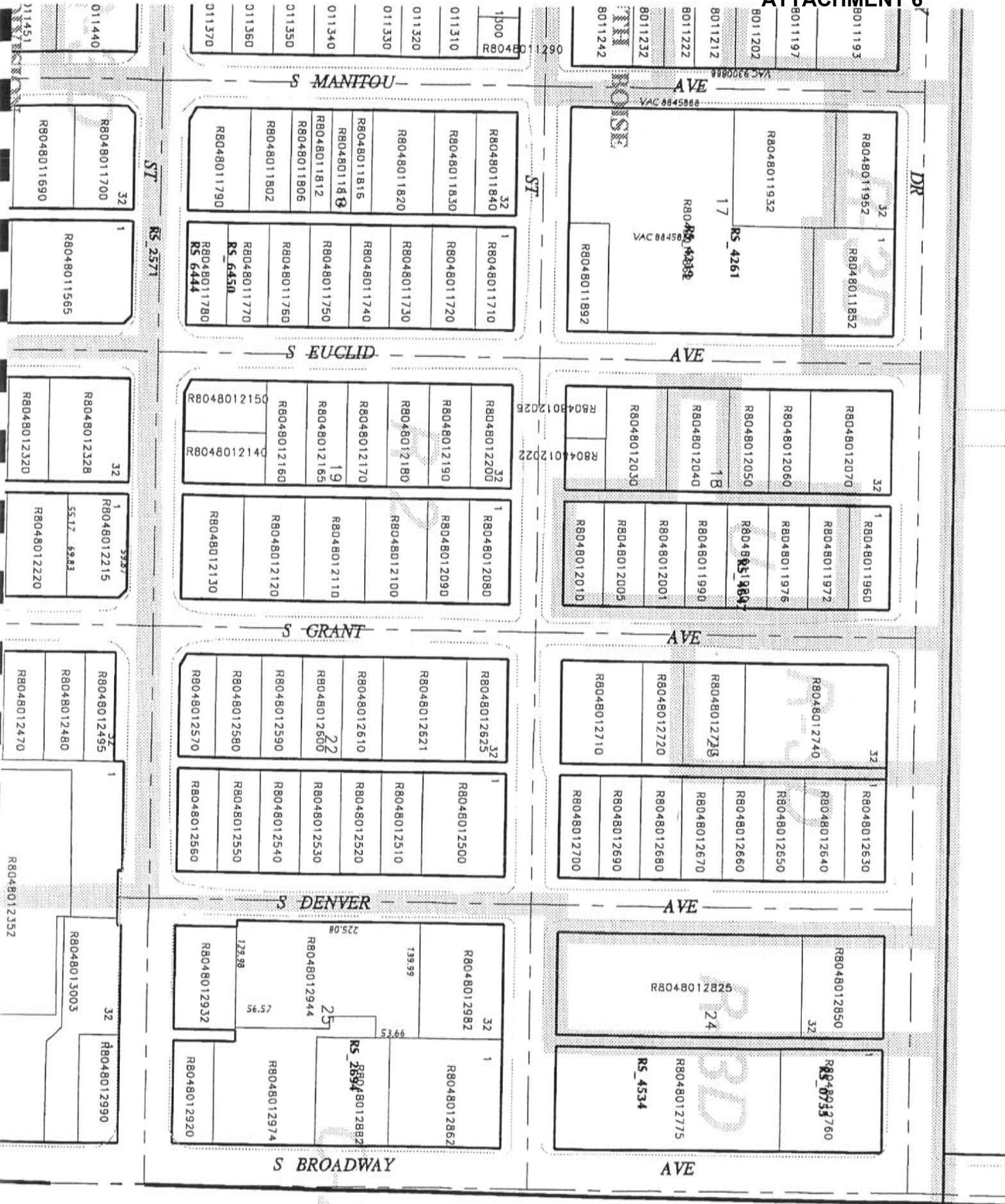


Scott Fernand, CGA



Dan Oxford, RT

DO:vg



BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

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

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.
- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- f. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- g. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

BOISE STATE UNIVERSITY

SUBJECT

Planned extension of Boise State University's expansion zone

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.

BACKGROUND

In 1997, Boise State University first received State Board of Education approval for a designated expansion zone. In 2003, the Board updated the expansion zone to its current area.

Due to the additional growth, the University has experienced since that time and in consideration of anticipated future growth, the University has identified property located adjacent to campus to accommodate an extension of campus development.

DISCUSSION

The addition to the expansion zone is requested in two parts. The first part of the request is for the designation of property noted in Attachment 1 in the lighter pink color. This is generally described as the area bordered by Boise Avenue, University Drive, Lincoln Avenue and Beacon Street. Some of this property, as noted in the attachment, is already part of the expansion area and part of the current Board approved University Master Plan. The remainder area will be incorporated into the next update to the University Master Plan.

The next part of the request is regarding a portion of the above property that the University has identified to be acquired in the immediate future. This property is noted in Attachment 1 in the dark pink color. This property is generally described as the Oakland Street side (or west half) of block 5 of the existing expansion zone (the west half of block 4 is already Board approved expansion zone) and the North and South sides of Potter Drive. This zone is designated for the expansion of student housing. As shown in Attachment 2, the plan is to develop that area into several residential structures. Currently, all University student housing is at 100% occupancy with waiting lists. The University will begin acquisition of these parcels following Board approval.

IMPACT

Two primary impacts. First, the future of the University's ability to meet the educational needs of the State depend on having the space to educate the students. Much of the future expansion of the University was, at one time, slated for the West Campus location in Nampa. As that has become less likely, the University must begin to plan for future space needs. Expansion of the main campus is the current plan.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

Second, as with all expansion zone land, the University may, if necessary and with Board approval, utilize the power of eminent domain to acquire such land when the statutory requirements are met. The University will continue to follow the Board directives on such condemnation with regard to the area identified for acquisition regarding the immediate housing needs. However, the University does not expect to do so with the entire larger area until the Board approves a future use plan.

STAFF AND COMMENTS AND RECOMMENDATIONS

The University is seeking the expansion zone increase first and will update the master plan for the Board's April meeting. The University will likely request approval to pursue a housing project in April in this expansion zone.

Staff recommends the Board require Boise State University provide an updated campus master plan that addresses how this expansion area will meet the University's strategic and academic plans and statewide education objectives.

ATTACHMENTS

Attachment 1 – BSU Master Plan-Overview	Page 3
Attachment 2 – Master Plan-Student Housing Designation	Page 5

BOARD ACTION

A motion to approve the designation of property bordered by Boise Avenue, University Drive, Lincoln Avenue and Beacon Street as part of the official Boise State University expansion zone.

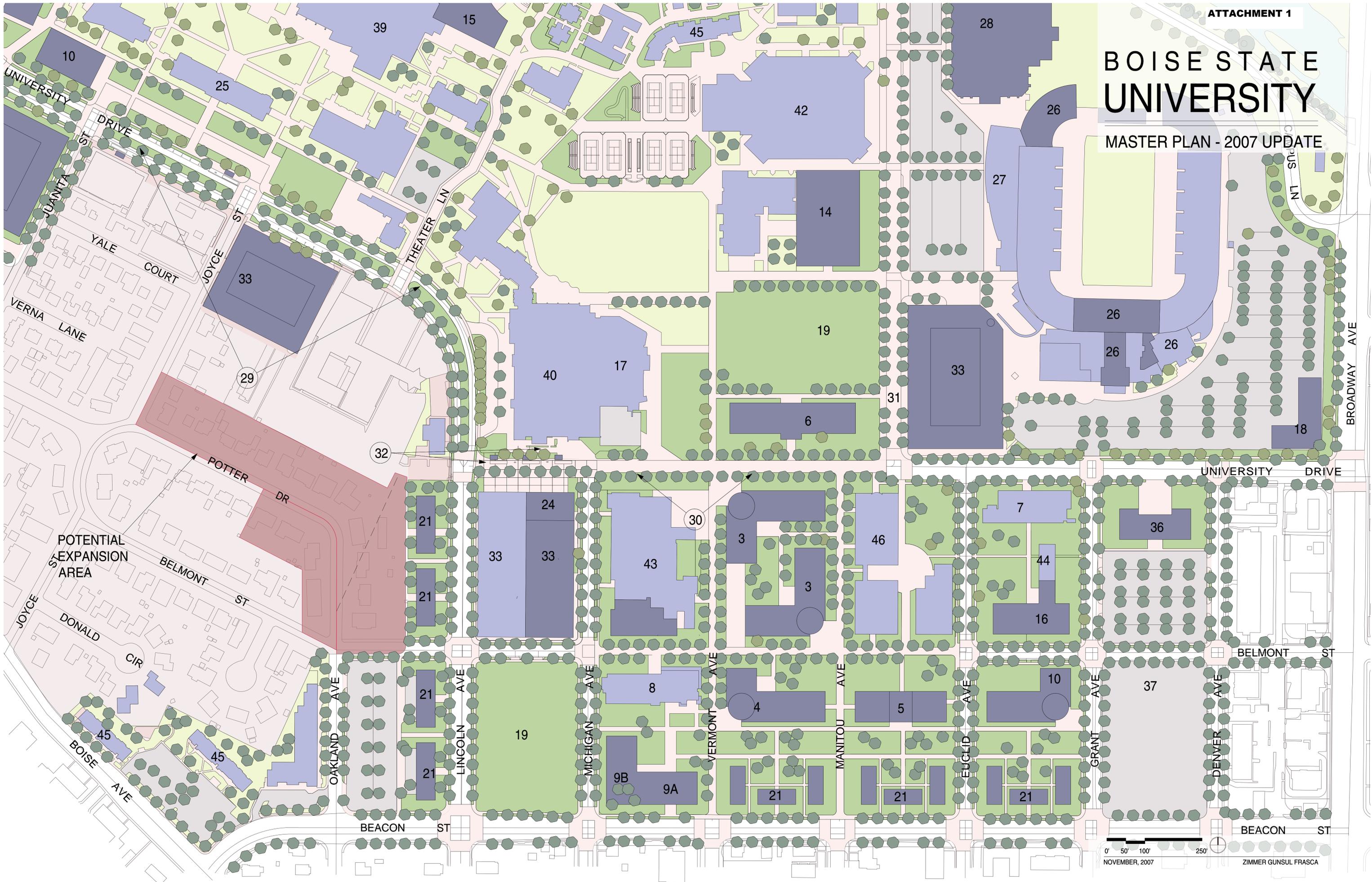
Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the designation of the Oakland Street side of block 5 and the North and South sides of Potter Drive for current priority acquisition.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

MASTER PLAN - 2007 UPDATE



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BOISE STATE UNIVERSITY

MASTER PLAN - 2007 UPDATE
STUDENT HOUSING CONCEPTS



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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

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

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.
- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- f. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- g. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

BOISE STATE UNIVERSITY

SUBJECT

Office building lease at 220 Park Center Boulevard.

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND

The University requests permission to lease the office building (80,000 square feet of office space) located at 220 Park Center Boulevard in Boise. This building is the former Ore-Ida building currently owned by Supervalu. Supervalu has agreed to sell the land and building valued at approximately \$10,000,000 to the Boise State University Foundation for \$7,000,000 (part sale/part gift) as long as it is put to University use. If the Board approves this concept, the University will return with the lease for approval at the April Board meeting.

DISCUSSION

The overall property value is approximately \$10,000,000 (with final value to be determined by appraisal prior to closing). The land and building will be sold to the Foundation for \$7,000,000 with the remaining value (approximately \$3,000,000) donated to the Foundation. The University will lease the building from the Foundation for an annual lease payment in an amount to cover the Foundation's interest expense to finance the property (a maximum of approximately \$350,000 per year). This equates to a lease rate of \$4.50 per square foot, well below the average for comparable office space (between \$14 and \$15 per square foot).

The lease will be for three years with an option to terminate once the Foundation's loan is retired and the property transferred to the University. The Foundation expects to receive sufficient donations from the Comprehensive Campaign to be able to pay the principle of the loan. As the principle is paid down, the lease rate will reduce accordingly. Once the principle is paid in full, the lease will terminate and the property will be donated to the University.

IMPACT

This location is designated to immediately house several University functions that do not require location on the main campus and thereby free up space on the main campus for instructional needs. Examples include KBSU Radio and the Division of Extended Studies, including the Osher Lifelong Learning Institute.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

However, the more important impact is that this location will serve as the home of the University's first dedicated research park. The location is ideal for non-laboratory research space. Previously, the future location for this type of research park was slated for the West Campus. However, this location is closer to the University and its research activities.

ATTACHMENTS

Close up overhead view of property
Wide overhead view of property

Page 3
Page 5

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to proceed with the preparation of a lease of the building located at 220 Parkcenter Boulevard in Boise for Board review and approval at the April 2008 meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

220 E Parkcenter Blvd, Boise, ID 83706



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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

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

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.
- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- f. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- g. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

IDAHO STATE UNIVERSITY

SUBJECT

Renovation of the Meridian Facility

REFERENCES

- October 2006 ISU followed Board policy and procedures dealing with land acquisition. A discussion occurred in Executive Session.
- February 2007 At the direction of the Board, ISU provided an analysis of potential properties, which included land available for development; constructing a building at Boise State University or at a hospital site; existing buildings, including the Meridian facility (previously referred to as the "Jabil" building). The Meridian facility being offered by the Meridian School District was described as the most viable property.
- April 2007 The Board approved the purchase of approximately one-third of a building owned by Joint School District No. 2 for \$5,200,000, and for the Division of Public Works (DPW) to issue an RFP for the design and cost estimate; and to accept a grant of \$5,000,000 from the ALSAM Foundation.
- August 2007 The Board approved the issuance of General Revenue Bonds (2007 Bonds) to provide additional financing for the purchase and renovation of the Meridian Facility.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures, Section V.K.

BACKGROUND

The State Board of Education, at the April 2007 meeting, gave approval for the DPW to issue an RFP for a design firm to create the design and cost estimate for the remodel project (remodel).

ISU requests permission to direct DPW to complete construction drawings and complete the remodel.

DISCUSSION

Idaho State University purchased approximately one-third of the building owned by the Meridian Joint School District No. 2, and has directed DPW to contract with a design firm and develop a design and cost estimate.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

Hummel Architects has been selected to design the remodel. A Construction Manager delivery method will be used. The master planning for the building and programming for the remodel has been completed. Cost estimates have been completed by the contracted architects with assistance from Lemley Engineering International, who is donating a substantial amount of engineering services to this project.

The current remodel budget is \$8,682,990 and will renovate space for occupancy by ISU programs currently housed in leased space, as well as additional space for College of Pharmacy expansion. The construction management delivery method was selected to assure the project will stay within this budget. The project is being designed to meet the original budget with space identified and designed for additional remodeling as funding becomes available.

IMPACT

The remodel is funded from the \$5,000,000 grant from the ALSAM Foundation and from bonds approved during the August 2007 State Board of Education meeting.

ATTACHMENTS

Attachment 1- Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

On February 5, 2008, the Permanent Building Fund Advisory Council approved the final rankings of firms and authorized proceeding with contract negotiations for a construction manager. The highest ranking firm for construction management was Sletten Companies of Boise. The total costs of purchase and remodel for this project is \$13,882,990, approximately the budget of \$14,000,000 provided at the August 2007 Board meeting.

The source of funds for this project is a \$5,000,000 grant from the ALSAM Foundation and \$8,882,990 from bonds.

The Department of Public Works is still working on the specific schematic of this project.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

BOARD ACTION

A motion to approve Idaho State University's request to proceed with construction of the renovation of the Meridian Facility and to authorize the Division of Public Works to award a construction management delivery contract to Sletten Companies of Boise for a total project budget not to exceed \$13,882,990.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

[NOTE: motion must be approved by a majority of the members of the Board – the Board's Bylaws provide for approval with a roll-call vote.]

[NOTE: Upon action by Board, DPW will be advised to immediately execute contract for construction.]

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**Office of the Idaho State Board of Education
Capital Project Tracking Sheet**

As of: 30-Jan-08

History Narrative

1 **Institution/Agency:** Idaho State University **Project:** ISU Meridian Building

2 **Project Description:** Remodeling of the ISU Meridian Building into academic space.

3 **Project Use:** Instructional, research, and clinic space

4 **Project Size:** The project will remodel and renovate approximately 170,000 square feet

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	Sources of Funds			Total Sources	Use of Funds			Total Uses
	Bond	Grant	Other *		Planning	Use of Funds Const	Other	
Initial Cost of Project	\$ 5,432,990	\$ 3,250,000		\$ 8,682,990	\$ 775,000	\$ 6,918,350	\$ 989,640	\$ 8,682,990
The current budget has been developed by DPW contracted design firm.								
Total Project Costs				\$ 8,682,990	\$ 775,000	\$ 6,918,350	\$ 989,640	\$ 8,682,990

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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.

3. Fiscal Revisions to Previously Approved Projects

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

UNIVERSITY OF IDAHO

SUBJECT

Progress Report on Idaho Center for Livestock and Environmental Studies (ICLES) – Information Item

REFERENCE

- | | |
|---------------|---|
| October 2006 | Regents approval of an additional Line Item for the Agricultural Research and Extension Service for FY 2008 in the amount of \$10 million General Funds, for a Research Dairy Facility. |
| January 2007 | Regents approval of the request by the University of Idaho to seek a one-time appropriation of general funds for Agriculture Extension Service for FY 2008 in the amount of \$10 million from the Idaho Legislature, and to seek modification of the federal Morrill Act for the purpose of allowing the State of Idaho to apply real estate assets in the Agriculture College Endowment for acquisition of real estate, buildings and fixtures for experimental farms, and provide these assets to the University of Idaho for use as the endowment beneficiary. |
| April, 2007 | Legislature appropriates \$10 million for ICLES and joint Idaho State Dept. of Agriculture/Idaho Dept. of Fish & Game facilities – contingent upon revisions to Morrill Act to allow use of Agricultural Endowment assets, and requiring final recommendation from the Governor and approval from the Regents prior to release of funds. |
| July, 2007 | Congress passes revision to Idaho Admissions Act to allow use of Agricultural Endowment assets. |
| January, 2008 | Regents approval for planning expenditure and instruction to report on project progress at future meetings. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

BACKGROUND

As part of the Regents' approval for expenditure of planning funds, the University was instructed to report on the progress of the ICLES project at future meetings of the Regents.

DISCUSSION

The University will update the Regents on the progress of the ICLES project to date.

IMPACT

This will be an informational item only. There will be no fiscal impact.

BOARD ACTION

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

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: K. Construction Projects

April 2002

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

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- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

UNIVERSITY OF IDAHO

SUBJECT

Approval of Settlement Terms

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.7.
Idaho Code Section 67-2345(d), (e) and (f).

DISCUSSION

Pursuant to Idaho Code Section 67-2345(d), (e) and (f), this item will be discussed in executive session.

IMPACT

After considering probable litigation in executive session and materials submitted to the Board by counsel, if the Board wishes, a settlement agreement can be considered in the public session. Settlement will resolve the disputes between the parties pursuant to the settlement terms which will be contained in a written settlement document. Upon acceptance by the parties, the settlement document will become a public document.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comment on this item.

BOARD ACTION

A motion to approve the settlement terms discussed in executive session, as set forth in the written settlement agreement presented to the Board in open session, and to authorize the President of the Board to execute the settlement agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

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

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
FEBRUARY 28-29, 2008

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY-continued

Idaho Statutes

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:

(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 from disclosure as provided in chapter 3, title 9, Idaho Code;

(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;

(g) By the commission of pardons and parole, as provided by law;

(h) By the sexual offender classification board, as provided by chapter 83, title 18, Idaho Code;

(i) By the custody review board of the Idaho department of juvenile corrections, as provided by law.

(2) Labor negotiations may be conducted in executive session if either side requests closed meetings. Notwithstanding the provisions of *section 67-2343, Idaho Code*, subsequent sessions of the negotiations may continue without further public notice.

(3) No executive session may be held for the purpose of taking any final action or making any final decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Increase Request, HVAC and Roof Upgrades, the Joe Marshall Potato Research Building, Aberdeen Research & Extension Center, University of Idaho, Aberdeen, Idaho

REFERENCE

June, 1999	Initial Authorization for Feasibility and Evaluation Study.
November, 1999	Initial Capital Project Authorization for Planning, Design and Construction Implementation.
December, 2007	Capital Project Authorization Increase Request, Regular Board Meeting, December, 2007.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section, V.K.1 & V.K.2.

BACKGROUND

This is a request for additional Regent's Authorization to implement upgrades and improvements to the HVAC and roofing systems at the Joe Marshall Potato Research Building, Aberdeen Research & Extension Center, Aberdeen, Idaho. This request is based upon actual bids for the project received by the university.

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 current Regents' Authorization level of \$800,000 was set during the regular board meeting in December of 2007.

Based upon this authorization, the university issued an Advertisement for Bid on December 18th, 2007 for the project. Two bids were received by the university on January 24th, 2008. The bids were within 3% of each other, indicating a fair market value, but they were significantly above the budgeted construction allowance. The university has evaluated the bids and determined that they are fair and reasonable representation of the current market conditions, reflecting the recent increases in the pricing of metals and other construction commodities.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

At this time, the university and the College of Agricultural and Life Sciences have determined that sufficient series 1999C bond proceeds remain and other identified college capital funds to allow the project to proceed. The university is therefore ready to proceed with the construction implementation of the project. The apparent low bidder has verified their bid and is ready to proceed as soon as the project can be awarded.

The current total project estimate based upon the bids received for this effort is \$1,370,000. The university will report any variations or deviations from this project cost estimate, if any, as construction proceeds.

The project is fully consistent with the university's strategic plan, specifically, Goal Two, Scholarly and Creativity Activity and Goal 3, Outreach and Engagement.

IMPACT

Immediate fiscal impact of this effort is \$1,370,000. The project fund source is remaining series 1999C bond proceeds and other identified capital funds within the College of Agricultural and Life Sciences.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$1,140,000
Federal (Grant):	0	A/E & Consultant Fees	65,000
Other (State & UI)	<u>1,370,000</u>	Contingency	<u>165,000</u>
Total	<u>\$ 1,370,000</u>	Total	<u>\$ 1,370,000</u>

ATTACHMENTS

Attachment 1-Project Budget Summary	Page 5
Attachment 2-Capital Project Tracking Sheet	Page 7
Attachment 3-Bid Results Review from Architect	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

At the December 2007 Board meeting, the cost of the project increased to \$800,000 and was attributed to a significant increase in the scope of work due to unforeseen conditions of the existing systems. The \$800,000 estimate was based upon the architect's recent estimate of construction costs.

Staff requested more information regarding the increase cost estimate and have included a letter from the mechanical engineer provided by the university on page 9 which explains the increase in the HVAC work where the majority of the cost increase occurred.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

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, Aberdeen Research & Extension Center, University of Idaho, Aberdeen, Idaho, from \$800,000 to \$1,370,000 to allow for the full implementation of the construction phase based upon actual bids received by the university.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

ATTACHMENT 1

ARCHITECTURAL & ENGINEERING SERVICES

PROJECT BUDGET SUMMARY

Project: Aberdeen Marshall Potato Building HVAC & Roof Upgrades

Capital Project Number:

Parent Project: CP010030

Child Project: CP080051

Budget Number: WDP485

Date: February 5, 2008

Regents Authorization:

Dates: 6/18/99

11/19/99

12/6/07

2/ /08

Authorization Pending

Amount: \$50,000.00

\$350,000.00

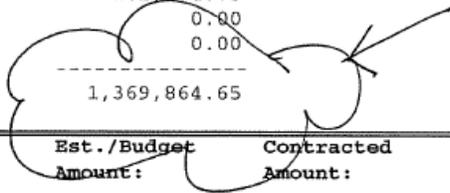
\$400,000.00

\$569,864.65

Authorization Pending

FUNDING:

UI	0.00
1999C Bond Series	552,607.00
1999C Bond Series	247,393.00
1999C Bond Series	116,430.19
BAN204	292,299.71
WCP773	161,134.75
PBF	0.00
Grant	0.00



TOTAL FUNDING: 1,369,864.65

Item:	Est./Budget Amount:	Contracted Amount:	Expended To Date:	Difference Contracted- Expended
-------	------------------------	-----------------------	----------------------	---------------------------------------

FEES:

Basic A/E Services \$53,140.00				
CP010030 WO51877	16,000.00	16,000.00	16,000.00	0.00
CP080051 WO157685	37,140.00	37,140.00	11,178.40	25,961.60
Predesign	0.00	0.00	0.00	0.00
Programming	0.00	0.00	0.00	0.00
Schematic Design	0.00	0.00	0.00	0.00
Design Development	0.00	0.00	0.00	0.00
Construction Documents	0.00	0.00	0.00	0.00
Bidding Assistance	0.00	0.00	0.00	0.00
Construction Admin.	0.00	0.00	0.00	0.00
Reimbursables \$12,273.00				
Basic Services WO51877	844.74	844.74	844.74	0.00
Basic Services WO157685	11,428.26	11,428.26	4,293.34	7,134.92
Additional A/E Services	13,839.00	0.00	0.00	0.00
Acoustical	0.00	0.00	0.00	0.00
Audio Visual	0.00	0.00	0.00	0.00
Commissioning	0.00	0.00	0.00	0.00
Cost Consultant	0.00	0.00	0.00	0.00
Data/Telecom	0.00	0.00	0.00	0.00
Fire Protection	0.00	0.00	0.00	0.00
Furnishings	0.00	0.00	0.00	0.00
Record Drawings	0.00	0.00	0.00	0.00
Renderings	0.00	0.00	0.00	0.00
Signage	0.00	0.00	0.00	0.00
Technical Consultants				
Site Survey	0.00	0.00	0.00	0.00
Geotechnical Engr.	0.00	0.00	0.00	0.00

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008**

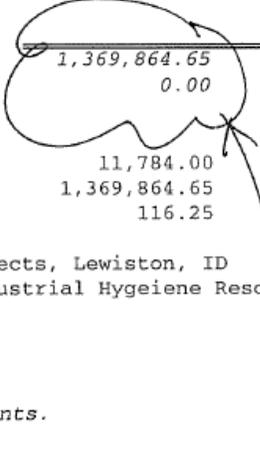
ATTACHMENT 1

Escalation to Bid @ 4%	0.00	0.00	0.00	0.00
Sub-Total	145,332.00	0.00	0.00	0.00
PROJECT TOTALS:	1,369,864.65	71,025.65	35,017.29	35,870.20
Balance/(Deficit)	0.00	1,298,839.00	1,334,847.36	
BUILDING DATA				
Area GSF:	11,784.00			
Total Est. Project Cost:	1,369,864.65			
Project Cost/SF:	116.25			

Architect: Castellaw Kom Architects, Lewiston, ID
Hazardous Materials Survey: Industrial Hygeiene Resources, Boise, ID
Contractor:

Indicates active work order

Italics indicates estimated amounts.



Round to 1,370,000

**Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of February 6, 2008**

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			Total Uses	
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**		
5									
6									
7									
8									
9	Initial Cost of Project	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 50,000	\$ 50,000
10	(Feasibility & Evaluation)								
11	History of Revisions:								
12	Initial Design & Construction Authorization (Nov 1999)			\$ 350,000	\$ 350,000	\$ 35,000	\$ 275,000	\$ 40,000	\$ 350,000
13	Revised Design & Construction Authorization (Dec 2007)			\$ 400,000	\$ 400,000	\$ 30,000	\$ 335,000	\$ 35,000	\$ 400,000
14	Revised Authorization Based upon Actual Bids Received (Feb 2008)			\$ 570,000	\$ 570,000	\$ -	\$ 530,000	\$ 40,000	\$ 570,000
15									
16	Total Project Costs	\$ -	\$ -	\$ 1,370,000	\$ 1,370,000	\$ 65,000	\$ 1,140,000	\$ 165,000	\$ 1,370,000

History of Funding:	PBF	ISBA	* Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other			
18								
19								
20	Initial Authorization Request - Feasibility & Evaluation, Jun 99	\$ -	\$ 50,000			\$ 50,000	\$ 50,000	
21	Initial Capital Project Authorization Request, Nov 99	\$ -	\$ 350,000			\$ 350,000	\$ 350,000	
22	Revised, Increased Capital Project Authorization Request, Dec 07	\$ -	\$ 400,000			\$ 400,000	\$ 400,000	
23	Revised Authorization Based upon Actual Bids Received, Feb 08	\$ -	\$ 570,000			\$ 570,000	\$ 570,000	
24								
25	Total	\$ -	\$ 1,370,000	\$ -	\$ -	\$ 1,370,000	\$ 1,370,000	

27 * 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.

28 ** Initial Feasibility & Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 28-29, 2008

ATTACHMENT 3



Engineering
High Performance Design

The Commission Building
216 W. Pacific Suite 211
Spokane, WA 99201

PH 509.747.2179
Fax 509.747.2186
lseng@lseng.com

February 6, 2008

Daryle Faircloth
Castellaw Kom Architects
850 Main Street
Lewiston, ID 83501

**RE: U OF I MARSHALL POTATO RESEARCH LAB
BID RESULTS REVIEW**

Daryle:

I have conducted a review of the bid results versus the cost estimate for mechanical systems. The large disparity between the estimate and the bid amount greatly concerns me and I felt I needed to attempt to determine where the two differed. Several discrepancies became apparent as I reviewed the estimate and discussed the costs of individual line items with the contractor.

My latest cost estimate for mechanical systems was prepared in May 2006. The estimate was not adjusted for construction cost escalation that has occurred in the meantime. Escalation would have added approximately \$291,000 to my original estimate, coming primarily from material cost increases for major equipment that range from 50% increase to 100% increase over what I had obtained from manufacturers several year ago.

In addition, my estimate did not include some significant items, such as boiler flue, testing adjusting and balancing, hoisting, and controls. These items amount to approximately \$173,000.

With these changes added to my previous estimate, the total would come to approximately \$766,000. The final difference of approximately \$48,000 most likely can be accounted for in increased labor costs and additional costs related to the location of the work site (shipping costs, per diem, etc.)

I would have liked to have prepared a more accurate estimate. Please accept my apologies for the large disparity.

If you have any questions, please call.

Sincerely,

A handwritten signature in black ink, appearing to read 'David B. Moore', is written over a horizontal line. The signature is fluid and cursive.

David B. Moore, P.E.
L&S Engineering Associates, Inc.

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REFERENCE - APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFIARS
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.

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EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Professional-Technical High School on the college campus

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b

BACKGROUND

Eastern Idaho Technical College (EITC) has had preliminary discussion with the superintendents of School Districts #91 and #93 regarding the possibility of establishment and construction of a regional Professional-Technical High School on the college campus.

DISCUSSION

College personnel propose to engage in more substantive discussions with District personnel to determine the feasibility of such a partnership, preferred construction funding methods, and the most advantageous operational relationships among participating entities. If a plan that is agreeable to all parties is reached, the full proposal will be brought to the Board for review and approval.

STAFF COMMENTS AND RECOMMENDATIONS

The EITC campus includes 63 acres with 23 available for development.

BOARD ACTION

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

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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

5. Disposal of Real Property

b. Board approval of other transfers

- 1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).

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SUBJECT

Board retirement plans review

REFERENCE

January 2004	Board adopted updates to the Optional Retirement Plan.
December 2004	Board adopted a Supplemental Retirement 403(b) Plan to expand the capacity of the existing Optional Retirement Program and PERSI for employees whose income exceeds the amount allowable by Internal Revenue Code Section 401(a)(17).
December 2005	Board adopted a Deferred Compensation Plan for participants in the Idaho Optional Retirement Plan under Internal Revenue Code Section 457.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2
Sections 33-107A, 33-107B, 59-513 Idaho Code

BACKGROUND

SBOE Optional Retirement Program. Since 1991 the Board of Education has offered an Optional Retirement Program (ORP) under IRS Code Section 401(a), for higher education faculty and managerial/professional staff. This program is separate from the state Public Employee Retirement Program (PERSI). The Board has selected two vendors in Idaho for ORP investment products: AIG VALIC and TIAA-CREF.

SBOE 403(b) Supplemental Retirement Plan. In December 2004, an additional Supplemental Retirement Plan was approved by the Board under IRS Code Section 403(b). However, the Supplemental Retirement Plan is only available for highly compensated employees (employees whose salary exceeds the IRS Code Section 401(a) (17) cap). The Board has selected two vendors in Idaho for 403(b) Supplemental Retirement investment products: AIG VALIC and TIAA-CREF.

SBOE 457 Deferred Compensation Plan. In December 2005, the Board adopted a Deferred Compensation Plan for participants in the Idaho Optional Retirement Plan under Internal Revenue Code Section 457. This plan is available to all employees eligible to participate in the ORP. The Board has selected two vendors in Idaho for 457 Deferred Compensation Plan investment products: AIG VALIC and TIAA-CREF.

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Institutions' 403(b) Deferred Compensation Plans. Separately, the institutions also offer deferred compensation plans under IRS Code Section 403(b) with a variety of vendors, including AIG VALIC and TIAA-CREF. The institutions also permit employees to participate in deferred compensation plans offered by the State of Idaho under IRS Code Sections 401(k) and 457.

DISCUSSION

The Internal Revenue Service ("IRS") issued final regulations under Internal Revenue Code ("Code") Section 403(b), which are generally effective January 1, 2009. The primary purposes of this newest set of regulations are to organize and consolidate Section 403(b) guidance issued since 1964 and to override prior guidance that no longer applies. The final regulations also provide additional flexibility, introduce new restrictions, and attempt to make 403(b) programs operate more like 401(k) plans, although key differences remain. One significant change is the creation of a plan document requirement for all 403(b) plans, whether the plan consists of employer contributions, employee deferrals, or a combination.

The IRS has also issued new procedures for obtaining IRS approval of 401(a) plans like the ORP. In the case of governmental 401(a) plans, the IRS procedures state that filings for updated IRS approval must be made during the 12 month period of February 1, 2008 through January 31, 2009. The IRS approval (called a "determination letter") is the only way to confirm that the 401(a) plan is in compliance with the details of numerous complex tax law changes and remains tax qualified.

To address these changes, staff and legal counsel have approached counsel retained by the Attorney General's Office for the SBOE retirement plans. Her recommendations are as follows:

- The ORP should be updated and filed with the IRS for a new determination letter (This last occurred in October 24, 2002.).
- The Supplemental Retirement 403(b) Plan must be revised in response to final 403(b) regulations.

The 457(b) Deferred Compensation Plan appears to be generally in compliance with legal requirements.

With respect to the institutions, their separate 403(b) Deferred Compensation Plans also must be revised to create plan documents required under the new IRS regulations. The institutions have requested the Board adopt a new 403(b) deferred compensation plan to take the place of the institutions' collective separate plans. If this action is approved, the institutions also have requested that the number of vendors be reduced to a maximum of five vendors. New enrollees would be permitted to select from one of the five approved vendors.

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An SBOE 403(b) Deferred Compensation Plan would ensure consistency with the other Board sponsored retirement plans, and reduce the number of plan sponsors at each institution to a manageable list of "approved" vendors to facilitate compliance.

IMPACT

Staff has developed a preliminary plan to implement an SBOE 403(b) Deferred Compensation Plan, which would be in addition to the SBOE existing 457 Deferred Compensation Plan. The new plan would supersede all 403(b) plans at the institutions. Some of the steps necessary to implement the 403(b) plan are the following:

- Solicit vendor questionnaires to assess potential vendor's products, fees, and related plan and compliance services.
- Determine procedures for selecting "approved" vendors and method for adding and deleting vendors
- Determine which vendors will be "approved" vendors in the initial Plan
- Board approve 403(b) Plan in time to allow vendors to implement related plan and compliance services

STAFF COMMENTS AND RECOMMENDATIONS

Staff will work closely with the Finance Committee and the institutions to implement a new SBOE 403(b) Deferred Compensation Plan, and revisions to the ORP and SBOE 403(b) Supplemental Retirement Plan. Draft plan language will be presented to the Board at a subsequent meeting.

BOARD ACTION

A motion to direct the Interim Executive Director for the Office of the State Board of Education to proceed with revising the SBOE's ORP and 403(b) Supplemental Retirement Plan, as needed, and to prepare an SBOE 403(b) Deferred Compensation Plan to replace the separate 403(b) plans which have been offered by the institutions.

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 RESOURCE POLICIES AND PROCEDURES

Subsection: K. Retirement Programs – All Employees

April 2002

K. Retirement Programs – All Employees

2. Optional Retirement Program (*reference Idaho Code 33-107A, 33-107B*)

The Board is authorized to establish a retirement program under which contracts providing retirement and death benefits may be purchased for members of the faculty and nonclassified staff of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho, North Idaho College and the Office of the State Board of Education. The Board provides for the administration of the Optional Retirement Program in accordance with the Idaho State Board of Education Optional Retirement Plan (hereinafter “the Plan”), a copy of which is on file at the Office of the State Board of Education and at the institutions mentioned above. The Plan may be amended from time to time in accordance with its terms and applicable regulations of the Internal Revenue Service.

- a. Designation Of Contract Providers - The Board shall designated companies from which contracts are to be purchased under the optional retirement program.
- b. Eligible Employees - Eligible employees are those active faculty and nonclassified employees initially hired or appointed on or after July 1, 1990. Vested members of PERSI may make a one time, irrevocable election to remain in PERSI if made within the time limited allowed in state law. Eligible employees shall participate in the Optional Retirement Program. “Eligible employees” shall exclude classified employees, employees whose employment is expected to be less than five (5) months, and employees whose employment is incidental to their status as students at the institution.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

I. Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107A. BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM.

(1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of the university of Idaho, Idaho state university, Boise state university, Lewis Clark state college and the state board of education who are hired on or after July 1, 1993; provided, however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho. The benefits to be provided for or on behalf of participants in an optional retirement program shall be provided through annuity contracts or certificates, fixed or variable in nature, or a combination thereof, whose benefits are owned by the participants in the program.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

- (a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;
- (b) The relation of such rights and benefits to the amount of contributions to be made;
- (c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and
- (d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

- (a) Eligible employees are:
 - (i) Those faculty and nonclassified staff initially appointed or hired between July 1, 1990 and June 30, 1993; and
 - (ii) Those teaching staff and officers initially appointed or hired on or after July 1, 1993.

All eligible employees, except those who are vested members of the public employee retirement system of Idaho, shall participate in the optional retirement program.

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- (b) Vested members of the public employee retirement system of Idaho may make a one (1) time irrevocable election to remain a member of that retirement system. The election shall be made in writing, within sixty (60) days of the date of initial hire or appointment or the effective date of this act, whichever occurs later. It shall be filed with the administrative officer of the employing institution.
- (c) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.
- (d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.
- (4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:
- (i) To the designated company or companies, an amount equal to seven and eighty-one hundredths percent (7.81%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and
 - (ii) To the public employee retirement system, an amount equal to three and three one-hundredths percent (3.03%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2015, and is in lieu of amortization payments and withdrawal contributions required pursuant to chapter 13, title 59, Idaho Code.
- (b) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of the participant's salary. Employee contributions may be made by employer pick-up pursuant to section 59-1332, Idaho Code.
- (c) Payment of contributions authorized or required under this subsection shall be made by the financial officer of the employing institution to the designated company or companies for the benefits of each participant.
- (5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho so long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.
- (6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107B. BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM FOR COMMUNITY COLLEGES AND POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION INSTITUTIONS.

(1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of community colleges and postsecondary professional-technical education institutions, including north Idaho college, college of southern Idaho and eastern Idaho technical college, hired on or after July 1, 1997; provided however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho. The benefits to be provided for or on behalf of participants in an optional retirement program shall be provided through annuity contracts or certificates, fixed or variable in nature, or a combination thereof, whose benefits are owned by the participants in the program.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

- (a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;
- (b) The relation of such rights and benefits to the amount of contributions to be made;
- (c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and
- (d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

- (a) Eligible employees are the teaching staff and officers initially appointed or hired on or after the effective date of this chapter. All eligible employees, except those who are vested members of the public employee retirement system of Idaho, shall participate in the optional

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retirement program.

(b) Eligible employees who are vested members of the public employee retirement system of Idaho may make a one (1) time irrevocable election to transfer to the optional retirement program. The election shall be made in writing and within sixty (60) days of the date of initial hire or appointment, or one hundred fifty (150) days after the effective date of this chapter, whichever occurs later. The election shall be filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(c) Teaching staff and officers employed by the institution the day before the effective date of this chapter may make a one (1) time irrevocable election to participate in the optional retirement program. The election shall be made in writing and within one hundred fifty (150) days after the effective date of this chapter. The election shall be filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.

(e) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.

(4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:

(i) To the designated company or companies, an amount equal to seven and eighty-one hundredths percent (7.81%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits, or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and

(ii) To the public employee retirement system, an amount equal to three and eighty-three hundredths percent (3.83%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2011 and is in lieu of amortization payments and withdrawal contributions required pursuant to chapter 13, title 59, Idaho Code.

(b) For the purposes of section 59-1322, Idaho Code, the term "projected salaries" shall include the sum of the annual salaries of all participants in the optional retirement program established pursuant to this section.

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(c) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%). Employee contributions may be made by employer pick-up pursuant to section 59-1332, Idaho Code.

(5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho so long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.

(6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

Idaho Statutes
TITLE 59
PUBLIC OFFICERS IN GENERAL
CHAPTER 5
SALARIES OF OFFICERS

59-513. DEFERRED COMPENSATION PROGRAMS FOR EMPLOYEES OF STATE OR POLITICAL SUBDIVISIONS. The state of Idaho, the state board of education for those employees eligible for participation in the optional retirement programs created in sections 33-107A and 33-107B, Idaho Code, and any county, city, or political subdivision of the state acting through its governing body, is hereby authorized to contract with an employee to defer all or a portion of that employee's income, and may subsequently with the consent of the employee, invest such deferred income in a funding medium for the purpose of funding a deferred compensation program for the employee.

The state board of examiners shall supervise and regulate the deferred compensation program for state employees, and may adopt rules to implement such a program; provided however, that the state board of education shall supervise and regulate any deferred compensation program it establishes and may adopt rules to implement such a program.

The governing body of any county, city, or political subdivision of the state, shall supervise and regulate the deferred compensation program for its employees.

In no event shall the amount of income an employee elects to defer exceed the total annual salary, or compensation under the existing salary schedule or classification plan applicable to such employee in such year. Any income deferred under such a plan shall continue to be included as regular compensation for the purpose of computing the retirement contributions and pension benefits earned by any employee, but any sum so deferred shall not be included in the computation of any income taxes withheld on behalf of any such employee.

Coverage of an employee under a deferred compensation plan under this section shall not render such employee ineligible for simultaneous membership and participation in the pension systems for public employees which are otherwise provided for.

For the purposes of this section the state controller is authorized to make such deductions from salary for any employee of the state who has authorized such deductions in writing, and the state board of examiners may designate administrative agents for the state of Idaho to execute all necessary agreements pertaining to the deferred compensation program.

For the purposes of this section, the term "employee" includes elected or appointed officials.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University request for approval of the settlement agreement discussed in executive session

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.7. Section 67-2345(d), (e) and (f), Idaho Code.

DISCUSSION

Idaho State University requests approval of the settlement agreement consistent with the terms discussed in executive session.

IMPACT

Approval of the settlement will bring finality to this matter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comment on this item.

BOARD ACTION

A motion to approve the settlement and to authorize Idaho State University to sign all necessary settlement documents.

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: 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.

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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY-continued

Idaho Statutes

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:

(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 from disclosure as provided in chapter 3, title 9, Idaho Code;

(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;

(g) By the commission of pardons and parole, as provided by law;

(h) By the sexual offender classification board, as provided by chapter 83, title 18, Idaho Code;

(i) By the custody review board of the Idaho department of juvenile corrections, as provided by law.

(2) Labor negotiations may be conducted in executive session if either side requests closed meetings. Notwithstanding the provisions of *section 67-2343, Idaho Code*, subsequent sessions of the negotiations may continue without further public notice.

(3) No executive session may be held for the purpose of taking any final action or making any final decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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COLLEGE OF WESTERN IDAHO

SUBJECT

Land transfer

Materials are forthcoming and will be added later

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
1	PRESIDENTS' COUNCIL REPORT	Information Item
2	BOISE STATE UNIVERSITY PROGRESS REPORT	Information Item
3	IDAHO DIVISION OF VOCATIONAL REHABILITATION PROGRESS REPORT	Information Item
4	OFFICE OF THE STATE BOARD OF EDUCATION – CORE VALUES	Motion to Approve
5	IDAHO DIVISION OF PROFESSIONAL TECHNICAL EDUCATION – CWI DESIGNATION AS TECHNICAL COLLEGE	Motion to Approve
6	IDAHO DIVISION OF PROFESSIONAL TECHNICAL EDUCATION – FIVE YEAR PLAN UNDER THE PERKINS ACT	Motion to Approve
7	IDAHO PUBLIC TELEVISION – YOUNG PROFESSIONAL ORGANIZATION MEETING	Informational Item
8	WEISER SCHOOL DISTRICT NO. 431 TUITION WAIVER	Motion to Approve
9	EASTERN IDAHO TECHNICAL COLLEGE – ADVISORY COUNCIL NOMINATIONS	Motion to Approve

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 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
FEBRUARY 28-29, 2008

SUBJECT

Boise 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 approximately one year since Boise State University supplied an overview of its status and accomplishments.

DISCUSSION

Dr. Robert Kustra, President of Boise State University, will be in attendance at the meeting, and will present a summary of the accomplishments and future goals of the institution.

IMPACT

President Kustra's presentation will provide the State Board members and others with current information about Boise State University.

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
FEBRUARY 28-29, 2008

SUBJECT

Idaho Division of Vocational Rehabilitation 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

Dr. Michael Graham, from the Idaho Division of Vocational Rehabilitation, will be in attendance at the meeting and present a summary of the accomplishments and future goals of Idaho Division of Vocational Rehabilitation.

IMPACT

Dr. Graham's presentation will provide the State Board members and others with current status information about the Idaho Division of Vocational Rehabilitation.

ATTACHMENT

Attachment 1 – PowerPoint presentation

Page 3

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 FEBRUARY 28-29, 2008

Vocational Rehabilitation



**Federally located in the
Department of Education**

Presentation to:
The Office of the State Board of Education

By: Dr. Michael Graham, Administrator
February 29, 2008

INTRODUCTION / OVERVIEW

PURPOSE:

To provide services needed for individuals with all types of disabilities excepting visual impairments and blindness to achieve gainful employment resulting from services.

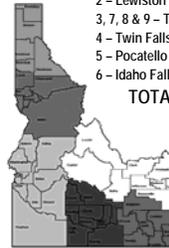
AGENCY STRUCTURE:

- 150 Staff,
- 71 Master's Level Counselors
- 48 Support Staff
- Nine Field Regional Managers
- Two Extended Employment Specialists
- 20 Central Office staff including Fiscal and IT
- 41 Offices Statewide
- Caseload size generally 120 clients per counselor

Economic Impact After Rehabilitation Services

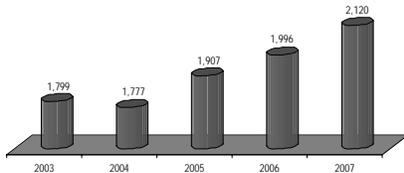
- Full time after closure = \$11.33
- 55% of all closures
- All rehabs average wage \$9.77
- Average work week 31 hours at closure
- Total weekly earnings \$695,112
- Total annual earnings \$36,146,000

Region/Location	Rehabilitated
1 - Coeur d'Alene	245
2 - Lewiston	219
3, 7, 8 & 9 - Treasure Valley	814
4 - Twin Falls	249
5 - Pocatello	285
6 - Idaho Falls	308
TOTAL for FFY 2007	2,120



A record 6.2% increase over 2006 which was also a record in productivity

Idahoans Who Joined the Workforce After Rehabilitation Services



19.3% Increase from 2004 - Present

The National total for 2002 is 221,000 employment rehabs
The National total for 2006 is 205,000 employment rehabs
(note the Idaho and national trends are opposite in favor of Idaho)

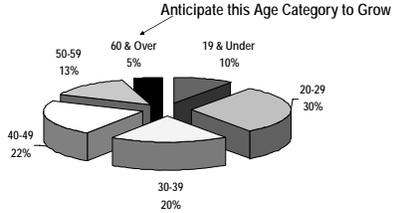
Employment Rehabilitations Per Million of Federal Funds Provided to Public Vocational Rehabilitation State Agencies in FFY 2006

- Agencies for Blind and Visually Impaired = 27
- General Agencies comparable to IDVR = 51
- IDVR Agency for FFY 2007=150
(nearly 3 times the efficiency of the national average)
- For every \$1 of cost a return of \$3.33 is returned to Idaho in taxes paid on client earnings.
(Derived from a Federal RSA RTI formula)

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

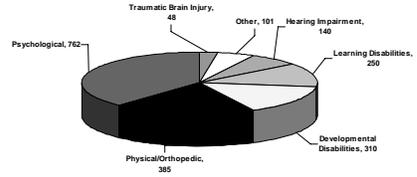
AGE DISTRIBUTION

Age of the 2,120 VR Clients Who Went to Work



DISABILITY DISTRIBUTION

Disabilities of the 2,120 Individuals Who Went to Work



A subset of the total 2,120 employment rehabilitations "offenders" for the State is 419 or 19.8%

BUDGET

NEW LINE ITEMS:

- Pass Plan Writer \$76,500
Recommended by OSBE and by the Governor
- Total increase \$890,500 or 3.6% actual dollar increase
- 2008 total budget \$24,675,300
- 2009 total budget \$25,565,800

AGENCY CHALLENGES

- Extended Employment (EES) Waiting List = 238
- EES Clients Receiving Service Job Support = 1123
- Round table discussions forging better partnerships
- Initiative on Impairment Related Work Expenses through SSA
- Maintaining efficiency in using case service dollars or direct expenses on behalf of clients
- Bridging the marketplace with our Agency and work ready clients



Questions & Answers

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2007

SUBJECT

Office of the State Board of Education Core Values

DISCUSSION

The Office of the State Board is implementing an internal control system recommended by the State Controller's Office. One of the first requirements for implementing that system is the adoption of a set of agency values. The following values have been developed by OSBE for that purpose. We are asking for Board approval.

IMPACT

An effective internal controls system will help to insure that agency programs are implemented appropriately.

ATTACHMENT

Attachment 1 – Core Values Statement

Page 3

BOARD ACTION

A motion to approve the Core Values developed by the staff for the Office of the State Board of Education, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Office of the State Board of Education (OSBE) Core Values

The core values are described below:

Respect for the Truth:

- OSBE employees are expected to maintain the highest level of ethical behavior, and to be honest in their dealings with the agency and with others.
- OSBE employees must not ignore problems that need corrected, whether those issues fall within the duties and responsibilities of the employee or not.

Respect for People:

- OSBE employees are to treat fellow employees, customers, and others we deal with in the course of our daily responsibilities with genuine courtesy.
- OSBE employees will strive to provide the very best in terms of time, effort, assistance, and high quality service. This includes carrying their share of the responsibilities and meeting the needs of fellow employees as they strive to be effective in their jobs.
- OSBE employees will respect differences in backgrounds and operational styles inherent in people, and will work to accommodate the special needs those differences create.

Respect for Ideas:

- OSBE employees shall continually seek to be innovative in providing quality service.
- New ideas will be encouraged and nurtured, as well as evaluated and implemented.
- OSBE employees recognize the importance of maintaining a “can do” attitude.

Respect for the Mission:

- OSBE employees shall be committed to the ultimate responsibilities for which the agency exists. Accomplishing the mission is everyone’s job, and the specific assignment is simply a means to that end.
- OSBE employees will go beyond simply doing a series of assigned tasks; they will keep a continual focus on the ultimate goal.
- OSBE employees will seek to continually improve the means and processes, while looking for cost savings and ways to improve services.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Designation of the College of Western Idaho as the Technical College in Region III

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Sections 33-2201 through 33-2207; IDAPA 55.01.01 and 55.01.02.

BACKGROUND

Postsecondary professional-technical education programs are delivered through a statewide delivery system. The delivery system is divided into six geographical regions with a designated technical college in each region:

I	Northern	NIC - Professional-Technical Division
II	North Central	LCSC - Professional-Technical Programs
III	South Western	BSU – Larry G. Selland College of Applied Technology
IV	South Central	CSI - Professional-Technical Division
V	South Eastern	ISU - College of Technology
VI	Upper-Snake River & Lost River	Eastern Idaho Technical College

DISCUSSION

Ada and Canyon voters approved the creation of the College of Western Idaho (CWI) on May 22, 2007. With the creation of CWI, it is the intent of Boise State University to no longer deliver professional-technical education programs and services. CWI is requesting designation as the technical college for Region III.

CWI will need to demonstrate to the Division of Professional-Technical Education its ability to ensure continuity of education for students currently enrolled in Boise State University (BSU) Larry G. Selland College of Applied Technology. Indicators include, but are not limited to: capacity for delivering existing programs, (i.e., Board approval of CWI programs, adequate facilities, the transfer of equipment from BSU); accreditation status; student services, etc.

IMPACT

Professional-technical education programs and services would be delivered through CWI in Region III. Funds appropriated to the Division of Professional-Technical Education for delivery of professional-technical education programs and services would be allocated to CWI instead of to BSU Larry G. Selland College of Applied Technology.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of a request from the College of Western Idaho to be designated as the technical college in Region III, upon final recommendation by the Division of Professional-Technical Education.

BOARD ACTION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

A motion to approve a request by the College of Western Idaho to be designated as the technical college in Region III, upon final recommendation by the Division of Professional-Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Approval of the State Five-Year Plan for Federal Funds under the Carl D. Perkins Career and Technical Education Act of 2006

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code Sections 33-2201 through 33-2207; P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006; IDAPA 55.01.01.

BACKGROUND

P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006 was signed by the President on August 12, 2006, reauthorizing the federal legislation for Professional-Technical Education through FY2013.

DISCUSSION

As the administrative agent of the State Board of Education for professional-technical education, the State Division of Professional-Technical Education has developed the State Plan, in accordance with provisions of the Act for the five-year period of July 1, 2008 through June 30, 2013 and will apply for the federal funds. The Division will submit the State Plan to the U.S. Department of Education in April, 2008 for approval. A copy of the full State Five-Year Plan and Appendices is available on the Division of Professional-Technical Education's website at www.pte.idaho.gov. An Executive Summary of the full plan has been attached due to the size of the full plan.

IMPACT

Submission of the State Five-Year Plan as required by P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006.

ATTACHMENTS

Attachment 1 – Executive Summary

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the State Five-Year Plan as required by P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006 for submission to the U. S. Department of Education.

BOARD ACTION

A motion to approve the State Five-Year Plan required by P. L. 109-270, Carl D. Perkins Career and Technical Education Act as submitted by the Division of Professional-Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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EXECUTIVE SUMMARY

**IDAHO STATE FIVE-YEAR PLAN
Carl D. Perkins Career and Technical Education Act of 2006
P.L. 109-270**

July 1, 2008 – June 30, 2013

January, 2008

INTRODUCTION

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) P.L. 109-270, was signed by the President on August 12, 2006, reauthorizing the federal legislation for Professional-Technical Education through FY2013.

Historically, federal professional-technical education funds have been targeted to promote preparation in the skills that are needed by business and industry. Perkins IV builds on this purpose by promoting the development of challenging academic and technical standards including preparation for high skill, high wage, or high demand occupations in current or emerging occupations.

Perkins IV is divided into three titles:

Title I	Career and Technical Education Assistance to the States
Title II	Tech Prep
Title III	General Provisions

State Five-Year Plan

The Idaho State Five-Year Plan was developed in consultation with the Office of Governor Otter, State Board of Education, Department of Education, Division of Vocational Rehabilitation, Department of Labor, and the Workforce Development Council. The Division also consulted with representatives from the six Technical Colleges, public school districts, teachers, parents, students, interested community members, representatives of special populations, representatives of business and industry and representatives of labor organizations in the State.

Highlights

Perkins IV promotes the development of technical and academic skills of secondary and postsecondary professional-technical education students by:

- developing challenging technical and academic skill standards and to assist students in meeting those standards;
- preparing students for high skill, high wage, or high demand occupations in current or emerging professions;
- promoting the integration of rigorous and challenging professional-technical and academic instruction that link secondary and postsecondary education;
- providing technical assistance that (a) promotes leadership, initial preparation and professional development at the State and local levels and (b) improves the quality of professional-technical education teachers, faculty, administrators and counselors; and

- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, business and industries.

Significant Changes

Perkins IV provides increased emphasis on providing students with high quality professional-technical education programs that include coherent and rigorous content aligned with challenging academic standards. Programs must prepare students for high wage, high skill or high demand occupations. In addition, Perkins IV increased accountability at the State and local levels by creating two separate accountability systems and imposing sanctions for school districts and technical colleges that fail to meet the agreed upon performance levels.

■ **High Quality Programs of Study**

School districts and technical colleges are now required to provide a minimum of one program of study in order to receive Perkins IV funds. Programs of study must include coherent and rigorous technical and academic content; align secondary and postsecondary education; and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. The new requirement for programs of study expands articulation agreements to include baccalaureate degree programs.

■ **Increased Accountability**

Perkins IV created a local level accountability system in addition to the state system created under Perkins III. Local school districts and technical colleges must now accept the state agreed upon levels of performance or negotiate local agreed upon performance measures with the Division of Professional-Technical Education.

At the secondary level, academic attainment will now be measured by the academic assessments the state has approved under No Child Left Behind (NCLB). Graduation rates will also be reported as defined in NCLB, and technical skill proficiency will include student achievement on technical assessments that are aligned with industry-recognized standards when possible.

At the postsecondary level, academic attainment will no longer be reported as a separate measure, but technical skill proficiency will include student attainment on technical assessments that are aligned with industry-recognized standards when possible. Additionally, student placement in high-wage, high-skill or high-demand occupations or professions must be measured at the postsecondary level.

■ **Sanctions**

The Division of Professional-Technical Education may withhold any or all of the Perkins IV funds if a school district or technical college fails to implement a program improvement plan; or fails to make any improvement in meeting any of the local adjusted levels of performance; or fails to meet at least 90 percent of an agreed upon local adjusted level of performance for three consecutive years.

State Level Decisions

■ **Consolidation of Title I and Title II**

Idaho elected to merge Title I and Title II of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) to more fully integrate tech prep into professional-technical education programs. Six regional Advanced Learning Partnerships were formed to further efforts of the six Tech Prep consortia funded under Title II of the previous Perkins legislation.

The Advanced Learning Partnerships are comprised of representatives from the Technical College, school districts and business and industry in each region. The role of the Advanced Learning Partnerships is to promote and support linkages between secondary and postsecondary professional-technical education programs; improve academic integration; facilitate the transition to baccalaureate degree programs; and to develop local and statewide articulation agreements.

■ **Title I Split between Secondary and Postsecondary**

Under Perkins III, funds available for basic programs were split to distribute 65% to secondary schools and 35% to postsecondary institutions. Idaho did not have a reserve under Perkins III.

Under Perkins IV, Idaho reserved \$420,000 from the funds available for basic programs to support the six regional Advanced Learning Partnerships. The remaining basic program funds were split 65% for secondary schools and 35% for postsecondary institutions.

The split between secondary and postsecondary professional-technical education programs was based on a three-year rolling average analysis (FY04-FY06) of the number of full-time equivalent (FTE) students served in the State. The three-year rolling average enrollment was 15,118.6 FTE at the secondary and postsecondary levels. Sixty-five percent (9,754.9 FTE) were served at the secondary level and thirty-five percent (5,363.7 FTE) were served at the postsecondary level.

■ **Performance Measures**

The Division of Professional-Technical Education established statewide committees for the purpose of developing performance measures for the core

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

indicators of performance. The state performance measures developed by the committees are shown on the following pages.

Secondary Measures

Measure 1S1 Academic Attainment – Reading/Language Arts	Numerator	The number of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Reading, or achieved proficiency through a state approved alternative route to graduation.
	Denominator	The number of PTE concentrators who are seniors.
Measure 1S2 Academic Attainment - Mathematics	Numerator	The number of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Mathematics or achieved proficiency through a state approved alternative route to graduation.
	Denominator	The number of PTE concentrators who are seniors.
Measure 2S1 Technical Skill Attainment	Numerator	The number of PTE concentrators who passed a state approved technical skill assessment during the reporting year.
	Denominator	The number of PTE concentrators who took a state approved technical skill assessment during the reporting year.
Measure 3S1 Secondary School Completion	Numerator	The number of PTE concentrators who earned a high school diploma during the reporting year.
	Denominator	The number of PTE concentrators who left secondary education during the reporting year.
Measure 4S1 Student Graduation Rates	Numerator	The number of PTE concentrators who earned a high school diploma during the reporting year.
	Denominator	The number of PTE concentrators who are included in the AYP determination for graduation rate during the reporting year.
Measure 5S1 Secondary Placement	Numerator	The number of PTE concentrators who achieved a positive placement or transition in the second quarter after leaving high school.
	Denominator	The number of PTE concentrators who left high school in the reporting year.
Measure 6S1 Nontraditional Participation	Numerator	The number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.
	Denominator	The number of PTE program participants in programs designated as non-traditional.
Measure 6S2 Nontraditional Completion	Numerator	The number of students who are PTE concentrators in programs nontraditional to their gender.
	Denominator	The number of PTE concentrators in programs designated as non-traditional.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

Postsecondary Measures

Measure 1P1 Technical Skill Attainment	Numerator	The number of PTE concentrators who passed a state approved technical skill assessment during the reporting year.
	Denominator	The number of PTE concentrators who took a state approved technical skill assessment during the reporting year.
Measure 2P1 Credential, Certificate or Degree	Numerator	The number of PTE concentrators who earned an industry-based credential, a certificate, or a degree during the reporting year.
	Denominator	The number of PTE concentrators who left postsecondary education during the reporting year.
Measure 3P1 Student Retention or Transfer	Numerator	The number of PTE concentrators who (1) remained enrolled in their original institution, or (2) transferred to another 2- or 4-year postsecondary institution, <u>and</u> who were enrolled in the fall of the previous year.
	Denominator	The number of PTE concentrators who were enrolled in the previous fall semester and did not earn a recognized industry recognized credential, a certificate or a degree.
Measure 4P1 Student Placement	Numerator	The number of PTE concentrators who achieved a positive placement or transition in the second quarter after leaving postsecondary education.
	Denominator	The number of PTE concentrators who left postsecondary education during the reporting year.
Measure 5P1 Nontraditional Participation	Numerator	The number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.
	Denominator	The number of PTE program participants in programs designated as non-traditional.
Measure 5P2 Nontraditional Completion	Numerator	Total number of PTE students who are PTE concentrators in programs nontraditional to their gender.
	Denominator	The number of PTE concentrators in programs designated as non-traditional.

IDAHO PUBLIC TELEVISION

SUBJECT

Young Professionals Organization quarterly meeting

BACKGROUND

The Young Professionals Organization (YPO) has requested to hold their quarterly meeting in the IdahoPTV studio at 1455 North Orchard Street, Boise on Friday, May 9, from 4 p.m. to 7 p.m. YPO is a national association with a new Boise local chapter dedicated to enhancing the leadership skills of company leaders.

For this meeting, YPO has contracted Sam Tyler, an award winning producer of television programs on PBS, including IN SEARCH OF EXCELLENCE, to be the group's featured speaker.

YPO has also requested that beer and wine (at their expense) be served at the event.

Current Board policy on the serving of alcoholic beverages is directed to the institutions and not Board agencies. As a result, Idaho Public Television (IPTV) is bringing this informational item to the Board for their direction.

There is no prohibition that would prevent IPTV from accommodating this request. However, the Idaho Division of Risk Management has provided guidelines to Idaho Public Television in connection with this request: IPTV should contract with YPO to include an agreement to hold Idaho Public Television harmless, and provide liability coverage and a certificate of insurance to IPTV. In addition, the caterer must have the required license, do all the pouring, and provide a liquor liability certificate.

DISCUSSION

This item is being brought forward to the Board as an informational item for review and input.

IMPACT

There is no financial impact on Idaho Public Television for this event. The benefit is the opportunity to work with the Young Professionals Organization business sector members and their speaker, producer Sam Tyler, for possible future partnerships.

STAFF COMMENTS AND RECOMMENDATIONS

Staff have no comments or recommendations at this time.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

BOARD ACTION

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

SUBJECT

Weiser School District No. 431 Tuition Waiver

REFERENCE

April 21, 2005 Request for Approval of Partial Waiver by Weiser School District

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1405, Idaho Code.

BACKGROUND

Several students residing in the small Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District No. 431. The tuition charged by the Weiser District for each of the students from Oregon is set by Idaho Code §33-1405. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District and continues to create a hardship to the Annex School District.

DISCUSSION

The Weiser School District is requesting the State Board of Education waive a portion (\$43.92 per month per student) of the tuition rate charge for each individual student attending Weiser High School from the Annex School District in Oregon for four years: 2007-08; 2008-09; 2009-10 and 2010-11, subject to annual review by the Weiser School District Board of Trustees.

The addition of 25 to 35 students from the Annex, Oregon area (representing about 5% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs), but has little effect on the other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

The current number of individual high school students enrolled from the Annex School District is five freshmen, ten sophomores, seven juniors, and 6 seniors. A list of students has been submitted to the Board office and is on file.

ATTACHMENTS

Attachment 1 – Request for Waiver – Weiser School District	Page 3
Attachment 2 – Request for Waiver – Annex School District	Page 4
Attachment 3 – Rationale for Waiver – Annex School	Page 5
Attachment 4 – FY08 Monthly Per Capita Cost (Idaho)	Page 6
Attachment 5 – State School Fund Grant (Oregon)	Page 7

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

STAFF COMMENTS AND RECOMMENDATIONS

This request is a routine request that the board periodically receives from school districts along the Idaho border. Total potential loss of tuition would be less than \$14,000 per year. Board staff recommends approval.

BOARD ACTION

A motion to approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2007-08, 2008-09, 2009-10, and the 2010-11 school years. Subject to annual review by the Weiser School District Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008
WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

KYLA DICKERSON
Clerk

CHRISTY STENDER
Deputy Clerk

RECEIVED

JAN 31 2008

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

January 24, 2008

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

**RE: Out of State Tuition Waiver (I.C. #33-1405)
Annex, Oregon students attending Weiser High School**

The Weiser School District Board of Trustees requests that the State Board of Education waive a portion (\$43.92 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon for the 2007-08 school year.

The Weiser School District is requesting the waiver for four years: 2007-08; 2008-09; 2009-10 and 2010-11 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$43.92 per month per student this year. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The addition of 25 to 35 students from the Annex, Oregon area (representing about 5% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

Attached, please find a letter of support for the waiver by the Weiser School District Board of Trustees.

Sincerely,



JAMES A. REED
Superintendent

Encl.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

402 Annex Road
Ontario, Oregon 97914

phone 541-262-3280
fax 541-262-3578

Annex School District 29

January 24, 2008

Weiser School District #431
ATTN: JAMES A. REED, SUPERINTENDENT
925 Pioneer Road
Weiser, Idaho 83672

Dear Mr. Reed:

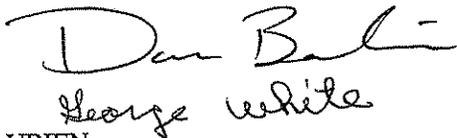
According to our most recent estimate, as of July 6, 2007, we are anticipating a per pupil allocation for the 2007-08 school year of \$6,257.00 (Six thousand, two hundred, fifty-seven dollars) from local and state revenue sources. I have attached a copy of this estimate for your records.

Currently, there are twenty-eight Annex students enrolled at Weiser High School. Using the tuition rate of \$739.14 per month per student determined by the State of Idaho we would be expected to pay approximately \$186,263.00. Based on the estimate given above, we will receive approximately \$175,195.00 from local and state sources. This results in a difference of \$11,068. Calculated on a per month basis, Annex School District's revenue estimate is \$695.22 per student. The difference between the two amounts is \$43.92 per student per month.

As mentioned in former correspondence, over the past decade the difference between what Annex receives for educating our high school students and the tuition rate set by the state of Idaho has continued to create a hardship for our district. This has contributed in programs being cut at our elementary school in order to accommodate our high school population. The district can no longer afford the financial hardship or its effect on our elementary students, their families and the staff.

Thank you for continuing to pursue a waiver from the State of Idaho for the portion of our 2007-08 tuition bill, and of the subsequent three years, that exceeds the amount we received from local and state revenue sources. We truly appreciate your effort to ensure that our high school students may continue to attend Weiser High School and contribute to the Weiser community that most Annex families consider their own.

Sincerely,



DAN BEAUBIEN
GEORGE WHITE

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008
WEISER SCHOOL DISTRICT NO. 431
925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

KYLA DICKERSON
Clerk

CHRISTY STENDER
Deputy Clerk

January 24, 2008

RATIONALE FOR WAIVER – ANNEX SCHOOL

Annex families consider themselves a part of the Weiser community and they are active participants in many ways. They work, own businesses and property, shop, attend church, and participate in clubs and recreation activities in Weiser. It is also important to know that half of the Annex School District staff resides in Weiser.

Historically speaking, the Weiser and Annex districts have maintained a very positive and collaborative partnership. For approximately 50 years, if not longer, Annex students have been attending Weiser High School.

When considering the possible options for educating Annex high school students, having them attend Weiser High School is truly the most logical and safe arrangement. Annex simply does not have the resources to build a high school or to provide the same high caliber of education our students currently receive in Weiser. While Annex students may attend school in Ontario, Oregon or Huntington, Oregon the distance either way would create a long and sometimes treacherous commute.

Currently, the tuition Weiser is required to charge Annex exceeds the amount per student of funding they receive from the Oregon State School Fund and local revenue. Over the past decade the difference has continued to widen which has resulted in programs being cut at their elementary school in order to accommodate their high school population attending Weiser High School.

Recently, Annex looked into using a local option tax to raise additional funds for high school tuition. However, due to Oregon's Measure 5 and Measure 50 limitations, they were not able to do so. According to Malheur County officials, Annex could raise a total of \$3.00.

In summary, Annex School District would like to continue sending high school students into Weiser because it is simply the most logical and appropriate placement for them given the cohesiveness of our communities. Unfortunately, it has become increasingly difficult for Annex to afford the cost. For many years our districts worked together to determine an appropriate rate of tuition: a rate that ensured Annex paid their fair share and that Weiser was adequately compensated. Annex and Weiser would like to be able to do that again.

WEISER SCHOOL DISTRICT #431 - BOARD OF TRUSTEES

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

<u>School District/Charter School:</u>	ELEMENTARY			SECONDARY		
	<u>Monthly Per Capita Cost</u>	<u>Monthly Per Capita State Support</u>	<u>Net Monthly Tuition</u>	<u>Monthly Per Capita Cost</u>	<u>Monthly Per Capita State Support</u>	<u>Net Monthly Tuition</u>
392 Mullan	1,471.05	915.49	555.56	1,873.08	1,166.68	706.40
393 Wallace	805.36	420.36	385.00	1,070.56	558.61	511.95
394 Avery	4,953.85	386.33	4,567.52	4,953.85	386.33	4,567.52
401 Teton County	683.04	205.32	477.72	674.20	202.41	471.79
411 Twin Falls	526.26	348.34	177.92	600.76	397.66	203.10
412 Buhl Joint	559.12	341.61	217.51	776.68	474.73	301.95
413 Filer	578.28	411.91	166.37	745.12	530.87	214.25
414 Kimberly	475.75	374.38	101.37	730.63	575.43	155.20
415 Hansen	639.51	484.06	155.45	846.92	641.97	204.95
416 Three Creek Elementary	2,981.81	1,916.20	1,065.61	2,981.81	1,916.20	1,065.61
417 Castleford Joint	749.21	522.61	226.60	1,003.58	699.29	304.29
418 Murtaugh Joint	843.11	535.47	307.64	1,127.01	714.64	412.37
421 McCall-Donnelly Joint	800.13	80.42	719.71	1,136.18	114.35	1,021.83
422 Cascade	720.74	181.22	539.52	1,127.24	283.50	843.74
431 Weiser	545.22	387.13	158.09	739.14	524.29	214.85
432 Cambridge Joint	1,015.62	598.30	417.32	1,357.84	801.13	556.71
433 Midvale	1,084.92	748.28	336.64	1,433.68	988.44	445.24
LEA Victory Charter	553.61	560.90	N/A	478.04	485.60	N/A
LEA Idaho Virtual Academy	537.58	472.57	N/A	436.09	382.41	N/A
LEA Richard McKenna Charter	N/A	N/A	N/A	609.44	749.95	N/A
LEA Rolling Hills Charter	498.86	550.47	N/A	109.19	120.88	N/A
LEA Compass Charter	440.32	476.56	N/A	401.73	436.34	N/A
LEA Falcon Ridge Charter	406.15	488.82	N/A	427.05	513.61	N/A
LEA Inspire Charter	707.71	796.77	N/A	623.28	702.11	N/A
LEA Liberty Charter	839.48	743.80	N/A	587.66	521.72	N/A

FV08

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

STATE SCHOOL FUND GRANT

2007-2008

AS OF 7/8/2007

Malheur County, Annex SD 29

District ID: 2111

2007-2008 ADMw Components				2007-2008 Local Revenue	
ADMr:	75.0 X 1.00 =	75.0		Property Taxes and in-lieu of property taxes from local sources =	\$118,000.00
Students in ESL programs:	14.0 X 0.50 =	7.0		Federal Forest Fees =	\$0.00
12.0 IEP Students capped at 11% of ADMr:	8.3 X 1.00 =	8.3		Common School Fund =	\$7,754.19
Students on IEP Above 11% of ADMr:	0.0 X 1.00 =	0.0		County School Fund =	\$900.00
Students in Pregnant/Parenting Programs:	0.0 X 1.00 =	0.0		State Managed Timber =	\$0.00
Students in Poverty:	18.1 X 0.25 =	4.5		In-Lieu of Property Taxes (non-local sources) =	\$0.00
Students in Foster Care or Neglected/Delinquent:	0.0 X 0.25 =	0.0		Revenue Adjustments =	\$0.00
Remote Small School Correction:	0.0 X 1.00 =	0.0		Local Revenue =	\$126,654.19
Small High School Correction (non-remote):	0.0 X 1.00 =	0.0			
Estimated ADMw:		<u>94.8</u>			
2007-2008 Extended ADMw				2007-2008 Transportation Grant	
	2007-2008 Estimated ADMw =	94.8		Salaries =	N/A
	2006-2007 Estimated ADMw =	101.7		Payroll =	N/A
	Extended ADMw - Greater of			Purchased Services =	N/A
Or	2007-2008 Estimated ADMw =	101.7		Supplies =	N/A
	2006-2007 Estimated ADMw			Capital =	N/A
				Other =	N/A
2007-2008 Experience Adjustment				Garage Depreciation =	N/A
	District Average Teacher Experience =	19.50		Bus Depreciation =	N/A
	State Average Teacher Experience =	12.82		Fees Collected =	N/A
	Experience Adjustment (Difference in District and State Teacher Experience) =	6.68		Non-Reimbursable =	N/A
				Net Eligible Trans. Expend. =	\$27,000.00
				Trans per ADMr Rank, 21% Transportation Reimburs. Rate 70.00%	
				Grant (Rate* Net Eligible Expend) =	\$18,900.00
2007-2008 General Purpose Grant				2007-2008 Total Formula Revenue	
(Extended ADMw x [\$4500 + (\$25 x Experience Adjustment)]) x Funding Ratio				General Purpose Grant + Transportation Grant	
(101.7 x [\$4500 + (\$25 x 6.68)]) X 1.300767000784 = \$617,388				= \$617,388 + \$18,900 = \$636,288	
2007-2008 State School Fund Grant				General Purpose Grant per Extended ADMw= \$6,071	
Total Formula Revenue - Local Revenue				Total Formula Revenue per Extended ADMw= \$6,257	
= \$636,288 - \$126,654 = \$509,634				Charter Schools Rate(ORS 338.155)= \$6,515	
Total Paid To date			Estimated Remaining Balance Due		
SSF	Small HS Grant	Facility Grant	SSF	Small HS Grant	Facility Grant
					High Cost Disability

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-eighth Legislature First Regular Session - 2005
IN THE SENATE
SENATE BILL NO. 1050
BY EDUCATION COMMITTEE

1 AN ACT
2 RELATING TO RATES OF TUITION FOR ATTENDANCE IN A SCHOOL DISTRICT; AMENDING
3 SECTION 33-1405, IDAHO CODE, TO AUTHORIZE A SCHOOL DISTRICT BOARD OF
4 TRUSTEES TO APPLY FOR AN EXEMPTION TO ANY PORTION OF A TUITION RATE CALCU-
5 LATED PURSUANT TO THIS SECTION; AND DECLARING AN EMERGENCY.
6 Be It Enacted by the Legislature of the State of Idaho:
7 SECTION 1. That Section 33-1405, Idaho Code, be, and the same is hereby
8 amended to read as follows:
9 33-1405. RATES OF TUITION -- TUITION CERTIFICATES. The state department
10 of education shall prepare and distribute all necessary forms; and shall issue
11 to each school district, annually, a tuition certificate bearing a serial num-
12 ber, which certificate shall authorize the receiving district to charge and to
13 bill for the tuition of its nonresident pupils where tuition has not been
14 waived.
15 In determining tuition rates to be charged by any creditor school dis-
16 trict, the state department of education shall compute the sum of that
17 district's maintenance and operation costs, depreciation on its buildings,
18 equipment, and other property, and the interest, if any paid by it on bonded
19 debt or registered warrants. The said state department of education shall then
20 compute what proportion of the sum of said costs, depreciation and interest is
21 allocable to elementary schools, and what proportion is allocable to secondary
22 schools, in the district. The proportion allocable to elementary schools shall
23 then be divided by the average daily attendance of elementary school pupils,
24 and the proportion allocable to secondary schools shall be divided by the
25 average daily attendance of secondary school pupils, in the district, and the
26 amount so determined shall be the gross per-pupil cost, elementary or second-
27 ary, as the case may be. The net per-pupil cost shall be the gross per-pupil
28 cost less the per-pupil apportionment to the district of any foundation pro-
29 gram funds.
30 Computations of tuition rates shall be made as of the school year next
31 preceding the year for which tuition charges are determined and made.
32 Charges for tuition made by any creditor school district shall be its net
33 per-pupil cost, as hereinabove defined; except that its gross per-pupil cost
34 shall be charged where any pupil has transferred to the creditor district by
35 transfer other than one prescribed by section 33-1403, Idaho Code, or where
36 the home district of any pupil attending school in the creditor district is
37 without the state of Idaho.
38 The board of trustees of a school district may request a waiver from the
39 state board of education of any portion of the tuition rate determined pursu-
40 ant to this section. A waiver request must be made for each individual stu-
41 dent, and may be requested for up to four (4) years, subject to annual review
42 by the local board of trustees. Waivers must be requested before April 1 of
43 the year prior to the operative date.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Eastern Idaho Technical College Advisory Council Vacancies

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-2212, and Idaho State Board of Education Governing Policies and Procedures IV.I.

BACKGROUND

Consistent with Idaho Code 33-2212, the State Board for Vocational Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) nor more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Vocational Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms.

DISCUSSION

Four (4) people are presented by the current EITC Advisory Council to the State Board of Education in order to fill the vacancies created January 1, 2008, by the resignation of one (1) Advisory Council member and the term completion of three (3) Advisory Council members. Legal notices ran in three (3) area newspapers, the *Rexburg Standard Journal*, the *Post Register*, and the *Jefferson Star*. Since there were no respondents to the legal notices, Lew Rodriguez was nominated by the EITC Advisory Council. The EITC Advisory Council requests the State Board of Education appoint Lew Rodriguez and reappoint Louis Fatkin, Ralph Steele, and Calvin Ozaki to the EITC Advisory Council.

Their terms will begin immediately upon State Board of Education ratification and continue through December 2010.

IMPACT

This will bring the EITC Advisory Council membership to 14.

ATTACHMENTS

Attachment 1 — Legal Notice	Page 3
Attachment 2 — Lew Rodriguez Resume	Page 4
Attachment 3 — Louis Fatkin Letter & Resume	Page 5
Attachment 4 — Calvin Ozaki Letter & Resume	Page 7
Attachment 5 — Ralph Steele Letter & Resume	Page 12

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval at this time

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

BOARD ACTION

Motion to approve the appointment of Lew Rodriguez and the reappointment of Louis Fatkin, Ralph Steele, and Calvin Ozaki to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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ATTACHEMENT 1 – LEGAL NOTICE

Eastern Idaho Technical College

On behalf of the Idaho State Board for Professional Technical Education, the EITC Advisory Council (EITCAC) is accepting applications from the public for membership on the EITCAC. The Council's mission is to provide advice and counsel in the organization, establishment and conduct of Eastern Idaho Technical College. The three year appointment will be made by the Idaho State Board for Professional Technical Education. Members serve without salary and can expect to meet in Idaho Falls four times annually. Prospective members must have a high interest in professional technical education and a general understanding of the college mission.

To be considered for appointment each applicant must submit a one page letter expressing his or her interest in membership, provide a resume of qualifications and identify his or her primary residence. All applications must be received no later than January 2, 2008, and addressed as follows:

Chairman
EITC Advisory Council
Eastern Idaho Technical College
1600 South 25th East
Idaho Falls, Idaho 83404-5788

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

Life sketch Lew Rodriguez
dot on a map

RANGERVILLE, TEXAS is a Village served by Farm to Market Road FM1479 approximately four miles southwest of Harlingen in southwestern Cameron County. The community was named for the Texas Ranger camp maintained near the Old Military Road, which was laid during the US and Mexico War of 1847.

By 1922 the community had an estimated fifty inhabitants and five businesses, and a post office operated there from 1924 to 1942. With the introduction of irrigation and citrus-fruit farming in the early 1920s, it had become a shipping point. In the late 1940s it had two stores, a church, and an estimated eighty residents.

Recruited by Amalgamated Sugar, the Rodriguez family, like hundreds of other families, migrated to Oregon and Idaho to work in sugar beets during season, then on to California to pick grapes, before the family made their return trip to Texas.

Rodriguez enlisted in the United States Marine Corps and immediately after basic training (boot camp) he was assigned to duty in Vietnam. Under the administration of two Presidents: Johnson and Nixon, and two Commandants Marine Corps: Wallace and Greene, Rodriguez served thirty months in Southeast Asia.

He was recruited by the late John E. Christofferson (and a young Bill Robertson) to manage a training project in Challis to support the need for welders at the molybdenum mine near Clayton. Rodriguez served as the school's liaison to the mine, project manager and instructor. Funding for the project ended two years later, but not before the successful project trained and placed more than a dozen welders at the Panther Creek Mine.

Rodriguez began his work with Idaho Migrant Council in October 1982 and has served as President of the Board of Trustees. Lew participates on numerous boards, committees and advisory groups including: the Board of Southeast Idaho Council of Governments (SICOG), the counselor advisory board for the Blackfoot School District, and the Idaho Falls Center for Higher Education advisory. A former commissioner of the Idaho Commission on Human Rights, he has been a consultant to two judicial review committees and was appointed by Governor Phil Batt to the legislative committee on worker compensation for farm laborers.

Lew Rodriguez has been a life-long activist and an advocate for human rights. He currently serves as the Regional Manager for Community Council of Idaho, Inc. (formerly Idaho Migrant Council) with responsibility to advocate for farm-workers, low-income families and Latinos in the 16 Idaho counties of eastern Idaho, and to be a liaison within rural communities.

Lew is skilled as a counselor, facilitator, mediator, coach and mentor. He is married to the former Jacqueline (Jacki) Fleming from Jerome. They have four children: Patrick, Sarah, Zachary and Gabrielle.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS



Risk Management Office
3100 Channing Way
Idaho Falls, ID 83404

12/14/2007

Franklin Just
Eastern Idaho Technical College
1600 S. 25th East
Idaho Falls, ID 83404-5788

Dear Frank,

It has been an absolute honor and pleasure to serve for the last couple of years on the Eastern Idaho Technical College Advisory Board. I truly appreciate and welcome the opportunity to serve another term. I feel my hospital expertise in the area of Accreditation and licensing was an asset, at least from an understanding perspective, when EITC was surveyed in 2007. Also, it's important that I project the continued support from my employer, Eastern Idaho Regional Medical Center, for the new Nursing Education Complex.

Thank you for providing me the opportunity to serve on the Eastern Idaho Technical College Advisory Board.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Lou Fatkin", is written over the printed name.

Lou Fatkin, Executive Director of Risk Management

LF:shh

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

Louis A. Fatkin
2395 West 7th South
Idaho Falls Idaho 83402
(208) 552-3224

Current Position

Executive Director Risk Management and Physician Relations at Eastern Idaho Regional Medical Center.

Highlights

- § 25 years experience in directing hospital risk management activities which include: coordinating loss prevention and reduction activities; managing actual or potential liability claims; managing and analyzing risk management data.
- § 17 years as Chair of Hospital Safety Committee.
- § Coordinates physician recruitment and physician relations programs.
- § Coordinates the activities of medical ethics intervention team.
- § Ensures regulatory compliance on risk/safety perspective with local, state and federal agencies.
- § Part of hospital administrative cabinet, participates in administrative call on a rotating basis.

Work History

- 1976-1977 National Park Service, Washington DC. Season park ranger with Visitor Services during Bicentennial.
- 1977-1979 Patient Representative, Charlotte Memorial Hospital, Charlotte, North Carolina. Worked in Emergency Department handling social interventions with patients and families.
- 1979-present Eastern Idaho Regional Medical Center. Started in education and assigned risk management program development for facility.

Education

Bachelor of Science, Political Science Major, Frostburg State University, Frostburg, Maryland.

Affiliations

Member of the American Society for Healthcare Risk Management

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

12/07/07

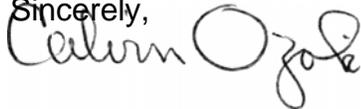
Dr. William Robertson
1600 S. 25th E.
Idaho Falls, ID 83404

Dear Bill,

It's been my pleasure to serve on the Eastern Idaho Technical College Advisory Council for the past five years. This has been a very rewarding personal experience, to be involved in assisting the College in providing high quality higher education to our community. I believe the College provides a unique and critical service to our community, and plays a vital role in supporting the Idaho National Laboratory.

I would appreciate the opportunity to continue my involvement with the Advisory Council, and am requesting a reappointment on the Council. Thank you for considering this request.

Sincerely,

A handwritten signature in black ink that reads "Calvin Ozaki". The signature is written in a cursive style with a large, stylized "O" and a long, sweeping tail on the "i".

Calvin Ozaki

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008**

Calvin B. Ozaki

2569 South Boulevard (208) 523-1439 home calozaki@aol.com
Idaho Falls, ID 83404 (208) 526-9024 work calvin.ozaki@inl.go
v
(208) 521-4331 cell

Summary of Leadership Experience

Over 25 years of diverse program, project, and line management leadership experience in nuclear and waste management operations, business management, and business development. Held executive leadership positions at three DOE National Laboratories, with personal expertise in technical and business operations, regulatory, environment, safety and health, and stakeholder involvement.

Education/Certifications

- \$ M.S. Radiological Health, Oregon State University, 1979
- \$ B.S. Biology and B.A. Chemistry, University of California at Irvine, 1976
- \$ Executive Business Leadership Program, International Institute for Management Development, Lausanne, Switzerland, 1999
- \$ Program 2000 - Executive Leadership, Northeastern University, Boston, MA, 1992-1994
- \$ Total Quality Management Instructor, 1989
- \$ Certified Hazardous Materials Manager, 1984
- \$ California Community College Teaching Credential, 1981

Experience Summary

Idaho National Laboratory, Deputy Director for Facilities and Site Services, 2005 to present:

Senior leadership responsibility for site-wide landlord and site services activities with an annual budget of \$156M and an 1,100-person staff. Workscape include; Engineering Services, Security and Emergency Services, Operations and Maintenance Services, and Training and Document Resources. Primary responsibility is to integrate, consolidate, and transform the former INEEL and ANL into the newly created Idaho National Laboratory.

Argonne National Laboratory - West, Director of Nuclear Program Services Division and Infrastructure Program, 2001 to 2005:

Executive leadership responsibility for site-wide Business Services, Safety and Health, and Safeguards and Security, with an annual budget of \$21M, and a 200-person staff. Also responsible for directing, planning, and funding the Site Infrastructure Program, which includes site physical assets, facility operations and services, with an annual direct budget of \$35M. Over the past two years the site has successfully exceeded 2,500,000 hours without a lost time accident, and has significantly improved its safety performance in Total Recordable Case Rate and Days Away From Work.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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BNFL Inc., Deputy General Manager - Advanced Mixed Waste Treatment Project (AMWTP), 1995 to 2001

Executive leadership responsibilities included assisting the General Manager in all aspects of Program execution and with specific collateral responsibilities as Business/Contracts Manager, ES&H Manager, Retrieval Project Manger, Community Relations/Public Involvement Manager, and DOE and INEEL Site M&O contractor interface.

Led and managed the winning proposal team for the Advanced Mixed Waste Treatment Project, a \$1.2 B fixed price privatization contract. Grew the organization from a two-person business development office to a \$400M capital construction project with five corporate partners, and a 400-person waste processing facility. Lead responsibility for defining and managing the prime DOE contract, including negotiating modifications and equitable adjustments. Also led in developing the Project business model, including internal and external financing options.

Led and managed overall Environment, Safety & Health activities (Radiological and Criticality Safety, Industrial Hygiene, Industrial Safety, Fire Protection, and Environmental Permitting). Developed and implemented these programs from the ground up, and successfully passed the first Retrieval Operational Readiness Review with no prestart findings. During my tenure as ES&H Manager, achieved over 1,000,000 hours of construction activities without a lost time injury.

Led the Project's regulatory, community, and public involvement activities, which included environmental permits, environmental impact statements, and public and community outreach activities. The most notable challenge was to proactively project a positive Project image during the "incinerator" law suit from the celebrity lawyer, Gerry Spence. Also led negotiations with state, county, and local official to resolve property and sales tax and building permit issues.

Lockheed Idaho Technology Co./EG& G Idaho, Inc., Department Manager, 1988 to 1995

Led the INEEL Waste Management Technical Support Programs Group, which included DOE's National Programs for Commercial Low-Level Waste (LLW), Greater-Than-Class C LLW, DOE LLW and Spent Fuel. Also directed several other INEEL technical support programs including the Stored TRU Waste Program, Chemical and Radiological Risk Assessment Program, Program Plans and Budgets, Pollution Prevention Program, and Information Resources and Sample Management Office.

Grew the Business Unit from a single national Waste Management Program at \$5M/yr and 15 people to nine diversified programs at \$54 M per year and 162 people. Expanded and enhanced INEEL's national and international leadership role within the global waste management business sector, and achieved an unprecedented total of five "Outstanding" CPAF awards, and earned maximum award fee.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

Competed for and completed the EG&G Corporate-sponsored executive leadership "Program-2000," which focused on developing superior business leadership in a global economy. The two-year Boston-based Executive Leadership Program was administered and certified by Northeastern University School of Business, Boston, MA. Volunteered for a corporate leadership role in implementing Total Quality Management (TQM) within the INEEL, successfully trained and qualified as a TQM instructor, and personally trained the 160 staff members in my Business Unit.

Westinghouse Electric Corp, Albuquerque, NM, Principal Engineer, 1985 to 1988

Led the Westinghouse Task Force for obtaining the Nuclear Regulatory Commission (NRC) Certificate of Compliance for the TRUPACT II, an innovative Type B package for transporting TRU waste. Closely coordinated and integrated the activities of DOE Headquarters and Albuquerque Program Managers, DOE M&O contractors and subcontractors, and directly interfaced with NRC licensing authorities. Led the first ever NRC tour and review of DOE waste management activities at Rocky Flats, INEEL, and Hanford.

Lead Westinghouse representative for the WIPP Waste Acceptance Criteria Certification Committee (WIPP-WACCC). Reviewed, audited, and approved TRU waste certification and quality assurance programs at all ten DOE TRU waste sites. Primary area of responsibility and expertise was determining the adequacy and consistency of the radiological, chemical, and physical waste characterization activities.

Developed and implemented the corporate speaker's bureau program, and provided numerous public, community, and governmental presentations and briefings.

Lawrence Livermore National Laboratory, Waste Management Operations Manager/Deputy Group Manager, Toxic Waste Control Group, 1979 to 1985:

Led the hazardous and radioactive waste management operations, which encompassed a diverse set of operational facilities; the Solid Waste Treatment and Storage Facility, Liquid Waste Treatment Facility, Low Level Waste Incinerator, and Decontamination Facility. Managed the \$7M/yr, 30-person waste operations, which included; accumulating, treating, incinerating, packaging, storing, shipping, and disposing of hazardous and radioactive waste. Directed all activities associated with maintaining and upgrading existing facilities, and initiating the design, engineering, and construction of new facilities and process equipment. Managed regulatory compliance for waste operations and hazardous materials transportation. Successfully prepared the RCRA Part B Application for treatment and storage, including incineration (first ever in EPA Region X).

Held other diverse technical positions; (1) Senior health physicist in the Hazards Control Department, responsible for establishing and implementing radiation safety programs for the Plutonium and Tritium Facilities, Nuclear Chemistry Programs, Nuclear Research Reactor, and high energy particle accelerators (e.g. 100 MeV LINAC), (2) DOE Nuclear Emergency Search Team (NEST) member and Hot Spot Response Team member;

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

responsible for emergency preparedness and response, including planning and conducting “hot” radiation spill response exercises, and (3) Laboratory Speakers Bureau member; provided presentation and briefings to public audiences.

Chabot College, Valley Campus, Livermore, CA, Instructor, Radiation Technology Certification Program, 1980 to 1984

Developed and taught six semester-long courses in the Radiation Technology Certification Program, ranging from “Fundamentals of Radiation” to “Biological Effects of Radiation.” Also served as a member of the Radiation Technology Advisory Committee.

Community Involvement:

- § Greater Idaho Falls Chamber of Commerce, Chairman of the Board of Directors, 2003, Board of Directors
- § Eastern Idaho Economic Development Council, Board of Directors
- § Bonneville County United Way; Board of Directors, Executive Committee, Campaign Co-chairman, and Chairman of Funds Distribution
- § Eastern Idaho Technical College Advisory Council Member
- § Idaho Falls Higher Education Advisory Council Member (University of Idaho, Idaho State University, Boise State University, and BYU-Idaho)
- § National Ski Patrol volunteer, Grand Targhee Ski Resort, WY

Personal Information:

- § Married 25 years to Cindy Ozaki, with two daughters; Kimberly and Kristen
- § Enjoy downhill and cross country skiing, photography, camping, fishing, golf, and gardening

Ralph J. Steele

December 14, 2007

Mr. William Robertson
Eastern Idaho Technical College
1600 S 25th E
Idaho Falls, Idaho 83404

Dear Bill,

I have enjoyed serving on the Eastern Idaho Technical College Advisory Council.

I would like to continue my membership on the Advisory Council.

Please accept this letter and the enclosed resume as my request for reappointment.

Sincerely,

A handwritten signature in cursive script that reads "Ralph J. Steele". The signature is written in black ink and is positioned above the typed name.

Ralph J. Steele

531 South 52 East
Idaho Falls, Idaho 83401
208-523-5424

Ralph J. Steele

531 South 52 East, Idaho Falls, Idaho 83401 208-523-5424

Experience

Lifelong Rancher

Bonneville County Commissioner

Representative Idaho Legislature
10 Years

Served on various committees, including

- JFAC
- Transportation

Chairman
Bonneville Cattlemen's Association

Member and Chairman
Bonneville ASCS Committee

Member
School Consolidation Committee

Education

Attended:

- Ricks College, Rexburg, Idaho
- Idaho State University, Pocatello, Idaho

REFERENCE

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2212. CREATION OF ADVISORY COUNCIL -- MEMBERS -- COMPENSATION.
The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional-technical education.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 28-29, 2008

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. Organization Specific Polices and Procedures

Subsection: I. Eastern Idaho Technical College

October 2003

I. Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

1. EITC Advisory Council

- a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.
- b. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the Board , each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.
- c. Advisory Council Procedures:

(1)Incumbent Reappointment.

In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board 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 EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.
- b. Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her qualifications for the position and each applicant must identify his or her primary residence.

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- c. The EITC Advisory Council will review all applications for the vacant 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.
- d. The EITC Advisory Council will forward only the most highly qualified applicants, in order of preference, through the EITC President to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the EITC Advisory Council.
- e. The EITC Advisory Council shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.

3. Policies and Procedures

- a. The EITC Advisory Council will operate under the Professional-Technical Administrators Handbook for Advisory Committees.
- b. The EITC Advisory Council will submit an annual report to the Board through the EITC president. The report will include recommendations for consideration by the Board.

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TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	ADOLESCENT AND SCHOOL HEALTH DATA/COORDINATED SCHOOL HEALTH PROGRAM	Information Item
3	NORTHWEST NAZARENE UNIVERSITY MASTER'S DEGREE IN READING	Motion to approve
4	UNIVERSITY OF IDAHO, MATHEMATICS PROGRAM FOCUS VISIT REPORT	Motion to approve
5	GEORGE FOX UNIVERSITY MASTER OF ARTS IN TEACHING	Motion to approve
6	ACCREDITATION ANNUAL REPORT	Motion to approve
7	CURRICULAR MATERIALS COMMITTEE APPOINTMENT	Motion to approve

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**STATE DEPARTMENT OF EDUCATION
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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
FEBRUARY 28-29, 2008**

SUBJECT

Adolescent and School Health Data/Coordinated School Health Program

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Department of Education (SDE) collects adolescent health risk data, school climate and school health education information using four key data collection processes. The data is gathered in cooperation with Idaho school districts, students and their parents to provide state agencies, schools and communities with an overview of the health status and risk behavior of adolescent youth in Idaho as well as the status of school climates, safety and security, and health instruction. The information is critical in decision making, program design and policy development and implementation related to student health and school safety.

Results of the Idaho Youth Risk Behavior Survey, the Substance Abuse and School Climate Survey, the Safe and Drug-Free Schools Incident Report, and the School Health Education Profile Survey were reviewed with State Superintendent Tom Luna on January 11, 2008. A memorandum to district superintendents and building principals announcing the availability of the health data resources collected by the SDE followed at the end of the month. During the review meeting with his school health program staff, Superintendent Luna concurred that the survey results should be shared with the State Board of Education and Board meeting attendees to apprise those concerned with the health and academic achievement of Idaho students of current adolescent health behavior trends and school health perspectives.

The SDE will use findings from data gathered to improve support to districts and schools in

- Curriculum development, implementation and evaluation in health and physical education
- Professional development for teachers, administrators, and pupil personnel staff
- Substance abuse and violence prevention
- School health program coordination

Schools and communities will be encouraged to use the data to inform decisions, seek funding and collaborate to address areas of greatest need for the youth within their local communities.

DISCUSSION

The SDE, through its cooperative agreement funding with the Centers for Disease Control (CDC) and Prevention for HIV prevention education and health education, administers CDC's Youth Risk Behavior Survey (YRBS) biennially (in

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odd-numbered years) to students in grades 9-12. The YRBS focuses on behaviors among youth related to the leading causes of mortality and morbidity and assesses risk behaviors over time. The YRBS measures behaviors in six categories: 1) behaviors that result in unintentional and intentional injuries, 2) tobacco use, 3) alcohol and other drug use, 4) sexual behaviors that result in HIV infection, other sexually-transmitted diseases, and unintended pregnancies, 5) dietary behaviors, and 6) physical activity.

The SDE also surveys all principals and lead health educators in Idaho's secondary schools biennially (in even-numbered years) to monitor the current status of school health education using CDC's School Health Education Profile Survey questionnaires. The principal's questionnaire examines health education from an administrative perspective, while the lead health educator's questionnaire looks at health education from an instructional perspective. Findings can be used to develop policies and programs for school health education.

In the spring of 2007, the survey was administered to 1,440 students in 45 randomly selected public high schools in Idaho. Randomly selected classes of students completed a self-administered, anonymous, 86-item questionnaire. Survey procedures were designed to protect the privacy of students by allowing for anonymous and voluntary participation. Local parental permission procedures were followed before survey administration.

The 2007 Idaho YRBS met CDC's goal of obtaining sufficient participation to achieve weighted data, so the survey results can be generalized to all students in grades 9-12 in Idaho public high schools. Because of Idaho's capacity to collect weighted data, the state is now able to look at trends in the data from 1991, 1993, 1995, 2001, 2003, 2005, and 2007.

The Idaho Substance Abuse and School Climate Survey has been administered by the SDE in 1996, 1998, 2000, 2002, 2004 and 2006 and surveys 6th, 8th, 10th, and 12th grade students. The most recent administration occurred in the spring of 2006 and included a total sample of 15,135 students in varying districts through the state. This data collection tool focuses on youth substance abuse, violence and school climate.

The annual Safe and Drug-Free Schools Incident Report includes incident data collected from building principals and summarizes the frequency of incidents regarding alcohol, tobacco, drug use, harassment, bullying, weapons on campus, truancy, insubordination, fights, expulsions and suspensions.

The 2006 Substance Abuse and School Climate Survey results, the 2006-2007 Safe and Drug-Free Schools Incident Report, and the 2007 Youth Risk Behavior Survey results are available online through the SDE website so that the results

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can be shared widely with interested stakeholders. The reports are also available in limited quantities in hard copy report format.

IMPACT

Data gathered from the surveys presented today is instrumental in planning appropriate health programs for Idaho children and in seeking additional funding for program efforts at both the state and local level. The SDE has begun development and implementation of a state-level program, i.e. coordinated school health, to assist Idaho school districts and their school buildings to better coordinate current school efforts aimed at improving the health and academic achievement of their students. The coordinated school health program promoted by the SDE includes eight vital components within a school/community system: health education; physical education; school health services; nutrition services; counseling, psychological and social services; healthy school environment; health promotion for staff; and parent/community involvement. This integrated, collaborative approach to school health doesn't necessarily require additional resources but does require that key individuals and groups within a school system and the community work together more effectively for the benefit of their young people.

ATTACHMENTS

Attachment 1 – YRBS Survey Summary	Page 5
Attachment 2 – YRBS Fact Sheets	Page 7
Attachment 3 – SHEP Survey Summary	Page 17
Attachment 4 – SDFS Program Fact Sheet	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

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

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Survey Summary

Participants

The 2007 Idaho Youth Risk Behavior Survey was completed by 1,440 students in 45 public high schools in Idaho during the spring of 2007. The school response rate was 79%, the student response rate was 84%, and the overall response rate was 66%. The results are representative of all students in public schools containing grades 9 through 12. The weighted demographic characteristics of the sample are as follows:

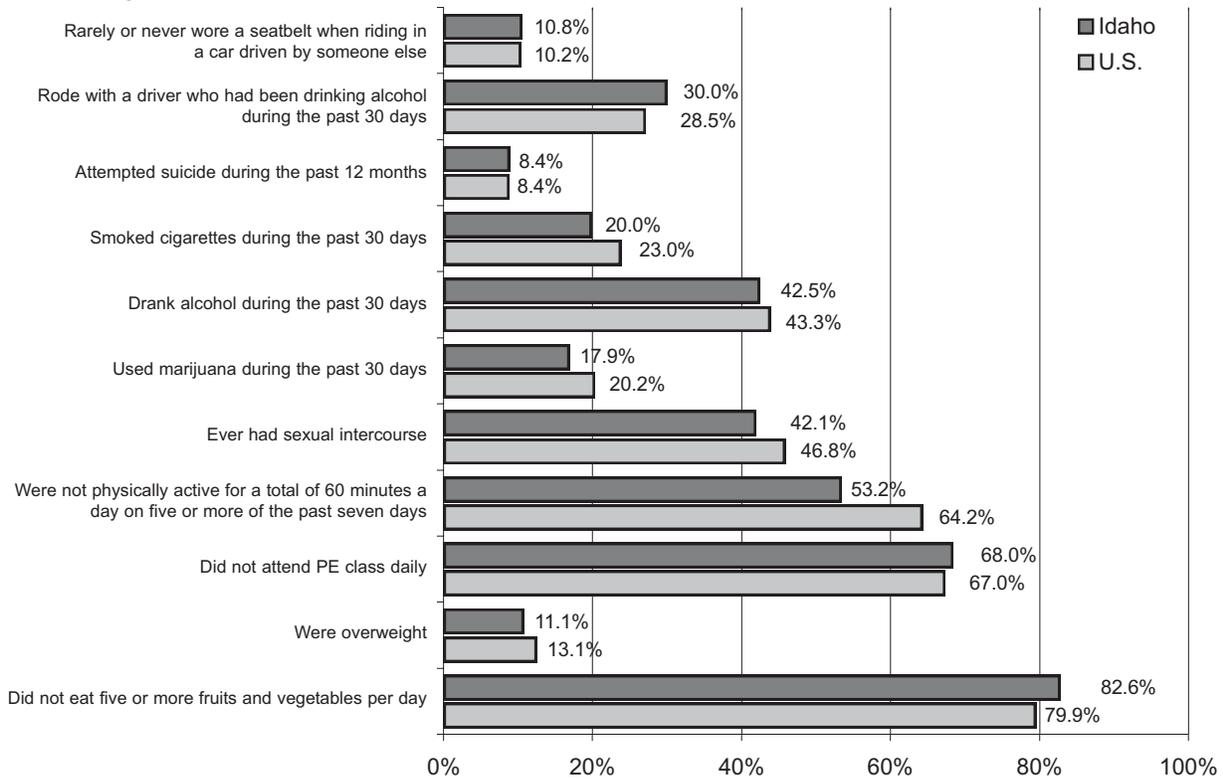
Female	48.4%	9th grade	26.9%	African American	0.4%
Male	51.6%	10th grade	25.6%	Hispanic/Latino	11.4%
		11th grade	24.2%	White	84.4%
		12th grade	22.8%	All other races	1.9%
				Multiple races	1.8%

Note: Due to rounding and/or weighting of results, and the overlap among racial and ethnic groups, the above demographic group totals may not add up to 100%

The following chart highlights some of the major summary statistics for the 2007 Idaho YRBS:

Summary Results from the 2007 Idaho High School YRBS and 2005 National YRBS Survey Summary Findings—Weighted Data

Percentage of students who:



U.S. data source: 2005 National Youth Risk Behavior Survey.

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2007 Idaho Youth Risk Behavior Survey

Unintentional and Intentional Injury



In 2005, 80% of deaths among Idaho youth (aged 10-18) resulted from unintentional and intentional

injuries. The 2007 Idaho Youth Risk Behavior Survey (YRBS) measured various injury-related behaviors including helmet use while riding a bike, seatbelt use, drinking and driving, weapon carrying, violence, and suicide.

Although most of the 2007 Idaho YRBS measurements relating to injury prevention did not change significantly, there was a slight increase in the percent of students who during the previous 30 days rode in a car with someone who had been drinking (chart 1); a slight decrease in the percent of students who were in a physical fight (chart 2); and an increase in the percentage of students who have ever been forced to have sexual intercourse when they didn't want to (chart 3).



When it comes to seatbelt and helmet use, 11% of Idaho students never or rarely wore a seatbelt, and 85% of Idaho students who rode a bike in the previous year never or rarely wore a bicycle helmet. Drinking and driving is also an issue for Idaho students. One-in-three Idaho high school students rode in a car driven by someone who had been drinking

alcohol, and 14% of students drove a car after they had been drinking alcohol.

Violence and the threat of violence are issues that

Chart 1: Percent of Idaho students who in the previous 30 days rode in a car with a driver who had been drinking alcohol

(2001-2007 Idaho YRBS)

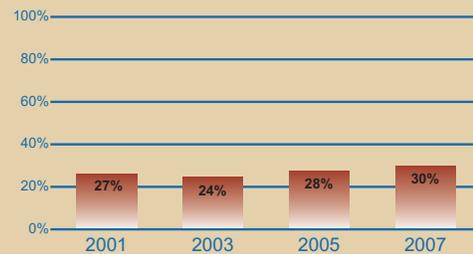


Chart 2: Percent of Idaho students who were in a physical fight one or more times during the previous 12 months

(2001-2007 Idaho YRBS)

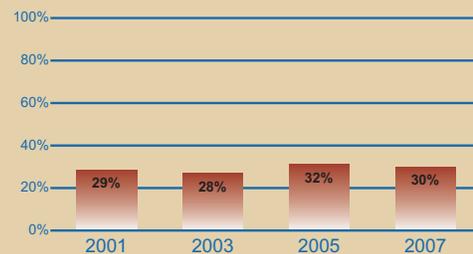
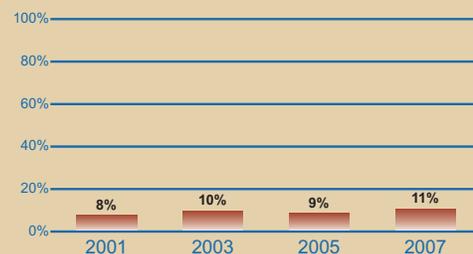


Chart 3: Percent of Idaho students who have ever been forced to have sexual intercourse when they didn't want to

(2001-2007 Idaho YRBS)



many students encounter in the school setting. In particular, one-in-ten Idaho students had been threatened or injured with a weapon on school property, and 24% of students carried a weapon during the previous year. Intimate partner violence and sexual assault are also measured by the Idaho YRBS. Among Idaho students, 14% were hit, slapped, or physically hurt by their boyfriend or girlfriend during the past year, while 11% have been forced to have sex when they did not want to.

Suicide is the second leading cause of death among youth aged 10 to 19 in Idaho, and 14% of students made a plan about how they would attempt suicide, and 8% reported actually attempting suicide during the previous year.

The following questions can be used to start a conversation in the school community about ways to prevent injury among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Is maintaining a safe physical environment an issue in our school or district?
- 3) Is violence a big discipline issue in our school or district?
- 4) How can we improve our behavioral health services for students?
- 5) Do injury and violence interfere with attendance and students' ability to learn?
- 6) Do we have the resources to identify and assist students who are struggling with mental health and/or depression which may lead to suicide?
- 7) Do we have a written crisis response plan?
- 8) What are our goals around injury prevention and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Unintentional and Intentional Injury

Among Idaho students ...

Bike Helmet Use

85% never or rarely wore a bike helmet when riding a bike during the previous 12 months

Seatbelt Use

11% never or rarely wear a seatbelt when riding in a care driven by someone else

Drinking and Driving

30% rode one or more times during the previous 30 days in a car driven by someone who had been drinking alcohol

14% drove a car one or more times during the previous 30 days when they had been drinking alcohol

Weapon Carrying

24% carried a weapon such as a gun, knife, or club during the previous 30 days

10% carried a gun during the previous 30 days

10% had been threatened or injured with a weapon on school property one or more times during the previous 12 months

Violence

30% were in a physical fight one or more times during the previous 12 months

14% were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the previous 12 months

11% have been physically forced to have sexual intercourse when they did not want to

Suicide

27% felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the previous 12 months

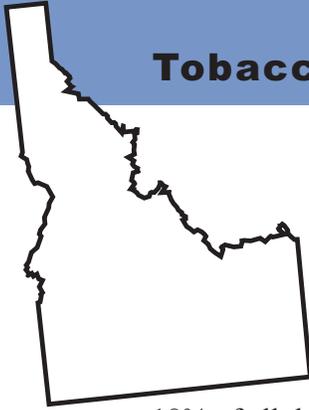
14% made a plan about how they would attempt suicide during the previous 12 months

8% attempted suicide during the previous 12 months



2007 Idaho Youth Risk Behavior Survey

Tobacco Use



Tobacco use is considered the chief preventable cause of death in the United States with an estimated

18% of all deaths attributed to tobacco use. If current patterns of smoking behavior persist, an estimated 30,000 Idaho youth are projected to die prematurely from smoking-related illnesses.

Tobacco use questions in the 2007 Idaho Youth Risk Behavior Survey (YRBS) measured smoking experimentation, current smoking patterns, age of initiation, smoking on school property and attempts to quit smoking. In addition to questions about cigarette smoking, the YRBS includes measures associated with other forms of tobacco use such as chew and cigars.

Although the proportion of students who have ever tried smoking has remained relatively unchanged over the past several years, 48% of students have smoked at least one cigarette during their lifetime (chart 1). Of greater concern however, is that the current smoking (defined as having smoked on one or more of the previous 30 days) prevalence

among Idaho teens increased substantially from 16% in 2005 to 20% in 2007 (chart 2).

The use of chewing tobacco has also increased over the past several years.

In 2007, 12% of students used chewing tobacco on one or more of the previous 30 days. While chewing tobacco is predominately used by male students (19% of male students used chewing tobacco in the previous 30 days), 4% of



Chart 1: Percent of Idaho students who have ever tried cigarette smoking, even one or two puffs



Chart 2: Percent of Idaho students who smoked a cigarette on one or more of the previous 30 days



Chart 3: Percent of Idaho students who used chewing tobacco, snuff, or dip on one or more of the previous 30 days



females students also used chewing tobacco in the previous month.

Nearly one-half (48%) of all Idaho students have tried cigarette smoking, and 14% smoked a whole cigarette before age 13. The good news is that among students who reported current cigarette use, over half (52%) have tried to quit in the past year.

In addition to cigarettes and chewing tobacco, 15% of students smoked a cigar, and 26% of students used some form of tobacco during the previous 30 days (includes cigarettes, chew, snuff, dip, cigars, cigarillos, or little cigars).

The following questions can be used to start a conversation in the school community about ways to prevent tobacco use among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Is tobacco use a key discipline or attendance issue in our school or district?
- 3) How strong are our tobacco use policies? Are these policies properly implemented, enforced, and communicated to the school community?
- 4) How can we better educate our students and staff on tobacco use, prevention, and cessation?
- 5) Do we take part in tobacco prevention events, such as Kick Butts Day or the Great American Smokeout?
- 6) How can we improve our tobacco cessation services to students and staff?
- 7) How can we better educate families about tobacco use and inform them about community resources around prevention and cessation?
- 8) What are our goals around tobacco use and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Tobacco Use

Among Idaho students ...

Ever Tried Smoking

48% have tried cigarette smoking, even one or two puffs, at least once during their lifetime

Age at Initiation

14% smoked a whole cigarette for the first time before age 13

Current Smoking

(Current smoking is defined as having smoked cigarettes on one or more of the previous 30 days)

20% are current smokers with no difference between the smoking rate among male and female students

7% smoked cigarettes on school property during the previous 30 days

Frequent Smoking

(Frequent smoking is defined as having smoked cigarettes on 20 or more of the previous 30 days)

8% are considered frequent smokers

Youth Access

9% of male students and 4% of female students (under age 18) usually got their own cigarettes by purchasing them in a store or gas station

Smoking Cessation

Among students who reported current cigarette use, 52% tried to quit smoking at least once during the previous 12 months

Chewing Tobacco

12% used chewing tobacco one or more of the previous 30 days and 7% of students used chewing tobacco on school property during the previous 30 days

Cigar Use

15% smoked a cigar, cigarillo, or little cigar on one or more of the previous 30 days

Any Tobacco Use

26% used some form of tobacco during the previous 30 days (includes cigarettes, chew, snuff, dip, cigars, cigarillos, or little cigars)



2007 Idaho Youth Risk Behavior Survey

Physical Activity and Nutrition



Physical activity helps build and maintain healthy bones and muscles, control weight, build lean muscle, and reduce fat. In adolescence, obesity is associated with hypertension, abnormal glucose tolerance, and adverse psychological and social consequences.

The 2007 Idaho Youth Risk Behavior Survey (YRBS) included physical activity and nutrition questions which measured self-reported height and weight, fruit and vegetable consumption, specific weight control behaviors, and participation in physical activity.

The percent of students who engaged in the recommended levels of physical activity (60 minutes per day on five or more days a week) increased from 39% in 2005 to 47% in 2007 (chart 1). Male students (57%) were significantly more likely than female students (36%) to be physically active for 60 minutes or more per day at least 5



days a week.

Despite increases in the percent of students who are physically active, the percent of students who were overweight increased to 11% (chart 2), with male students (16%) significantly more likely to be overweight than female students (6%).

The percent of students who ate five or more servings of fruit and vegetables per day during the previous week

Chart 1: Percent of Idaho students who were physically active for at least 60 minutes per day on five or more of the previous seven days
 (2001-2007 Idaho YRBS)

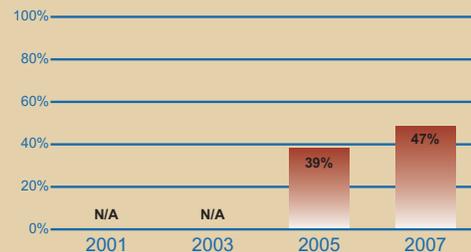


Chart 2: Percent of Idaho students who were overweight (i.e. at or above the 95th percentile for BMI, by age and sex)
 (2001-2007 Idaho YRBS)

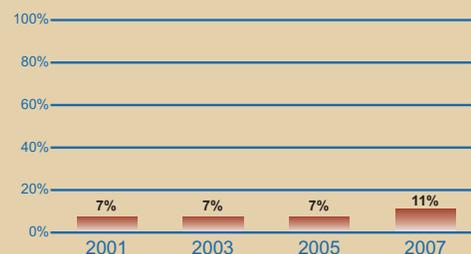
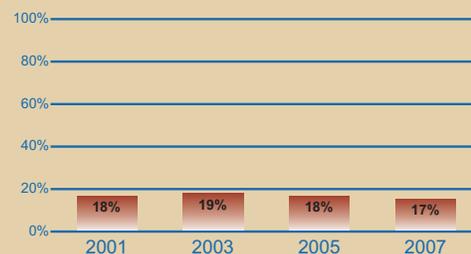


Chart 3: Percent of Idaho students who ate fruits and vegetables five or more times per day during the previous seven days
 (2001-2007 Idaho YRBS)



dropped slightly to 17% (chart 3).

Compared to male students, female students are much more likely to report trying to lose weight (63%) or to describe themselves as overweight (35%). Female students are also more likely to engage in unhealthy dietary behaviors such as going without eating for 24 hours to lose weight using diet pills, powders, or liquids without a doctor's advice; or vomiting or taking laxatives to lose weight.

The following questions can be used to start a conversation in the school community about ways to promote physical activity and good nutrition among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Are students getting enough physical activity and good nutrition during the school day?
- 3) Are overweight and obesity affecting students' ability to learn, their self-esteem, and the school culture?
- 4) Are our physical activity and nutrition policies properly implemented, enforced, and communicated to the school community?
- 5) Are the messages we give students about nutrition in the cafeteria or hallway always the same as the messages we give them in the classroom?
- 6) Are there other ways students could be active during the school day?
- 7) Are there ways we could support families in increasing physical activity and good nutrition?
- 8) What are our goals around physical activity, nutrition, and obesity and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Physical Activity and Nutrition

Among Idaho students ...

At Risk for Overweight

12% of students are at risk for overweight (i.e. at or above the 85th percentile but below the 95th percentile for BMI, by age and sex)

Overweight

11% of students are considered to be overweight (i.e. at or above the 95th percentile for BMI, by age and sex)

Male students (16%) are significantly more likely to be overweight than female students (6%)

Weight Control

26% of male students and 63% of female students reported that they were trying to lose weight

61% of students exercised to lose weight or keep from gaining weight during the previous 30 days

38% of students ate less food, fewer calories, or foods low in fat in order to lose weight or keep from gaining weight during the previous 30 days

Fruit & Vegetable Consumption

71% of students ate a green salad on one or more of the previous seven days

17% of students ate fruits and vegetables five or more times during the past seven days

Nutrition

29% of male students and 17% of female students drank soda pop one or more times per day during the past seven days

Recommended Physical Activity

Male students (57%) were significantly more likely than female students (36%) to be physically active for a total of at least 60 minutes per day on five or more of the past seven days

22% watched three or more hours of TV on an average school day

Physical Education

32% attend physical education classes daily in an average school week



2007 Idaho Youth Risk Behavior Survey

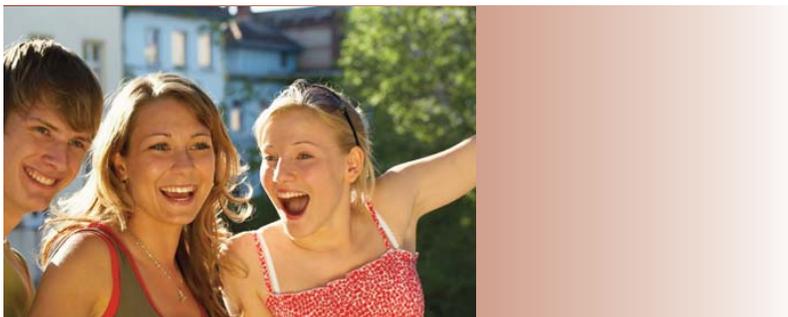
Sexual Activity



Early sexual activity is associated with unwanted pregnancy and sexually transmitted diseases, including HIV infection, and negative effects on social and psychological development. In Idaho, there were 1,352 out-of-wedlock births and 356 abortions among women aged 15 to 19 in 2005. The 2007 Idaho Youth Risk Behavior Survey (YRBS) included sexual behavior questions which measured the prevalence of sexual activity, alcohol and/or drug use prior to sexual activity, age at first intercourse, and whether students have received education about AIDS or HIV infection.

2007 Idaho YRBS results show continued increase in the percent of students who reported ever having had sexual intercourse (chart 1). The early initiation of sexual activity decreased slightly as 5% of students reported they had sexual intercourse for the first time before age 13 (chart 2).

It has been estimated that at least half of all new HIV infections in the U.S. are among people under 25, and the



majority of young people are infected through sexual contact. Nationally, 88% of high school students received education in school about AIDS or HIV infection. In Idaho, 82% (chart 3) of all high school students and 88% of 12th grade students have received education about AIDS or HIV

Chart 1: Percent of Idaho students who have ever had sexual intercourse



Chart 2: Percent of Idaho students who had sexual intercourse for the first time before age 13



Chart 3: Percent of Idaho students who have ever been taught in school about AIDS or HIV infection



infection.

Not surprisingly, 12th grade students (60%) were significantly more likely than 9th grade students (30%) to report ever having sexual intercourse. Older students were also more likely to report having used drugs or alcohol before the last time they had sexual intercourse.

Despite the importance of AIDS or HIV infection prevention, slightly under half (45%) of all Idaho students have talked about AIDS or HIV infection with their own parents or adult family members.

The following questions can be used to start a conversation in the school community about ways to promote students' sexual health.

- 1) How do these rates compare with what we see among our own students?
- 2) How can we improve our health education, including family life and sexuality education?
- 3) How can we provide more appealing and enriching after school opportunities for our students in the school and in the community?
- 4) How can we make school and classroom climates that are more nurturing and supportive and that better connect students with caring adults?
- 5) How can we support parents in their efforts to communicate with and set limits for their children?
- 6) What are our goals around preventing and reducing sexual activity and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Sexual Activity

Among Idaho students ...

Lifetime Sexual Activity

Slightly less than half (42%) of all students have had sexual intercourse

60% of all 12th grade students have had sexual intercourse at least once compared to 30% of all 9th grade students

Age at First Intercourse

One-in-twenty students (5%) had sexual intercourse for the first time before age 13.

In contrast to lifetime sexual activity, 9th grade students (7%) were slightly more likely than 12th grade students (5%) to report engaging in early sexual activity (i.e. before age 13)

Male students (7%) are slightly more likely than female students (4%) to engage in sexual intercourse for the first time before age 13

Alcohol and Drug Use Prior to Sexual Activity

12% drank alcohol or used drugs before they had sexual intercourse the last time

12th grade students (15%) were much more likely than 9th grade students (7%) to report alcohol or drug use before the most recent sexual activity

AIDS and HIV Education

Slightly less than half (45%) say they have talked about AIDS or HIV infection with their own parents or other adults in their family

Female students (49%) are more likely than male students (41%) to have ever talked about AIDS or HIV infection with their parents or other adult family members

82% have ever been taught in school about AIDS or HIV infection

9th grade students (72%) were least likely and 11th and 12th grade students (88%) were equally most likely to report having been taught in school about AIDS or HIV infection



2007 Idaho Youth Risk Behavior Survey

Alcohol and Other Drugs



Alcohol use is a major contributing factor in approximately half of all homicides, suicides, and motor

vehicle crashes, which are the leading causes of death and disability among young people. In addition to morbidity and mortality due to injury, drug abuse is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted diseases, including HIV.

The 2007 Idaho Youth Risk Behavior Survey (YRBS) included questions developed to measure frequency of alcohol use, age of initiation, heavy drinking, and drinking on school property. The 2007 Idaho YRBS also included drug-related questions which measured the frequency of cocaine, inhalant (like paint or other aerosols), heroin, ecstasy, methamphetamine, steroid, and injected drug use.

Current alcohol consumption among students increased to 43% in 2007 (it's highest level since 2001) and a significant increase from 35% in 2003 (chart 1).

Drug use among students also increased slightly in 2007. Marijuana was used during the previous month by



18% of students (chart 2), and lifetime methamphetamine use increased from 5% in 2005 to 6% in 2007 (chart 3).

Chart 1: Percent of Idaho students who had at least one drink of alcohol on one or more of the previous 30 days

(2001-2007 Idaho YRBS)

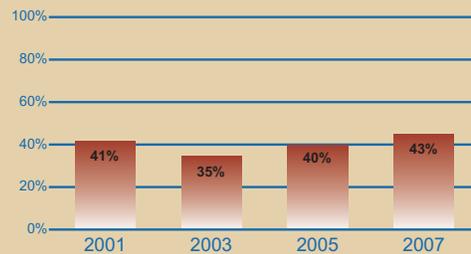


Chart 2: Percent of Idaho students who used marijuana one or more times during the previous 30 days

(2001-2007 Idaho YRBS)

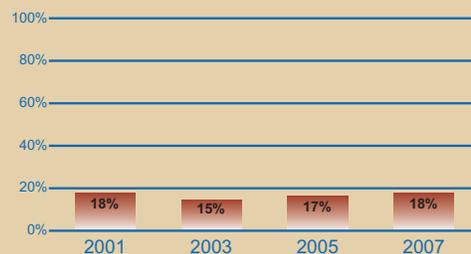


Chart 3: Percent of Idaho students who have used methamphetamines one or more times during their lifetime

(2001-2007 Idaho YRBS)



In addition to questions about drug use, the Idaho YRBS asks students if they have been offered, sold, or given an illegal drug by someone on school property. Male students (30%) are significantly more likely than female students (20%) to report that they have been offered, sold, or given drugs by someone on school property during the previous 12 months.

The following questions can be used to start a conversation in the school community about ways to prevent substance abuse.

- 1) How do students' overall substance abuse rates in our school or district compare to the rest of the state?
- 2) How do these rates compare with what we as administrators, teachers, and nurses see in the student body?
- 3) Is substance abuse a key discipline or attendance issue in this school or district?
- 4) How strong are our substance abuse policies? Are these policies properly implemented, enforced, and communicated to the school community?
- 5) How can we better educate our students and staff on substance abuse prevention?
- 6) How can we improve our substance abuse prevention services for students and employee assistance programs for staff?
- 7) How can we better educate families about substance abuse and inform them about community resources for students?
- 8) What are our goals around substance abuse prevention and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Alcohol and Other Drug Use

Among Idaho students ...

Ever Tried Alcohol

67% of students have had at least one drink of alcohol during their life

Age of Initiation

Male students (27%) were more likely than female students (19%) to have had their first drink of alcohol before age 13

Current Alcohol Use

12th grade students (42%) were significantly more likely than 9th grade students (19%) to have had five or more drinks of alcohol in a row, on one or more of the previous 30 days

Marijuana Use

One-third have used marijuana at least once during their lifetime

Male students (11%) were significantly more likely than female students (6%) to have tried marijuana for the first time before age 13

12th grade students (26%) were significantly more likely than 9th grade students (12%) to have used marijuana during the previous month

Other Drug Use

9% of students have used cocaine at least once during their lifetime, and 4% report having used it at least once during the previous 30 days

18% have sniffed glue, breathed the contents of aerosol spray cans, or inhaled paints or sprays to get high one or more times during their lifetime

4% have used heroin and 7% have used ecstasy at least once during their lifetime

Steroids

4% of male students and 2% of female students have used steroids without a doctor's advice

Injected Drug Use

3% of students have used a needle to inject any illegal drug into their body at least once during their lifetime



2006 Idaho Department of Education School Health Education Profile Survey Results

About the School Health Education Profile

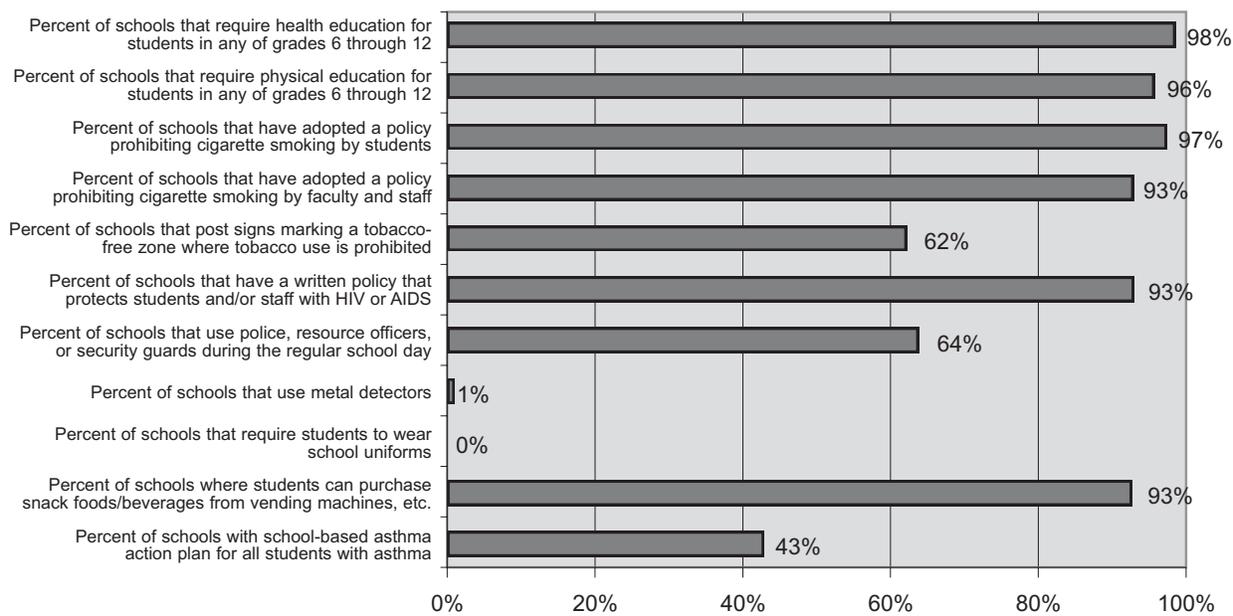
The School Health Education Profile Survey (SHEPS) principal and lead health education teacher questionnaires were developed by the Division of Adolescent and School Health (DASH), the National Center for Chronic Disease Prevention and Health Promotion, the Centers for Disease Control and Prevention (CDC) in collaboration with representatives of 75 state, local, and territorial departments of education. These questionnaires can be used to monitor the current status of school health education, including education to prevent HIV infection, sexually transmitted diseases, and other important health problems, at the middle/junior high school and senior high school levels.

Executive Summary

The School Health Education Profile includes two questionnaires, one for school principals and one for lead health education teachers. The principal's questionnaire examines health education from an administrative perspective, while the lead health education teacher's questionnaire looks at health education from an instructional perspective. These two questionnaires were mailed to 240 regular secondary public schools containing any of grades 6 through 12 in Idaho during the spring of 2004. Usable questionnaires were received from 213 principals and from 201 teachers (for response rates of 89% and 84% respectively for each survey group).

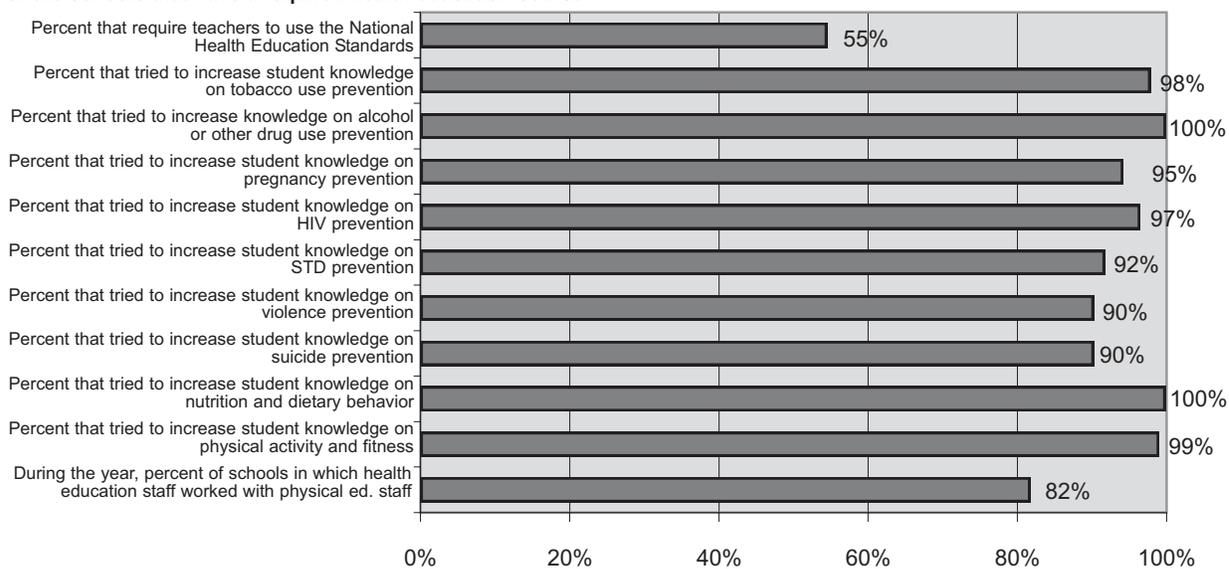
The principals and lead health education teachers who responded are representative of secondary schools in Idaho. A more complete breakdown of the results of the survey can be obtained from the Idaho Department of Education. The complete report has results broken down into the following categories: (1) overall results, (2) middle school results with a high grade of 9 or less, (3) junior-senior high schools results for schools with a low grade of 8 or less and a high grade of 10 or higher, and (4) senior high school results for schools with a low grade of 9 or higher and a high grade of 10 or higher. The categories are derived from the sampling frame. The findings can be used to develop policies and programs for school health education. The results presented in this report are overall summary results (weighted) of both the principal and lead health education teacher surveys.

School Principal Summary 2006 School Health Education Profile Survey



Lead Health Education Teacher Summary 2006 School Health Education Profile Survey

Of the schools that have a required health education course:





Safe & Drug Free Schools Program

2006-2007 Fact Sheet

This program exists to identify, address and prevent the root causes of substance abuse and violence in the school setting.

Funding

State Tobacco & Lottery Tax- \$5.5 million

Federal Title IV appropriation- \$1.685 million

Key Statistics

- 133 districts awarded funds based on ADA & Title I (includes charter schools)
- 1,394,269 students participated (comprehensive approach, many students involved in more than one program, activity or service)
- 29,473 parents involved
- 5,556 volunteers provided 76,393 hours of service
- K-12 enrollment increased by 19,737 from 2000-2007

2000-2007 program success indicators

- 28.8% decrease in harassment incidents
- 10.2% decrease in tobacco incidents
- 8.8% decrease in fights
- 13.9% decrease in 8th graders trying alcohol

Program Requirements

- Principles of effectiveness (data driven, performance measures, scientific research, stakeholder input)
- Advisory Board (including stakeholders, parents and students)
- Incident reporting & evaluation plan
- Adherence to allowable expenses
- Assessments must use the GAIN tool
- Professional development must be addressed

54.6% of 15,135 students (grades 6, 8, 10, 12) reported that school had been their primary source of information about the dangers of drugs and drinking.

-2006 School Climate Survey

Department of Education
Matt McCarter, Coordinator
Safe and Drug Free Schools
21st CCLC

Phone: 208-332-6960
Fax: 208-334-2228
E-mail: mamccarter@sde.idaho.gov
www.sde.idaho.gov

Safe and Drug free schools are a pre-requisite for youth to realize their academic and life skills potential.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

Northwest Nazarene University State Review Team Report

REFERENCE

October 11-12, 2006 State Board of Education by unanimous consent
conditionally approved Northwest Nazarene
University's Master's degree in Reading

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-1258, Idaho Code §33-114, IDAPA 08.02.02.100.01 Rules
Governing Uniformity

BACKGROUND

An initial program review of Northwest Nazarene University Master's degree in Reading was conducted in March 2006. The program was approved conditionally, largely due to its lack of candidate graduates at the time. Having conditional approval status allows the program to begin operations, and once there are graduates the program is re-evaluated to determine full approval status.

DISCUSSION

On December 14, 2007 a state evaluator and one state observer conducted a focus visit to Northwest Nazarene University to review the institution's Master's Reading Program. Since the initial review in March 2006, there have been two groups of graduates, with the most recent in December 2007. All tools and standards were reviewed evidence demonstrating how candidates meet performance standards was provided.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, thereby granting program approval of the Master's Degree in Reading Program at Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE REVIEW TEAM REPORT – Northwest Nazarene University

December 14, 2007

Professional Standards Commission
Idaho State Board of Education

State Team:
Jennifer Snow-Gerono

State Observer:
Keith Potter

Program Approval Evaluation

INTRODUCTION

An initial program review of Northwest Nazarene University's Master's degree in Reading was conducted in March 2006. The program was approved conditionally, largely due to its lack of candidate graduates at the time. The standard for performance was naturally limited in evidence. However, the interviews and course descriptions with student work did demonstrate an evolving process for meeting candidate needs. The initial report demonstrates "Acceptable" to "Target" ratings for all pertinent standards.

Since then, the first cohort of candidates has graduated, and the second cohort is graduating December 2007. Therefore, a follow-up review is being conducted to include new evidence in the program approval rating. The institutional report from 2006 remains intact, yet new evidence has been provided in terms of candidate work, course syllabi, and information from interviews. Two very important artifacts include candidate electronic portfolios and action research proposals/papers/presentations. These are culminating projects and assessments directly linked to NNU and Idaho Reading standards.

While on NNU's campus, Jennifer Snow-Gerono and Keith Potter met with Dean Nader, Program Director Dr. Hill, several faculty connected to the program, and program candidates via two conference calls. Evidence demonstrating how candidates meet performance standards was also provided, including videotaped action research presentations. Dr. Snow-Gerono also spent time reviewing coursework on Blackboard and Livetext artifacts of candidate work for electronic portfolios. All tools were reviewed, and standards 1 – 5; 8 – 10 were reviewed.

Finally, the report that follows uses the language recommended by national accrediting agencies. Three terms used throughout the report deserve a definition to assist the reader:

- *Candidate* – a student enrolled in a teacher preparation program at Northwest Nazarene University.
- *Student* – an individual enrolled in a Pre-K-12 public school
- *Unit* – refers to the institution's program

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 Core Standards5

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I. PROGRAM RECOMMENDATION

Northwest Nazarene University, December 14, 2007

PROGRAMS	RECOMMENDATIONS
Core Standards	Core standards are reviewed but not subject to approval.
Reading	Approved

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

II. TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: Northwest Nazarene University Review Dates: December 14, 2007

Core Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

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.

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.

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.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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.

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.

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.

College/University: Northwest Nazarene University Review Dates: December 14, 2007

Standards Reviewed: **Reading**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful			X

Candidate interviews, review of course syllabi and candidate work indicate a level of target for both understanding subject matter and making subject matter meaningful. The case studies in multiple courses, “struggling reader” projects, and reflective papers written in courses demonstrate clear attention to components of a balanced literacy program. Research-based strategies and assessment are evident as key components of the program curriculum.

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.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning			X
2.2 Application of human development learning opportunities			X

Candidates demonstrate an understanding of historical and current research related to reading. Alumni and candidate interviews demonstrated their confidence in knowledge of human development and learning. Review of a WebQuest assignment indicates candidate understanding of education policy related to reading. Candidates study seminal policy document in the field. Individual case studies showcase an in-depth ability to implement cognitively compatible strategies in developing reading instruction. Lesson plans and action research projects indicate individual learner assessment strategies to meet needs at various levels of literacy development.

Standard 3: Modifying 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*.

Element	Unacceptable	Acceptable	Target
3.1 Understanding importance for adapting instruction to individual needs			X
3.2 Application of adapting instruction for individual needs		X	

Work samples, electronic portfolios, and internship case studies demonstrate understanding of the importance of adapting instruction to meet individual needs. These artifacts and candidate/alumni interviews also indicate some application of this adaptation. There is minimal evidence of reading instruction for learners of diverse cultures outside of a course emphasizing Sheltered Instruction Observation Protocol for English Language Learners. Candidates did indicate that they felt they could implement such strategies if applicable to their classrooms.

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.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of a variety of instructional strategies			X
4.2 Application of a variety of instructional strategies			X

Action research projects, electronic portfolios, individual case studies, and course syllabi emphasize a variety of instructional strategies for teaching reading. Likewise, these artifacts evidence application of these strategies with individual learners and small groups in classrooms. Multiple modes of literacy instruction, including an emphasis on phonological skills, letter knowledge, decoding, spelling, writing, drawing, fluency, vocabulary, and comprehension are emphasized on course syllabi.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of classroom motivation and management skills		X	
5.2 Application of classroom motivation and management skills		X	

Candidate work samples, action research projects, and reflections on interactions with individual students demonstrate an adequate understanding of how literacy relates to academic success. The importance of extensive reading in a variety of genres for developing literacy skills and an appreciation for reading is emphasized in course syllabi, interviews, and reflections within individual case studies. Candidate reflections and online conversations stress the importance of making texts meaningful to students for reading comprehension, fluency, and increased phonological skill. Student self-concept is mentioned in individual case studies. Course content on brain research indicates attention to motivation. Candidates in this online program indicate an appreciation for creating communities of learners among themselves, pursuing opportunities to meet face-to-face when needed. Additionally, conference calls with cohorts demonstrated collegiality and a culture of a professional learning community.

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.

Element	Unacceptable	Acceptable	Target
8.1 Understanding student learning assessment			X
8.2 Application of student learning assessment strategies			X

Candidate work samples, research papers, action research projects, electronic portfolios, and course content demonstrate focus on in-depth understandings of the use of assessment for different literacy purposes. Candidate work indicates knowledge and performance in choosing, administering, and interpreting multiple assessments for various aspects of reading. Individual and internship case studies, action research projects, and candidate work mention the Qualitative Reading Inventory (QRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and state reading assessments, in particular. Candidates identified these assessments as useful for determining learner needs and demonstrating student growth in literacy. Candidates also indicated they are

often called upon to guide their colleagues and other teachers in making assessment decisions for reading instruction.

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.

Element	Unacceptable	Acceptable	Target
9.1 Understanding of professional commitment and responsibility			X
9.2 Application of professional commitment and responsibility			X

The “Literacy-focused school” course has an explicit foci of professional commitment, including cultivating a culture of collaboration and learning in a school. Candidates are taught to perceive themselves as instructional leaders, and candidates/alumni reinforced this in group interview. Administrators working with candidates or with knowledge of the program also indicate the professional commitment and embodiment of candidates/alumni.

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.

Element	Unacceptable	Acceptable	Target
10.1 Understanding the importance of partnerships to support students’ learning			X
10.2 <i>Application of partnerships</i>		X	

Again, the “Literacy-focused school” course identifies partnerships as key to learning and instruction. All candidates/alumni indicated their appreciation for partnerships in the school and the importance of the involvement of parents. One alumni spoke in-depth of her action research project that involved using parents as volunteers in the classroom for reading groups. She shared this research with her entire cohort. Candidate work and course syllabi indicate understanding and inclusion of the importance of student background and family history in literacy teaching and learning.

Areas of Improvement: NONE

Recommended Action on All Standards:

X Approved
 Approved Conditionally
 Not Approved

Rationale:
See above ratings and comments

III. INTERVIEW INDEX – Northwest Nazarene University Program Review Interviewees

Candidates

Amy Wilttrout
Tami Hall
Misty Koepen
Lisa Kabel

Administration

Dean Jim Nader
Dr. Karen Blacklock
Dr. Lynette Hill (Program Director)

Faculty

Dr. Janet Harmon
Dr. Christine Bauer

Adjunct Faculty

Alumni

Marina Taylor
Connie Limbaugh
Whitney Ward

Supervisors

Cooperating Teachers

Other

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Rules Governing Uniformity*

100.OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.
The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-114. CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION.

Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

University of Idaho, Mathematics Program Focus Visit Report

REFERENCE

October 21-22, 2004

State Board of Education by a unanimous vote conditionally approved University of Idaho College of Education Mathematics Program.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-1258, Idaho Code §33-114, IDAPA 08.02.02.100.01 Rules Governing Uniformity

BACKGROUND

The Professional Standards Commission State Program Approval Team visited the University of Idaho, College of Education, April 24-28, 2004 to examine all areas of teacher certification. The team determined that the Mathematics Certification Program had areas which required improvement, and the program was approved conditionally based upon findings shown in Attachment 1.

DISCUSSION

On November 12-14, 2006 a focus visit was conducted with the purpose of determining the extent to which the areas of improvement had been addressed. The team reviewed the syllabi, student lesson plans, interviewed candidates, recent graduates, as well as faculty. The team determined there is evidence to support candidates' ability to understand the relationship between mathematics and other fields, as well as evidence to support candidates' ability to design appropriate learning experiences for 7-12 students.

According to State Board-approved protocol for Idaho teacher preparation program reviews, "...the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action." In keeping with this requirement, the Professional Standards Commission recommended approval of the Mathematics Program in November of 2006; however, it was recently discovered that the recommendation for approval was never brought before the State Board of Education.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Focus Re-Visit Report

Page 3

Attachment 2 – Idaho Standards for Initial Certification, Team Findings

Page 7

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to accept the State Review Team Focus Visit Report, thereby granting program approval for the Mathematics Program, College of Education, at the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSION SCHOOL PERSONNEL:
STATE FOCUSED RE-VISIT

University of Idaho
College of Education

The Professional Standards Commission State Program Approval Team visited the University of Idaho, College of Education April 24-28, 2004 to examine all areas of teacher certification. The Team determined that the Mathematics certification program had areas of improvement, and approved the program conditionally with the expectation that the areas of deficiency would be addressed in order to be awarded full approval. A focussed visit has been scheduled for November 12-14, 2006, with the expressed purpose of determining the extent to which the areas of improvement have been addressed. Page 25 and 26 of the *2004 Team Report* indicated that aspects of Standard 1.2, 4.1 & 4.2, and 11.1 & 11.2 were not met. The purpose of this report and the focussed visit is to provide evidence that the program has, in fact, addressed these areas of improvement such that the program meets all standards. Here are the report findings for each standard, as per pages 25 (shown below as “Narrative”) and 26 (shown below as “Summary”) of the *2004 Team Report*, in italics. The response provides a summary of the institutional activities that focus on the areas of improvement.

Standard 1

Narrative Regarding Standard 1.1: The course syllabi from the Mathematics Dept, lesson plans, and Praxis II scores indicate that teacher candidates demonstrate adequate understanding of mathematics, including algebra, geometry, calculus, and the techniques and application of statistics and data analysis. Interviews with faculty, staff, and pre-interns demonstrate adequate understanding of the importance of engaging students in meaningful mathematical inquiry and structures meaningful to students; however, no interns and no candidate-created documents were found to provide evidence indicating that teacher candidates possess or demonstrate pedagogical knowledge and skills as they relate to teaching of mathematics.

Summary: There is insufficient evidence that candidates are exposed to and can apply pedagogical knowledge and skill as they relate to the teaching of mathematics.

Response: The documents that were not provided during the 2004 visit will be provided in the exhibit room during the focused visit. The Focused Team will have the opportunity to review documents prepared by current candidates (pre-interns and interns), as well as recent graduates to provide needed evidence that students can and do apply pedagogical knowledge and skill

related to the teaching of mathematics. These candidate produced documents include, but are not limited to, assignments and assessments intended for 7-12 students.

Standard 4

Narrative Regarding Standards 4.1 & 4.2: Interviews with pre-interns and faculty indicate an understanding of the need of a variety of instructional strategies; however, there is a lack of evidence available to indicate that teacher candidates demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics, nor is there any evidence that candidates demonstrate adequate ability to plan and prepare instruction using a variety of instructional strategies to facilitate students' critical thinking, problem solving, and performance with understanding.

Summary: There is insufficient evidence that candidates experience developing a variety of instructional strategies for teaching mathematics and that they use multiple instructional strategies in preparing and delivering lessons.

Response: The Focused Team will have the opportunity to interview (in person and via telephone) current candidates (pre-interns and interns), as well as recent graduates and faculty to provide needed evidence that students can and do have an appropriate understanding of multiple strategies *to investigate, communicate, and understand mathematics*. In addition, interviews shall demonstrate that students are also able to plan and prepare instruction that enables 7-12 students to meaningfully understand mathematic.

Standard 11

Narrative Regarding Standards 11.1 & 11.2: In reviewing courses syllabi and student lesson plans and interviewing candidates and faculty/staff, there is little evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields. Furthermore, there is a lack of evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make these connections.

Summary: There is insufficient evidence that candidates experience making connections within the strands of mathematics and between mathematics and other fields and that they apply these "conditions" in creating mathematical experiences for students.

Response: The Focused Team will have the opportunity to review appropriate documents (course syllabi and student lesson plans) and to interview candidates (pre-interns and interns),

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

recent graduates, and faculty to determine that there is, in fact, evidence to support candidate's ability to understand the relationship between mathematics and other fields, as well as for candidates ability to design appropriate learning experiences for 7-12 students.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS**

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

College/University: University of Idaho **Review Dates:** November 12-14, 2006
Standards(s) Reviewed: Mathematics

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Interviews with faculty, staff, pre-interns and interns demonstrate adequate understanding of the importance of engaging students in meaningful mathematical inquiry and structures. Additionally, an examination of candidate-created documents provides evidence indicating teacher candidates possess or demonstrate developing pedagogical knowledge and skills as they relate to the teaching of mathematics.

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.

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.

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.

Element	Unacceptable	Acceptable	Target
4.1 Understands instructional strategies.		X	
4.2 Application of instructional strategies.		X	

Interviews with interns, pre-interns, and faculty indicate an understanding of the need for a variety of instructional strategies. A review of course syllabi and candidate-created documents demonstrate candidates possess an adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. These documents also provide evidence that candidates demonstrate an adequate ability to plan and prepare instruction using a variety of instructional strategies to facilitate students' critical thinking, problem solving, and performance with understanding.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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.

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.

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.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections		X	
11.2 Application of Mathematical Connections		X	

In reviewing course syllabi and student-created lesson plans, and in interviewing candidates, interns, and faculty, there is sufficient evidence that teacher candidates demonstrate an adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields. Furthermore, there is evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make these connections.

Recommended Action on all Standards:

- Approved
- Approved Conditionally
- Not Approved

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Rules Governing Uniformity*

100.OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.
The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-114. CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION.

Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

Master of Arts in Teaching at George Fox University

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Code § 33-1258, Rule 08.02.02.100

BACKGROUND

The main campus of the University is in Newbury, Oregon, with an off-campus site located in Meridian. Graduates from the teacher preparation program on the Meridian campus are able to obtain an Oregon teaching certificate and then become certified in Idaho via a reciprocity agreement between the states. It is the desire of George Fox University to obtain Idaho State Board of Education approval to offer the Master of Arts in Teaching program in Meridian that will lead to direct Idaho certification without need for the reciprocity agreement.

DISCUSSION

The State Team conducted an on-site review of the Master of Arts in Teaching Program at the George Fox University Campus in Meridian, Idaho on November 12-14, 2007 to determine if sufficient evidence was present indicating that the Master of Arts in Teaching candidates at George Fox University met Idaho state standards. The review was conducted by a five-member state program approval team accompanied by three state observers. The standards used to validate the Institutional Report were the State Board of Education-approved Idaho Standards for the Initial Certification of Professional School Personnel.

IMPACT

N/A

ATTACHMENTS

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Attachment 2 – State Team Report	Page 5
Attachment 3 – George Fox University Institutional Rejoinder	Page 63

STAFF COMMENTS AND RECOMMENDATIONS

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, thereby granting program approval as outlined in Attachment 1 for the Master of Arts Teaching Program at George Fox University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Attachment 1

PROGRAM RECOMMENDATIONS
George Fox University, November 12-14, 2007

PROGRAMS	RECOMMENDATIONS
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education – Master of Arts Education	Approved
Secondary Education – Master of Arts Education	Approved
English Language Arts	Approved
Mathematics	Approved
Basic Mathematics	Approved
Economics	Conditionally Approved
Geography	Conditionally Approved
Government/Civics	Conditionally Approved
History	Conditionally Approved
Biology	Approved
Chemistry	Conditionally Approved
Physics	Conditionally Approved
Foreign Language	Conditionally Approved
Drama	Conditionally Approved
Visual Arts	Conditionally Approved
Music	Approved
Health	Conditionally Approved
Physical Education	Conditionally Approved

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STATE TEAM REPORT
GEORGE FOX UNIVERSITY
November 12-14, 2007

ON-SITE STATE TEAM:

Dr. Michael P. Stefanic, Chair
Tamara Christensen
Stacey Jensen
Cindy Johnstone
David Magleby

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Christina Linder
Keith Potter
Karen Seay

INTRODUCTION

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

- *Candidate* – a student enrolled in the Master of Arts in Teaching teacher preparation program at George Fox University in Meridian, Idaho
- *Student* – an individual enrolled in an Idaho PreK-12 public school
- *Unit* – the institution's teacher preparation program
- *MAT* – Master of Arts in Teaching
- *NCATE* – National Council for the Accreditation of Teacher Education

George Fox University is an independent university founded in 1891 by Quakers. The primary focus is teaching, scholarship and service to the church and to the public.

The university is privately administered and fully accredited by the Northwest Commission on Colleges and University. Upon request in October 2007, NCATE conducted an on-site teacher preparation program review to determine if the university's college of education meets national standards. The results are pending.

The main campus is in Newbury, Oregon. One of several off-campus sites is located in Meridian, Idaho. Graduates from the teacher preparation program on the Meridian campus are able to obtain an Oregon teaching certificate and then become certified in Idaho via a reciprocity agreement between the states.

It is the desire of the university to obtain Idaho State Board of Education-approval to offer the MAT program in Meridian that will lead to direct Idaho certification without need for the reciprocity agreement. The state team conducted an on-site review of the MAT program at the George Fox University Campus in Meridian, Idaho, on November 12-14, 2007, to determine if the unit meets state standards. In preparation for the on-site review, the professional education unit prepared an Institutional Report (IR) that was made available to team members for review and validation and also prepared evidence to support meeting state standards.

The college of education within the university is defined as the unit. The dean is identified as the designated unit leader. The dean has responsibility to oversee all aspects of the teacher preparation program, which is designed to meet program, state and institutional standards. Its mission parallels that of the university – to support and develop professional educators who think critically, transform practice and promote justice.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that MAT candidates at George Fox University meet state standards. The

review was conducted by a five-member state program approval team accompanied by three state observers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used at least three sources of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, advising checklists, class assignments and reports, Praxis II test results, portfolios, work samples, letters of support and surveys. In addition to this documentation, team members conducted interviews with candidates, college administrators, full-time and adjunct college faculty, college supervisors, PreK-12 principals and cooperating teachers.

Since the MAT program is a post-graduate program whereby content knowledge is determined at the undergraduate level, a major team challenge during the review was to verify that this content knowledge meets Standard 1 of the state standards. Through documentation and reviews with the unit dean, the director of the Meridian MAT program and the career counselor, it was determined that those admitted to the MAT program are subject to a transcript analysis review process to assist in determining content knowledge. To further ensure that content knowledge meets the requirements as found in the State Board of Education-approved Certification Manual, the following assurance from the unit dean was submitted to the team:

“In order for candidates to be ranked as qualified for admission, they must meet the State Board of Education credit requirements for a content area endorsement as stated in the State Department of Education *Idaho Certification Manual* (revised 2006). If analysis of the bachelor’s degree indicates the candidate is indeed certifiable for a content area endorsement by meeting the State Board credit requirements, the candidate is rated qualified. If the candidate has some coursework in the content endorsement area, they will be rated as demonstrating promising potential and will be advised to take additional courses to fulfill the State Board credit requirement. If the transcript analysis indicates that the candidate has significant deficiencies in meeting Idaho credit requirements for a content area endorsement, they will be declined an interview and admission until they have taken the necessary courses to fulfill the State Board of Education credit requirements.”

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and the rejoinder will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

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PROGRAM RECOMMENDATIONS
George Fox University, November 12-14, 2007

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Science (Foundation Standards)	Approved
Biology	Approved
Chemistry	Conditionally Approved
Physics	Conditionally Approved
Foreign Language	Conditionally Approved
Visual/Performing Arts (Foundation Standards)	Approved
Drama	Conditionally Approved
Visual Arts	Conditionally Approved
Music	Approved
Health	Conditionally Approved
Physical Education	Conditionally Approved

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: George Fox University Review Dates: November 12-14, 2007

CORE STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Through analysis of Praxis II scores, transcript analysis, admission requirements, syllabi, and interviews, it was determined that the program provides evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. According to Idaho State Board of Education rule as found in the Idaho Certification Manual on page 45 (XVIII.IDAPA 08, Title 02, Chapter 02-020.02.a), in order for candidates in secondary education to obtain an Idaho Standard Secondary Teaching Certificate, candidates must take a 3-semester credit hour course titled Reading in the Content Area. No evidence exists at this time that this class is available.

Cooperating teacher and university supervisor interviews, along with student teaching evaluations, indicate that teacher candidates create learning experiences that make the content taught meaningful to students. Candidates in this program are offered many opportunities throughout to create units and work samples that reflect their ability to make subject matter meaningful.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding How Students Learn and Develop		X	
2.2 Application of How Students Learn and Develop		X	

Syllabi, analysis of candidate lesson plans, and cooperating teacher interviews indicate that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Work samples, interviews, and classroom observations indicate that teacher candidates provide opportunities to support students' developmental stages and growth.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
3.1 Understanding Students' Individual Learning Needs		X	
3.2 Application of Instructional Opportunities to Meet Students' Needs		X	

Syllabi, work sample guidelines, and required lesson plan formats indicate that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Course syllabi indicate a well-rounded examination of the topic. Textbooks used are adequate to meet students' individual learning needs.

Work samples, candidate interviews, and classroom observations indicate that teacher candidates modify instructional opportunities to support students with diverse needs.

Adaptations noted during classroom observations were minimal. Several candidates interviewed, however, were able to discuss implications of IEPs (Individual Education Program), 504s, and appropriate adaptations they might use in the classroom.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding Multiple Instructional Strategies		X	
4.2 Application of a Variety of Instructional Strategies		X	

Syllabi, interviews with cooperating teachers, and analysis of teacher work samples indicate that teacher candidates demonstrate an adequate understanding of multiple instructional strategies. Syllabi indicate that classes are often taught using a variety of instructional strategies so that candidates are able to experience multiple learning experiences in their own class work.

Classroom observations, candidate and supervisor interviews, as well as evaluation rubrics indicate that teacher candidates use a variety of instructional strategies. Candidates were observed teaching by using whole group instruction, both with and without technology, lecture, and individual and small group projects.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding Classroom Motivation and Management Skills	X		

5.2 Application of Classroom Motivation and Management Skills		X	
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Interviews with the new instructor, as well as candidates and workshop agendas, indicate that an 8-hour workshop is provided on classroom management. Insufficient evidence was provided, however, to indicate that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Candidate observations, university and cooperating teacher evaluations, as well as candidate interviews, indicate that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. Interviews and evaluations, however, consistently indicate that motivation and management may not adequately be addressed to meet standards.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
6.1 Understanding a Variety of Communication Techniques		X	
6.2 Application of a Variety of Communication Techniques		X	

Analysis of work samples, classroom assignments, and classroom observations indicate that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings.

Analysis of lesson plans, observation of candidates, and student teaching evaluations indicate that teacher candidates create learning experiences that promote student learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills		X	

Candidate interviews, work sample guidelines, and various evaluation rubrics indicate that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Analysis of work samples and interviews with cooperating teachers and university supervisors indicate that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding Student Learning Assessment		X	
8.2 Application of Student Learning Assessment		X	

Work sample guidelines, action research plans, and syllabi indicate that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Work samples, student teaching evaluations, and interviews indicate that teacher candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness. Interviews did indicate that candidates seem to be relatively weak in their knowledge of Idaho's standardized tests such as ISAT, IRI, DMA, and DWA.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding Professional Commitment and Responsibility		X	
9.2 Application of Professional Commitment and Responsibility		X	

Syllabi, work sample, and action research requirements, as well as evaluation rubrics, indicate that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.

Student teacher and university supervisor interviews, action research plans, and observations indicate that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidates are afforded multiple opportunities to reflect upon their teaching and their learning.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
10.1 Understanding Partnerships		X	

Student teaching evaluation rubrics and interviews with university supervisors and cooperating teachers indicate that teacher candidates interact in a professional,

effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Recommended Action on All Core Standards:

All standards were found to be acceptable with three areas of concern:

- According to Idaho State Board of Education rule XVIII.IDAPA 08, Title 02, Chapter 02-020.02a as found on page 45 of the Idaho Certification Manual, in order for candidates in secondary education to obtain an Idaho Standard Teaching Certificate, candidates must take a 3-semester credit hour course of Reading in the Content Area.
- There is a lack of evidence to show that Elementary Education candidates have an opportunity to take the statutory-required (IC 33-1207A) Idaho Comprehensive Literacy Assessment (ICLA) prior to requesting Idaho certification.
- Insufficient evidence was provided to indicate that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

College/University: George Fox University

Review Dates: November 12-14, 2007

ELEMENTARY EDUCATION

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Candidate and university supervisor interviews, work samples, and syllabi analysis indicate that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to obtain information and resources when necessary, and communicate with students the way knowledge in a content area is discovered.

Candidate interviews indicate that they see themselves as competent to teach all subject areas. Analysis of syllabi, however, indicates that content knowledge in some curricula areas, including social studies content, science content, physical education, health education, and the arts, is not adequately included in the program.

Candidate and university supervisor interviews, work samples, and additional coursework indicate that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application, thus making learning experiences and subject matter meaningful to most students. Candidates stated that they were confident that they could find any information that they may need in order to teach the above-mentioned curricula, even if they had not received formal instruction during their MAT program.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	
2.2 Application of Human Development Learning Opportunities		X	

Work samples, required textbook readings, and additional coursework indicate that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn. Candidate and university supervisor interviews, work samples, and additional coursework provide further evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.

Area of Improvement:

There is insufficient evidence that adequate content (not pedagogy) instruction in areas of social studies, science, health education, physical education, and the arts is provided to meet Idaho standards for initial certification.

Recommended Action on All Elementary Education Standards:

- Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

ENGLISH LANGUAGE ARTS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	
2.2 Application of Human Development Learning Opportunities		X	

Analysis of the syllabus for EDUG 510 Issues on Human Development: Theory in Practice, reading teacher candidate lesson plans, and interviews with candidates and cooperating teachers provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in writing, language acquisition, and understanding of literary concepts.

Through teacher candidate observations and interviews, reading reflection papers from student work samples and student journaling, and checking comments from the university supervisor summary reports, evidence is provided that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and are able to identify strategies to promote growth.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Syllabus for EDUG 556 Secondary Pedagogy/ Language Arts and EDUG 551/2 Teaching Language Arts and Social Studies, interviews with language arts candidates and perusal of student work samples and action research reports provide evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.

Observation of language arts candidates, interviews with university supervisors, analysis of lesson plans and work samples from the candidates, and reading of reflection responses from EDUG 556 students provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g., reading, writing, speaking, listening) and teaching approaches (e.g., small group, whole-class discussion, projects).

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding of Student Learning Assessment Strategies		X	
8.2 Application of Student Learning Assessment Strategies		X	

EDUG 502 Structures for Teaching and Learning syllabus and the required text for the class, interviews with unit supervisors, reading of action research and student work samples provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Observation of language arts candidates, reading of reflective journals and responses from students, and analysis of candidate lesson plans and student teaching evaluations provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding of Professional Commitment and Responsibility as a Reflective Practitioner		X	

9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner		X	
---	--	---	--

Requirements for reflective writing in action research classes EDUG 520, EDUG 521, EDUG 522 , reflection pieces in student work samples, e-mails of student journaling responses, and interviews with adjunct faculty members who teach pedagogy and research classes provide evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession.

Interviews with student candidates, a cooperating teacher, and adjunct faculty members, and analysis of the professional behavior section of student teaching summary reports provide evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Areas of Improvement: None

Recommended Action on All English Language Arts Standards:

- X Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

MATHEMATICS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Graduate observations/interviews and Praxis II scores were used to verify an in-depth understanding of mathematics by MAT candidates. As found in professional and institutional standards, the importance of engaging students in contributing to mathematical content development was verified.

Through candidate interviews, graduate observations and syllabi from courses EDU 554 and EDU 556, evidence indicated an adequate ability for students to create learning experiences that make mathematics inquiry-based, encourages critical analysis, and incorporate structures meaningful to students.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Work samples, candidate observations, and on-line reflections provide evidence to demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. Quality textbooks are used in courses EDU 554 and

EDU 556 to help meet standards.

Graduate interviews, work samples, and EDU 554 syllabus show that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics. Units are well planned and incorporate a problem-based approach.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.1 Understanding of Mathematical Connections		X	
11.2 Application of Mathematical Connections		X	

As seen in EDU 556 course syllabus, lesson plans, and classroom observations, teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkage between mathematics and other fields of study.

Through classroom observation, EDU 556 units and on-line discussions, evidence demonstrates an adequate ability for candidates to create learning experiences that help students make connections between the strands of mathematics and other disciplines. The correlation was particularly evident between math and science.

Areas of Improvement: None

Recommended Action on All Mathematics Standards:

- X Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

SOCIAL STUDIES FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

Current admission practices, faculty interviews, unit plans, and course syllabus for EDU 556 provide evidence that teacher candidates demonstrate adequate knowledge of history and political science/civics. Social studies does not ensure, however, adequate knowledge in other social studies disciplines such as economics and geography. The unit plans to revise the Transcript Analysis/Admission Procedure to identify such deficiencies and advise students of opportunities to obtain the required credits as required by State Board of Education rule.

Work samples, unit plans, and interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures. Candidates include essential questions and other strategies to provide effective access to social studies concepts.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding of Human Development and Learning		X	

2.2 Application of Human Development Learning Opportunities		X	
--	--	---	--

Evidence shows an in-depth understanding of human development. From the initial EDU 501 experience, where candidates explore their own development, through common program courses and individual work samples and reflection pieces, there is sufficient evidence that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

Elements of various course syllabi, work samples, and candidate observations demonstrate the candidates' ability to reflect upon and transform their practice based on student responses to instruction. There is sufficient evidence from the above sources that teacher candidates demonstrate an ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates are prepared to teach all areas of social studies in accordance with rules of the State Board of Education in the state of Idaho.

Recommended Action on All Social Studies Foundation Standards:

- Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

ECONOMICS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter			
1.2 Making Subject Matter Meaningful	X		

The program provides little evidence that teacher candidates will be able to demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance. Although test scores can be used to determine basic competencies, the State Board of Education requires coursework in specific areas of economics.

Since there are no candidates in the program, there is no evidence that candidates will be able to demonstrate an ability to engage students in the application of economic concepts.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates will be able to complete coursework requirements to meet current State Board standards.
- 1.2. Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful.

Recommended Action on All Economics Standards:

- Approved
 Approved Conditionally
 Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

GEOGRAPHY

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

According to current State Board of Education rule, current reliance on test data provides little evidence that teacher candidates will be able to demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of Earth’s surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect human activity and living conditions; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

The course syllabus for EDU 556 centers on the teaching of history and government. With no direct mention of geography in the social studies course and without candidates in the program, there is no evidence that candidates will be able to make geographic concepts meaningful to students.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates will be able to understand geographic concepts as required by specific coursework outlined by State Board of Education rule.
- 1.2 Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful.

Recommended Action on All Geography Standards:

- Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

GOVERNMENT and CIVICS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

Strands of the MAT program, such as promotion of justice, relate to understanding this subject matter. EDU 556 includes models and creation of materials in U.S. government. Course syllabi, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States. Current State Board rule, however, requires specific credit hours in particular areas. The current admissions /transcript analysis process has not verified candidate compliance with credit hour requirements.

The EDU 556 syllabus, faculty interviews, and candidate work samples provide sufficient evidence that candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates understand central concepts of American government/civics as required by State Board of Education rule.

Recommended Action on All Government and Civics Standards:

- Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

HISTORY

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

The EDU 556 syllabus, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history. Current State Board rule, however, requires specific credit hours in particular areas. The current admissions/transcript analysis process does not verify candidate compliance with credit hour requirements.

Unit plans, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections to social studies concepts.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates understand central concepts of history as required by State Board of Education rule.

Recommended Action on All History Standards:

- Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

SCIENCE FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Through graduate and candidate interviews and the Praxis II scores, there is in-depth evidence that teacher candidates demonstrate a comprehensive understanding of science content and the nature of scientific knowledge and how to articulate the importance of engaging students in the process of science.

There is evidence observed through graduate interviews and candidate work samples that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students. Through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, evidence shows that instruction is consistent with curriculum goals and reflects principles of effective teaching.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	

2.2 Application of Human Development and Learning		X	
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The program provides evidence through graduate interviews, course syllabi, and the course text of EDU 556 that the teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that enhance the learning of science.

Through candidate interviews, candidate observations, and work samples there is evidence that teacher candidates show an adequate ability to demonstrate activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Through candidate observation, candidate interviews, and the action research that teacher candidates complete, evidence is provided that demonstrates an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data. By using an investigative approach to learning as outlined in the syllabus, candidates are encouraged to use higher level thinking skills with their students.

Through university supervisor interviews, EDU 556 syllabus, and work samples, evidence shows that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and appropriate demonstrations for larger group instruction to facilitate students' critical thinking, problem solving, and performance skills. Work samples show students using prerequisite skills involving Algebra I and knowledge concepts of ecology.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
6.1 Understanding of Communication Skills and Behaviors		X	
6.2 Application of Communication Skills and Behavior Techniques		X	

Evidence was observed through graduate interviews, work samples, and the EDU 556 syllabus that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Evidence is provided that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding of Professional Commitment and Responsibility as a Reflective Practitioner		X	
9.2 Application of the Professional Commitment and Responsibility as a Reflective Practitioner		X	

Evidence is provided through online reflections, teacher interviews, and work samples that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science. Candidates also were observed reflecting on their personal knowledge of the day-to-day practices in their classrooms.

Through university supervisor interviews, on-line reflections, and candidate observations, evidence shows that teacher candidates demonstrate an adequate ability in their instruction to incorporate an understanding of recent developments in their fields and knowledge of how students learn science.

Standard 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.2 Demonstrates a Safe Learning Environment	X		

The program provides minimal evidence that teacher candidates demonstrate an adequate ability to model safe practices in classrooms and storage areas in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately. There was insufficient evidence that safety standards were being addressed. During a teacher interview, it was discussed that a contract was developed with the parents and students, but safety standards were not referred to in the development of that document.

Standard 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
12.1 Demonstrates Effective Use of Laboratory/Field Experiences		X	

The program provides evidence in teacher interviews, work samples, and the syllabus in EDU 556 that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Area of Improvement:

There is insufficient evidence that required safety standards are being met to provide a safe learning environment.

Recommended Action on All Science Foundation Standards:

- X Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

BIOLOGY

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Through teacher interviews, action research and work samples, evidence shows that teacher candidates make connections between biology and other disciplines.

A review of work samples and interviews with supervisors, cooperating teachers and teacher candidates demonstrates that candidates have an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students. Through the use of materials and resources that support instructional goals, candidates are able to use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas of Improvement: None

Recommended Action on All Biology Standards:

- X Approved
- Approved Conditionally
- Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

CHEMISTRY

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of chemistry and creates learning experiences that make these aspects of chemistry meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Program guidelines to meet standards are in place as evidenced in the course syllabus and selection of textbooks. At the time of this review, there are no candidates or graduates in the program. Evidence is lacking, therefore, to show adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students.

Areas of Improvement:

- 1.2. Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful

Recommended Action on All Chemistry Standards:

- Approved
 Approved Conditionally
 Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

PHYSICS

Standard 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Program guidelines to meet standards are in place as evidenced in the course syllabus and selection of textbooks. At the time of this review, there are no candidates or graduates in the program. Evidence is lacking, therefore, to show adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students.

Areas of Improvement:

- 1.2. Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful.

Recommended Action on All Physics Standards:

- Approved
 Approved Conditionally
 Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

FOREIGN LANGUAGE

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

There currently are no candidates in the program who are applying for certification to teach a foreign language. Considering that students may apply, however, there is a process in place for screening a candidate's knowledge of subject matter. The screening includes checking a candidate's transcript for a conferred degree in the chosen language, completing a transcript analysis, completing and passing the Praxis II exam in the candidate's preferred language and completing EDU 556 (target foreign language). The program provides evidence that teacher candidates will be able to demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.

Due to a lack of candidates, there is no evidence to show that teacher candidates will be able to demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding of Human Development and Learning		X	

2.2 Application of Human Development Learning Opportunities	X		
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The syllabus for EDUG 556 Secondary Content Pedagogy (Spanish) and the text “Teaching Language in Context” by Alice O. Hadley, which is used in the pedagogy class, show some evidence that students will have an understanding of human development and learning and will be able to demonstrate an adequate understanding of the process and acquisition of second language learning, including viewing, listening, speaking, reading, and writing skills.

Due to a lack of candidates and work samples, there is no evidence that teacher candidates will be able to demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
3.1 Understanding Students’ Individual Learning Needs		X	
3.2 Application of Instructional Opportunities to Meet Students’ Needs	X		

The syllabus for EDUG 556 Secondary Pedagogy (Spanish) and the text for the class “Teaching Language in Context” by Alice O. Hadley show limited evidence that candidates will be able to demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

Due to a lack of candidates and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to create learning activities that enable students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.2 Application of a Variety of Instructional Strategies	X		

Due to a lack of students and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

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 teaching effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding Student Assessment Strategies		X	
8.2 Application of Formal and Informal Student Assessment Strategies	X		

In the syllabus for EDUG 556 Secondary Pedagogy/Spanish in which American Council on the Teaching of Foreign Languages (ACTFL) assessment guidelines are addressed, minimal evidence was found that candidates will be able to meet standards. The program provides limited evidence that teacher candidates will be able to demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

Due to a lack of candidates and minimal evidence, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to use formal and informal assessment techniques to assess individual student competencies in foreign language learning and modify teaching and learning strategies.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
10.1 Understanding of the Role of Partnerships to Support Student Learning	X		
10.2 Application of a Variety of Partnerships in Support of Student Learning	X		

Due to a lack of candidates and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students and opportunities to communicate in the language with native speakers and to participate in community experiences related to the target culture.

Due to a lack of candidates and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Areas of Improvement:

Insufficient evidence was found for standards 2.1, 3.1, and 8.1. No evidence was found to support 10.1.

Due to lack of candidates, performance standards were unable to be validated.

Recommended Action on All Foreign Language Standards:

- Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

VISUAL and PERFORMING ARTS FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Work samples, EDU 550 syllabi, and elements of the program (EDU 501 Life Maps) provide evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts; and of technical and expressive proficiency in a particular area of the visual and performing arts.

Candidate work samples, letters of recommendation, EDU 550 syllabi, and practicum observation data provide evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the students' interests and experiences.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Application of Classroom Motivation and Management skills		X	

EDU 550 syllabi, letters of recommendation and observation data demonstrate adequate understanding of classroom management and motivation skills and that these skills are successfully applied in classroom settings. Comments in interviews suggest that candidates have the ability to “connect” with students and enhance their understanding and appreciation of art.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills		X	

Requirements of EDU 550, candidate unit plans, and practicum observation data provide evidence that teacher candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for the communication of ideas.

Unit plans, letters of recommendation, and practicum observation data provide evidence that teacher candidates display an adequate ability to demonstrate the processes and uses of tools necessary for communicating that concepts in the arts are sequential, holistic, and cumulative.

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 teaching effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding of Student Learning Assessment Strategies		X	

8.2 Application of Formal and Informal Student Learning Assessment Strategies		X	
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Elements of EDU 550, candidate unit plans, and practicum observation data provide evidence that teacher candidates demonstrate an adequate ability to assess students' learning, as well as finished products. Evidence shows that creative processes provide students with equal opportunities for display, performance, and recognition for what they know and are able to do in the arts.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner		X	

Admission procedures and gates, candidate work samples, and student teaching observations provide evidence that teacher candidates demonstrate an adequate ability to learn content and pedagogy, to be reflective practitioners, to contribute to their art field and to make instruction meaningful for students.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
10.1 Understanding of Partnerships		X	
10.2 Application of Partnership Promotion	X		

In EDU 550, candidates are exposed to the idea of community outreach, clubs, and service opportunities. Little evidence was found to indicate that teacher candidates demonstrate an adequate ability to articulate and promote the arts for the enhancement of the school and community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.1 Understanding of a Safe, Productive Learning Environment		X	
11.2 Application of a Safe, Productive Learning Environment	X		

The syllabus for EDU 550 indicated safety, management, and use of technology as topics of the course. No other evidence was found that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technology safely.

Areas of Improvement:

- 10.2 There is insufficient evidence that candidates promote community partnerships.
- 11.2 There is insufficient evidence that candidates operate/manage safe learning environments.

Recommended Action on All Visual and Performing Arts Foundation Standards:

- Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

DRAMA

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Currently there are no students seeking certification in the drama area. A protocol is in place in the admissions process, however, that provides evidence that teacher candidates in the field of drama will be able to demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and of technical and expressive proficiency in the area of drama as a performing art. The protocol includes checking for a conferred bachelor's degree, completing a transcript analysis of the candidate's university work, completing and passing the Praxis II exam for drama (theater), and taking MAT EDU 550 Secondary Art Methods.

There currently are no candidates for drama. There is no evidence, therefore, to show that teacher candidates will be able to demonstrate an adequate ability to help students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the students' interests/experiences and an ability to instruct students in interpreting and judging their own artwork, as well as the works of others. In the event that a candidate applies for this discipline, the process is in place to begin formal instruction.

Areas of Improvement:

- 1.2 Due to lack of candidates, the performance area could not be validated.

Recommended Action on All Drama Standards:

- Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

VISUAL ARTS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

The unit admission process, Praxis tests, and the EDU 550 course syllabus provide evidence that teacher candidates will be able to demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and of technical and expressive proficiency in the visual arts.

The lack of candidates in this area provides no evidence that candidates will be able to provide instruction that will be meaningful for students.

Areas of Improvement:

- 1.2 There is insufficient evidence that candidates make visual arts meaningful to students.

Recommended Action on All Visual Arts Standards:

- Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

MUSIC

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

The admission process, Praxis scores, and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and of technical and expressive proficiency in music.

Candidate unit plans, letters of recommendation, and student teaching observation data provide evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and become meaningfully involved in music.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills		X	

Review of a course syllabus, candidate work samples, and student teaching observation data demonstrate understanding of planning skills related to standards. Candidates explore various strategies, cultural considerations, and avenues for promoting music.

Further evidence from letters and student teaching observation data indicates an ability of candidates to apply planning skills to the music classroom.

Areas of Improvement: None

Recommended Action on All Music Standards:

- Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

HEALTH

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Admission procedures, required test scores, and EDU 556 syllabus provide evidence that teacher candidates will be able to demonstrate adequate understanding of health education. At this time there are no candidates in the program and no graduates. There is no evidence that candidates will be able to make subject matter meaningful to students.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Application of Classroom Motivation and Management Skills	X		

Faculty interviews and syllabi provide evidence that teacher candidates will be able demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors. With no students in the program and without graduates, there is no evidence that candidates will be able to apply this knowledge to demonstrate classroom motivation and management skills.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
6.1 Understanding of Communication Skills and Behaviors		X	
6.2 Application of Communication and Behavior Techniques	X		

Evidence from EDU 556 syllabus suggests students will be taught a variety of communication techniques to foster learning. At this time there are no candidates or graduates in the program and therefore no evidence that candidates will be able to demonstrate an application of communication and behavior techniques.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills	X		

The program provides that candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge of health education, students, the community, and curriculum goals through the development of teaching units. With no candidates or graduates from the program, there is no evidence that candidates will be able to demonstrate instructional planning skills.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding of Professional Commitment and Responsibility as a Reflective Practitioner		X	
9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner	X		

The EDU 556 syllabus outlines opportunities for candidates to demonstrate an adequate understanding of laws and codes specific to health education and health services to minors. With no candidates or graduates, there is no evidence that candidates will be able to demonstrate a professional commitment and responsibility as a reflective practitioner.

Areas of Improvement:

1.2, 5.2, 6.2, 7.2 and 9.2 - Due to lack of candidates, the performance areas could not be validated.

Recommended Action on All Health Standards:

- Approved
- Approved Conditionally
- Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

PHYSICAL EDUCATION

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

A program admission process, Praxis II data, and elements of the EDU 556 syllabus provide evidence that teacher candidates will be able to demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid, and Adaptive Physical Education.

One component in EDU 556 requires candidates to design a program for a school setting. With no candidates or graduates of the program, there is no evidence that candidates will be able to demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

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.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	
2.2 Application of Human Development Learning Opportunities	X		

Review of syllabi from EDU 502, 530 and 556 provides that teacher candidates will be able to demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.

With no candidates or graduates of the program, there is no evidence that candidates will be able to demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
3.2 Application of Instructional Opportunities for Meeting Students' Needs	X		

Although course syllabi, work samples and interviews indicate that the program addresses differentiated instruction, a lack of candidates in this area provides no evidence that candidates will be able to create opportunities to meet students' needs in physical education.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Application of Classroom Motivation and Management Skills	X		

Through a variety of courses and experiences in the program, as demonstrated in course syllabi, interviews, and candidate observations, evidence exists that teacher

candidates will be able to demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

With no candidates or graduates in the program, however, there is no evidence that teacher candidates will be able to demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies and management skills for student participation in physical education.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills	X		
7.2 Application of Instructional Planning Skills	X		

EDU 556 provides an opportunity for candidates to develop a physical education program appropriate for a school setting. Although course planning skills are evident within the structure of this course, there is no evidence that teacher candidates will be able to demonstrate an adequate understanding of strategies to expand the curriculum through the use of community resources.

Due to a lack of candidates or graduates, there is no evidence that teacher candidates will be able to demonstrate instructional planning skills needed to adequately plan and prepare instruction to maximize activity time or use community resources to expand the curriculum.

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 teaching effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding of Student Learning Assessment Strategies		X	

8.2 Application of Formal and Informal Student Learning Assessment Strategies	X		
--	---	--	--

The EDU 556 syllabus and other courses in the program provide evidence that teacher candidates will be able to demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness.

Given the lack of candidates or graduates in physical education, there is no evidence that candidates are able to apply appropriate formal and informal student learning assessment strategies in physical education.

Standard 11: Safety - The teacher provides for a safe learning environment.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.1 Understanding Classroom Safety Importance	X		
11.2 Application of a Safe Classroom Environment	X		

EDU 556 does not specifically address issues of adequate safety and supervision. There is no evidence, therefore, that teacher candidates will be able to demonstrate an adequate understanding of factors that influence safety in physical activities and the supervision required.

With no candidates or graduates of this program, there is no evidence that candidates will be able to apply procedures of safety and appropriate supervision to provide a safe classroom learning environment.

Areas of Improvement:

- 7.1 There is no evidence that teacher candidates will be able to demonstrate an adequate understanding of strategies to expand the curriculum through the use of community resources.
- 11.1 There is no evidence that candidates will adequately understand safety and supervision requirements in physical education.
- 1.2, 2.2, 3.2, 5.2, 7.2, 8.2 and 11.2 - Due to lack of candidates, the performance areas could not be validated.

Recommended Action on All Physical Education Standards:

- Approved
 Approved Conditionally
 Not Approved

INTERVIEW INDEX

Administration

Jim Worthington – Dean of George Fox University College of Education

Full-Time Faculty

Sara Ellis
Terah Moore

Adjunct Faculty

Anita Christenson - School Administrator
Grant Joki
Jean Schneider
Sherawn Reberry

Program Candidates

Joey Palmer (interview and observation)
Stephanie Hall (interview and observation)
Katy Koval (interview only)
Travis Palmer (interview only)
Ruth Streeter (interview only)

Alumni

Amy Vitek (interview and observation)
Ken Hozier (interview and observation)

University Supervisors

Ron Arnold
Wanda Musgrove
Mary Ann Brewer

Cooperating Teachers

Eric Muhr

Staff

Sandi Gregory
Shelly Henson

DOCUMENTS REVIEWED

Institutional Report
Syllabi
Work Samples
Electronic Documents
Hard copies of evidence regarding the standards for each program
Action Research Projects
Letters of Recommendation
Student Teaching Rubrics
Course Textbooks

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**Institutional Rejoinder
George Fox University
Initial Visit
Masters of Arts in Teaching**

Introduction

George Fox University Boise Center offers a teacher preparation program that provides students a masters degree while obtaining initial teaching certification. Students have been receiving Oregon certification and applying for Idaho licensure through the states' reciprocity agreement. George Fox University Boise Center applied for accreditation through the state of Idaho in order for its students to earn Idaho certification without going through the state of Oregon.

Title – Elementary Education- Masters of Arts in Education

Recommendation:

- Approved
-

Title – Secondary Education- Masters of Arts in Education

Recommendation:

- Approved
-

Title – English Language Arts

Recommendation:

- Approved
-

Title – Mathematics

Recommendation:

- Approved

Title – Basic Mathematics

Recommendation:

- Approved
-

Title – Social Studies (Foundation Standards)

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.1 Understanding Subject Matter

Response:

- GFU accepts the team's findings as indicated in the area of improvement and will revise transcripts analysis process to ensure that students have adequate knowledge in all social studies disciplines.
-

Title – Economics

Recommendation:

- Conditional Approval

Areas For Improvement:

- **1.2 Making Subject Meaningful**

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of economic concepts and models will be provided when there is a graduate seeking an endorsement in economics.
-

Title – Geography

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.1 Understanding Subject Matter**
- **1.2 Making Subject Matter Meaningful**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating performance of geographic concepts will be provided when there is a graduate seeking an endorsement in geography.
-

Title – Government and Civics

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.1 Understanding Subject Matter**

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of central concepts in American Government/civics will be provided when there is a graduate seeking an endorsement in Government and Civics.
-

Title – History

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.1 Understanding Subject Matter**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating performance of historical themes and concepts will be provided when there is a graduate seeking an endorsement in history.

Title – Science (Foundation Standards)

Recommendation:

- Approved

Areas For Improvement:

- 11.2 Safe Learning Environment

Response:

- GFU accepts the team’s findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of the student’s ability to model safe practices in a science classroom will be provided through course syllabi, student work samples, and teacher-student contracts.
-

Title – Biology

Recommendation:

- Approved
-

Title – Chemistry

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.2 Making Subject Matter Meaningful

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating the concepts of chemistry will be provided when there is a graduate seeking an endorsement in chemistry.
-

Title – Physics

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Matter Meaningful**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating the concepts of physics will be provided when there is a graduate seeking an endorsement in physics.
-

Title –Foreign Language

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Matter Meaningful**

- 2.2 Application of Human Development Learning Opportunities
- 3.2 Application of Instructional Opportunities to Meet Students' Needs
- 4.2 Application of a Variety of Instructional Strategies
- 8.2 Application of Formal and Informal Student Assessment Strategies
- 10.1 Understanding of the Role of Partnerships to Support Student Learning
- 10.2 Application of a Variety of Partnerships in Support of Student Learning

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating the concepts of national foreign language standards, language skills, and target cultures will be provided when there is a graduate seeking an endorsement in foreign language.

Title – Visual/Performing Arts (Foundation Standards)

Recommendation:

- Approved

Title – Drama

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.2 Making Subject Meaningful

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of dramatic concepts and models will be provided when there is a graduate seeking an endorsement in drama.
-

Title – Visual Arts

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Meaningful**

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of visual arts concepts and models will be provided when there is a graduate seeking an endorsement in visual arts.
-

Title – Music

Recommendation:

- **Approved**
-

Title – Health

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Meaningful**
- **5.2 Application of Classroom Motivation and Management Skills**
- **6.2 Application of Communication and Behavior Techniques**
- **7.2 Application of Instructional Planning Skills**
- **9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating performance of health related concepts and models will be provided when there is a graduate seeking an endorsement in health.

Title – Physical Education

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Meaningful**
- **2.2 Application of Human Development Learning Opportunities**

- **3.2 Application of Instructional Opportunities for Meeting Students' Needs**
- **5.2 Application of Classroom Motivation and Management Skills**
- **7.1 Understanding of Instructional Planning Skills**
- **7.2 Application of Instructional Planning Skills**
- **8.2 Application of Formal and Informal Student Learning Assessment Strategies**
- **11.1 Understanding Classroom Safety Importance**
- **11.2 Application of a Safe Classroom Environment**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating knowledge and performance of physical education concepts and models will be provided when there is a graduate seeking an endorsement in physical education.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Rules Governing Uniformity*

100.OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.
The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-114. CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION.

Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

2007-2008 Accreditation Summary Report of Idaho Schools

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.140 Rules Governing Uniformity, Section 33-119, Idaho Code

BACKGROUND

According to IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33-119, Idaho Code). Schools will meet the accreditation standards of the Northwest Association of Accredited Schools and an annual accreditation report will be submitted to the State Board of Education.

To receive accredited status for the 2007-2008 school year, schools serving grades 9-12 and those other schools that wish to be accredited were required to submit a Northwest Association of Accredited Schools (NAAS) Annual Report or an Initial Application for Membership. The Idaho NAAS Committee, which represents each region of the state, met on October 22nd and 23rd to review the Annual Reports and recommend accreditation approval ratings for each school, state institution and participating private school. The Committee recommends one of three ratings for schools:

1. **Approved:** The school satisfactorily completed the self-assessment and achieved a score of 80% or above.
2. **Approved with Comment:** The school satisfactorily completed the self-assessment and achieved a score of 79% or less.
3. **Not Approved:** The school failed to complete the standards self-assessment.

Schools not completing an Annual Report or an Initial Application for Membership by the time of this report will be provided an additional opportunity to fulfill this year's accreditation requirements. An addendum report will be presented to the Board at its June meeting.

DISCUSSION

In accordance with IDAPA 08.02.02.140, an annual accreditation report will be submitted to the State Board of Education for approval. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private and parochial schools who wish to seek accreditation. The attached document serves as that report.

IMPACT

N/A

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

ATTACHMENTS

Attachment 1 – 2007-2008 Accreditation Summary Report of Idaho Schools

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the State Department of Education and the Northwest Association of Accredited Schools to approve the 2007-2008 Accreditation Summary Report of Idaho Schools as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Accreditation Summary for the Northwest Association of Accredited Schools 2007-2008



Category	High Schools	Middle Level	Jr. High / High School	Elementary / Middle School	Elementary	Special Purpose	K-12	SES	DES	Totals
Approved	16	26	1	1	21	29	23	6	1	124
Approved w/ Comment	1								1	2
Not Approved										
Total Accredited	17	26	1	1	21	29	23	6	2	126
Schools Withdrawn				1						1
New Schools	24	17			8	7	14			70

Key:

SES=Supplemental Education Schools
DES=Distance Education Schools

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

**IDSAC 2007 - 2008
LIST ALL SCHOOLS BELOW** *(Alphabetical by category)*

Name <i>(Alphabetical by category)</i>	Address City, Zip	Enroll-ment	Date of Last Self-Study Onsite Visit	Date of Next Self-Study Onsite Visit	Rating	Public or Non-Public	New	Provi-sional	Category	3rd Party
Idaho Digital Learning Academy	1906 S Vista Ave Boise, ID 83705	1004	2005	2011	Approved w/comment	Public			Distance Education	
Idaho Virtual Academy	1488 S Eagle Flight Way Boise, ID 83719	2025	2005- 2006	2007- 2008	Approved	Public		2 nd	Distance Education	
New Freedom Academy	740 S. Woodruff Idaho Falls, ID 83406	5	2006		Approved	NP		1 st	Distance Education	
University of Idaho Independent Study Program	P O Box 443225 Moscow, ID 83844- 3225				Approved	Public			Distance Education	ITC
A. B. McDonald Elementary School	2323 East D St Moscow, ID 83843	444	2005- 2006	2010- 2011	Approved	Public			Elementary	
Adventist Christian Academy	P O Box 50156 Idaho Falls, ID 83405- 0156				Approved	NP			Elementary	SDA
Boise Valley Adventist School	925 N Cloverdale Rd Boise, ID 83713-8919				Approved	NP			Elementary	SDA
Caldwell Adventist Elementary School	2317 Wisconsin Caldwell, ID 83605				Approved	NP			Elementary	SDA
Cole Valley Christian Elementary School	8775 Ustick Road Boise, ID 83704				Approved	NP			Elementary	ACSI
Cornerstone Christian School	P O Box 1877 Bonners Ferry, ID 83805				Approved	NP			Elementary	SDA
Driggs Elementary School	211 Howard Ave Driggs, ID 83422	270	2001	2007	Approved	Public			Elementary	

**STATE DEPARTMENT OF EDUCATION
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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Jefferson Montessori	Rigby, ID				Approved				Elementary	
Holmes Elementary School	210 A Ave. East Wilder, ID 83676	206	2006	2007	Approved	Public			Elementary	
J. Russell Elementary School	119 N. Adams St Moscow, ID 83843	161	2004	2010	Approved	Public			Elementary	
Lena Whitmore Elementary School	110 S Blaine St Moscow, ID 83843	301	2004	2010	Approved	Public			Elementary	
Marsing Elementary School	PO Box 340 Marsing, ID 83639	413	2002- 2003	2008- 2009	Approved	Public			Elementary	
McCall Adventist Christian School	3592 Longview Rd McCall, ID 83638				Approved	NP			Elementary	SDA
Palouse Hills Adventist School	3148 Tomer Road Moscow, ID 83843				Approved	NP			Elementary	SDA
Pend Oreille Valley Adventist School	33820 Hwy 41 Oldtown, ID 83822				Approved	NP			Elementary	SDA
Salmon Adventist School	400 Fairmont Salmon, ID 83467				Approved	NP			Elementary	SDA
Tetonia Elementary School	PO Box 129 Tetonia, ID 83452	125	2002	2008	Approved	Public		3 rd	Elementary	
The Community School	P O Box 2118 Sun Valley, ID 83353				Approved	NP			Elementary	PNAIS
Treasure Valley SDA School	P O Box 396 Payette, ID 83661				Approved	NP			Elementary	SDA
Victor Elementary School	PO Box 169 Victor, ID 83455	197	2002	2008	Approved	Public			Elementary	
West Park Elementary School	510 Home St Moscow, ID 83843	276	2004- 2005	2010- 2011	Approved	Public			Elementary	
Aberdeen High School	Aberdeen ID				Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
American Falls High School	2966 S Frontage Road American Falls, ID 83211-5404	498	2003	2009	Approved	Public			High	
Bear Lake High School	330 Boise St Montpelier, ID 83254	401	2003		Approved	Public			High	
Bishop Kelly High School	7009 Franklin Rd Boise, ID 83704	654	2005	2011	Approved	NP			High	
Blackfoot High School	870 South Fisher St Blackfoot, ID 83221- 3305	1137	2005- 2006	2007- 2008	Approved	Public			High	
Bliss High School	Bliss, ID				Approved	Public			High	
Boise High School	1010 Washington St Boise, ID 83702-5493	1342	2004- 2005		Approved	Public			High	
Bonnars Ferry High School	6485 Tamarack Ln. Bonnars Ferry, ID 83805-8539	498	2005	2011	Approved	Public			High	
Bonneville High School	3165 East Iona Rd Idaho Falls, ID 83401- 1350	1125	2004	2007	Approved	Public			High	
Borah High School	6001 Cassia St Boise, ID 83709	1577	2004		Approved	Public			High	
Buhl High School	Buhl, ID				Approved	Public			High	
Burley High School	#1 Bobcat Blvd Burley, ID 83318-2105	978			Approved	Public			High	
Butte County High School	PO Box 655 Arco, ID 83213	159	2005	2010	Approved	Public			High	
Caldwell Senior High School	3401 South Indiana Caldwell, ID 83605	1660	2005- 2006	2006- 2007	Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Camas County High School	PO Box 370 Fairfield, ID 83327-0370	63	2001	2008	Approved	Public			High	
Cambridge High School	PO Box 39 Cambridge, ID 83610-0039	88	2002	2008	Approved	Public			High	
Capital High School	8055 Goddard Boise, ID 83704	1531	2006	2007	Approved	Public			High	
Cascade Jr./Sr. High School	PO Box 291 Cascade, ID 83611-0291	187	2004-2005	2006-2007	Approved	Public			High	
Centennial High School	12400 W. McMillan Boise, ID 83713	1903	2005	2006	Approved	Public			High	
Century High School	7801 Diamondback Drive Pocatello, ID 83204	1036	2003	2008	Approved	Public			High	
Challis Jr/Sr High School	PO Box 304 Challis, ID 83226	210	2005	2007	Approved w/comments	Public			High	
Clark Fork Jr/Sr High School	PO Box 129 Clark Fork, ID 83811	123	2005	2011	Approved	Public			High	
Coeur d'Alene High School	North 5530 Fourth St Coeur d'Alene, ID 83815-9266	1578	2002	2008	Approved	Public			High	
Cole Valley Christian High School	200 E. Carlton Meridian, ID 83642				Approved	NP			High	ACSI
Declo High School	505 East Main Declo, ID 83323	314	2003-2004	2009-2010	Approved	Public			High	
Eagle Academy High School	100 S Academy Ave Eagle, ID 83616	156	2004		Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Eagle High School	574 North Park Lane Eagle, ID 83616	2086	2003- 2004	2009- 2010	Approved	Public			High	
Emmett High School	721 W. 12 th St. Emmett, ID 83617	666			Approved	Public			High	
Filer High School	3915 N. Wild Cat Way Filer, ID 83301	454	2006	2009	Approved	Public			High	
Firth High School	PO Box 247 Firth, ID 83236	256			Approved	Public			High	
Fruitland High School	PO Box A Fruitland, ID 83619- 2637	531	2003- 2004	2009	Approved	Public			High	
Gem State Adventist Academy	16115 S. Montana Ave Caldwell, ID 83607- 8237				Approved	NP			High	SDA
Glenns Ferry High School	639 N Bannock Ave Glenns Ferry, ID 83623- 2885	164	1996- 1997	2007- 2008	Approved	Public			High	
Gooding High School	1050 7 th Ave West Gooding, ID 83330	370	2001	2007	Approved	Public			High	
Grace Jr/Sr High School	PO Box 348 Grace, ID 83241-0348	212	2001	2007	Approved	Public			High	
Highland Senior High School	1800 Bench Rd Pocatello, ID 83201	1310	2001- 2002	2007- 2008	Approved	Public			High	
Hillcrest High School	2800 Owen St Idaho Falls, ID 83406- 7644		2003	2009	Approved	Public			High	
Homedale High School	203 East Idaho Homedale, ID 83628	358	2005	2011	Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Horseshoe Bend Middle/High School	398 School Drive Horseshoe Bend, ID 83629	180	2005	2008	Approved	Public			High	
Idaho Falls High School	601 South Holmes Ave Idaho Falls, ID 83401	1276	2002		Approved	Public			High	
Jerome High School	104 Tiger Drive Jerome, ID 83338	930	2000	2006	Approved	Public			High	
Kamiah High School	Rt 1, Box 720 Kamiah, ID 83536	163	2002	2008	Approved	Public			High	
Kellogg High School	2 Jacobs Gulch Kellogg, ID 83837	443	2005	2011	Approved	Public			High	
Kendrick Jr/Sr High School	2001 Hwy 3 Kendrick, ID 83537	157	2003	2009	Approved	Public			High	
Kimberly High School	141 Center St West Kimberly, ID 83341	427	2004	2009	Approved	Public			High	
Kootenai High School	13030 E. O'Gara Rd. Harrison, ID 83833-9710	136	1992		Approved	Public			High	
Kuna High School	637 W. Deer Flat Rd Kuna, ID 83634	1164	2001	2006	Approved	Public			High	
Lake City High School	6101 Ramsey Rd Coeur d'Alene, ID 83815-8407	1564	2004	2010	Approved	Public			High	
Lakeland High School	Box 69/7006 W. Hwy 53 Rathdrum, ID 83858-0069	614	2003	2009	Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Lakeside High School	PO Box 130 Plummer, ID 83851	152			Approved	Public			High	
Lapwai High School	PO Box 247 Lapwai, ID 83540	151	2004	2009	Approved	Public			High	
Lewiston Senior High School	1114 Ninth Ave Lewiston, ID 83851	1143			Approved	Public			High	
Lighthouse Christian School	259 Main Ave E Twin Falls, ID 83301				Approved	NP			High	ACSI
Mackay JR/SR High School	Mackay ID				Approved	Public			JR/High	
Madison Senior High School	134 Madison Ave Rexburg, ID 83440	987	2003	2009	Approved	Public			High	
Magic Valley Christian High School	PO Box 5494 Twin Falls, ID 83303-5494				Approved	NP			High	ACSI
Magic Valley High School	512 Main Ave N Twin Falls, ID 83301	146			Approved	Public		4th	High	
Malad High School	181 Jenkins Ave Malad, ID 83252	280	2003	2009	Approved	Public			High	
Marsh Valley High School	12655 South Old Hwy 91 Arimo, ID 83214-0180	396	2004	2010	Approved	Public			High	
Marsing High School	301 8th Ave W Marsing, ID 83639	209	2005	2006	Approved	Public			High	
McCall-Donnelly High School	401 N. Mission Street McCall, ID 83638-0401	369	2004	2010	Approved	Public			High	
Melba High School	PO Box 185 Melba, ID 83641	236	2004	2010	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Meridian High School	1900 West Pine Ave Meridian, ID 83642- 1999	2108	2002	2008	Approved	Public			High	
Middleton High School	511 West Main Middleton, ID 83644	789	2005- 2006	2006- 2007	Approved	Public			High	
Midvale High School	Midvale Idaho				Approved	Public			High	
Minico High School	292 West 100 South Rupert, ID 83350	1189	2002	2007	Approved	Public			High	
Moscow Senior High School	402 East 5th St Moscow, ID 83843- 2923	580	2004	2010	Approved	Public			High	
Mountain Home High School	300 South 11 th East St Mountain Home, ID 83647-3299	812	2004	2006	Approved	Public			High	
Mountain View High School	2000 S Millenium Way Meridian, ID 83642- 1551	2388		2007	Approved	Public		2 nd	High	
Mullan Jr/Sr High School	PO Box 71 Mullan, ID 83846-0071	73	1999	2006	Approved	Public			High	
Murtaugh High School	Murtaugh ID				Approved	Public			High	
Nampa Senior High School	203 Lake Lowell Ave Nampa, ID 83686-6654	1276	2004- 2005	2010- 2011	Approved	Public			High	
New Plymouth High School	207 South Plymouth Avenue New Plymouth, ID 83655-0050	288	2004- 2005		Approved	Public			High	
North Fremont High School	3581 E. 1300 N. Ashton, ID 83420-5024	331	2003	2008	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Notus High School	25260 Notus Rd. Notus, ID 83656	151	2005- 2006	2006- 2007	Approved	Public			High	
Oakley High School	PO Box 135 Oakley, ID 83346	157	2005	2007	Approved	Public			High	
Orofino High School	300 Dunlap Road Orofino, ID 83544	362	2003- 2004	2008- 2009	Approved	Public			High	
Parma High School	137 Panther Way Parma, ID 83660	305	2003	2009	Approved	Public			High	
Payette High School	1500 Sixth Ave South Payette, ID 83661-3300	529	2005- 2006	2006- 2007	Approved	Public			High	
Pocatello High School	325 North Arthur St Pocatello, ID 83204	1141	1996	2007	Approved	Public			High	
Post Falls High School	2800 E Poleline Ave Post Falls, ID 83854- 0040	1511	2004	2010	Approved	Public			High	
Potlatch Jr/Sr High School	130 6 th St. Potlatch, ID 83855-8757	255	2005		Approved	Public			High	
Prairie High School	Box 540 Cottonwood, ID 83522	147	2004- 2006	2006- 2007	Approved	Public			High	
Preston High School	151 East 2 nd South Preston, ID 83263-1359	778	2003- 2004	2009- 2010	Approved	Public			High	
Priest River-Lamanna High School	PO Box 549 Priest River, ID 83852	483	2004	2010	Approved	Public			High	
Raft River Jr/Sr High School	PO Box 68 Malta, ID 83342	147	2003	2009	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Richard McKenna Charter High School	1993 East 8 th St North, Suite 105 Mountain Home, ID 83647-3378	306	2005	2006	Approved	Public			High	
Rigby High School	290 North 3800 East Rigby, ID 83442	828	2001	2007	Approved	Public			High	
Rimrock Jr/Sr High School	39678 St. Hwy. 78 Bruneau, ID 83604- 9707	180	2005	2007	Approved	Public			High	
Ririe High School	PO Box 568 Ririe, ID 83443	223	2004	2008	Approved	Public			High	
Salmon High School	Box 790 Salmon, ID 83467-0790	364	2004	2010	Approved	Public			High	
Sandpoint High School	401 South Division St Sandpoint, ID 83864	1221	2005	2007	Approved	Public			High	
Shelley High School	570 West Fir Street Shelley, ID 83274	637	2005- 2006	2006- 2007	Approved	Public			High	
Shoshone Bannock School	PO Box 790 Fort Hall, ID 83203- 0790	135			Advised	NP		3 rd	High	
Shoshone High School	61 East Hwy 24 Shoshone, ID 83352	137	2003- 2004	2007- 2008	Approved	Public			High	
Skyline High School	1767 Blue Sky Drive Idaho Falls, ID 83402	1103	2005	2010	Approved	Public			High	
Skyview High School	1303 East Greenhurst Nampa, ID 83686-7216	1265	2004- 2005	2010- 2011	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Snake River High School	922 West Hwy 39 Blackfoot, ID 83221- 5307	588	2004	2009	Approved	Public			High	
Soda Springs High School	100 North 300 East Soda Springs, ID 83276	294	2006- 2007	2007- 2008	Approved	Public			High	
South Fremont High School	855 North Bridge St. Anthony, ID 83445- 5414	449	2004	2010	Approved	Public			High	
St. Maries High School	424 Hell's Gulch Road St. Maries, ID 83861	389	2004	2010	Approved	Public			High	
Sugar-Salem High School	#1 Digger Drive Sugar City, ID 83448- 1113	391	2004- 2005	2010	Approved	Public			High	
Teton High School	555 Ross Ave. Driggs, ID 83422	446	2005	2007	Approved	Public			High	
The Community School	PO Box 2118 Sun Valley, ID 83353				Approved	NP			High	PNAIS
Timberlake Senior High School	PO Box 909 Spirit Lake, ID 83869- 0909	548	2003	2009	Approved	Public			High	
Timberline High School	1150 Highway 11 Weippe, ID 83553	172			Approved	Public			High	
Timberline High School	701 East Boise Ave Boise, ID 83706	1007	2003	2009	Approved	Public			High	
Troy Jr/Sr High School	PO Box 280 Troy, ID 83871-0280	161	2003	2009	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Twin Falls High School	1615 Filer Ave East Twin Falls, ID 83301-4299	1371	2005	2007	Approved	Public			High	
Vallivue High School	1407 Homedale Rd. Caldwell, ID 83607	1482	2002-2003	2007-2008	Approved	Public			High	
Wallace High School	1 Miners Alley Wallace, ID 83873-2260	248	2003	2009	Approved	Public			High	
Weiser High School	690 W. Indianhead Rd Weiser, ID 83672	565	2004	2006	Approved	Public			High	
Wendell High School	750 E. Main St. Wendell, ID 83355	330	2001	2006	Approved	Public			High	
West Jefferson High School	1260 East 1500 North Terreton, ID 83450	228	2005	2011	Approved	Public			High	
West Side High School	PO Box 89 Dayton, ID 83232	175	2002-2003		Approved	Public			High	
Westview High School	335 5 th St Idaho Falls, ID 83401	196	2006	2007	Approved	Public		2 nd	High	
Wilder Middle/High School	PO Box 488 Wilder, ID 83676	235	2006	2007	Approved	Public			High	
Wood River High School	P O Box 990 Hailey, ID 83333	850	2002	2008	Approved	Public			High	
Rolling Hills Public Charter School	12781 Ashcreek St. Boise, ID 83713	268	2006	2006-2007	Approved	Public		1 st	K-12	
Carey School	Box 266 Carey, ID 83320-0266	245	2002	2008	Approved	Public			K-12	
Castleford Public Schools	500 West Main Castleford, ID 83321-9999	303	2003-2004	2009-2010	Approved	Public			K-12	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Clark County Public School	PO Box 237 Dubois, ID 83423-0237	236	2005	2006	Approved	Public			K-12	
Council School	PO Box 468 Council, ID 83612-0468	288	1995		Approved	Public			K-12	
Culdesac School	600 Culdesac Ave Culdesac, ID 83524	148	2002	2007	Approved	Public			K-12	
Deary School	PO Box 9 Deary, ID 83823-0009	145	2001	2007	Approved	Public			K-12	
Dietrich School	406 North Park Street Dietrich, ID 83324	197		2012	Approved	Public			K-12	
Garden Valley Public School	PO Box 710 Garden Valley, ID 83622	260	2004	2008	Approved	Public			K-12	
Genesee K-12 School	PO Box 98 Genesee, ID 83832	311	2001		Approved	Public			K-12	
Greenleaf Friends Academy	PO Box 368 Greenleaf, ID 83626	281	2001	2007	Approved	NP			K-12	
Hagerman K-12 School	150 Lake Street West Hagerman, ID 83332	423	2005	2011	Approved	Public			K-12	
Highland Public School	PO Box 130 Craigmont, ID 83523- 0130	214	2004	2009	Approved	Public			K-12	
Idaho School of the Deaf and Blind	Gooding, Idaho				Approved	Public			K-12	
Liberty Charter School	1603 East Lewis Ln. Nampa, ID 83686	404	2005	2007	Approved	Public			K-12	
Maranatha Christian School	12000 Fairview Avenue Boise, ID 83713-7896	63	2003	2009	Approved	NP			K-12	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Meadows Valley School	PO Box F New Meadows, ID 83654-0903	214	1994- 1995	2004- 2005	Approved	Public			K-12	
Nampa Christian Schools, Inc.	439 West Orchard Ave Nampa, ID 83651-1994				Approved	NP			K-12	ACSI
Nezperce School	P O Box 279 Nezperce, ID 83543	158	1994		Approved	Public		4 th	K-12	
North Gem School	PO Box 70 Bancroft, ID 83213	175			Approved	Public			K-12	
Richfield School	555 N Tiger Dr Richfield, ID 83349- 5517	226	2004- 2005	2010- 2011	Approved	Public			K-12	
Riverstone International School	5493 Warm Springs Ave Boise, ID 83716-9103				Approved	NP			K-12	PNAIS
Valley School	882 Valley Rd South Hazelton, ID 83335	682	2005- 2006	2006- 2007	Approved	Public			K-12	
Burley Junior High School	700 West 16 th St Burley, ID 83318	513	2002		Approved	Public			Middle Level	
Canfield Middle School	E 1800 Dalton Ave Coeur d'Alene, ID 83815	777	2004- 2005	2009- 2010	Approved	Public			Middle Level	
Declo Junior High School	205 East Main Street Declo, ID 83323	246	2004	2010	Approved	Public			Middle Level	
Franklin Middle High School	2271 East Terry St Pocatello, ID 83201	625	2005	2011	Approved	Public			Middle Level	
Fruitland Middle School	PO Box A Fruitland, ID 83619	526	2003- 2004	2009	Approved	Public			Middle Level	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Irving Middle School	911 North Grant Pocatello, ID 83204	471	1994	2007- 2008	Approved	Public			Middle Level	
Jenifer Junior High School	1213 16 th St Lewiston, ID 83501	607	2002	2007- 2008	Approved	Public			Middle Level	
Kamiah Middle School	Rt 1, Box 720 Kamiah, ID 83536	165	2002	2008	Approved	Public			Middle Level	
Kellogg Middle School	810 Bunker Ave Kellogg, ID 83837	336	2002- 2003	2008- 2009	Approved	Public			Middle Level	
Lake City Junior Academy	111 Locust Ave Coeur d'Alene, ID 83814				Approved	NP			Middle Level	SDA
Marsing Middle School	PO Box 340 Marsing, ID 83639	205	2001- 2002	2007- 2008	Approved	Public			Middle Level	
Moscow Junior High School	1410 East "D" St Moscow, ID 83843- 3642	619	2002		Approved	Public			Middle Level	
Mountain Home Junior High School	1600 East 6 th South Mountain Home, ID 83647-3267	677	2003	2009	Approved	Public			Middle Level	
Mountain View Middle School	645 Mitchell Rd Blackfoot, ID 83221- 2974	614	2002	2008	Approved	Public			Middle Level	
New Plymouth Middle School	4400 SW 2 nd Ave. New Plymouth, ID 83655-5599	216	1996- 1997	2007	Approved	Public			Middle Level	
Orofino Junior High School	429 Michigan Ave. Orofino, ID 83544	154			Approved	Public			Middle Level	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Ririe Middle School	P O Box 548 Ririe, ID 83443	192	2002	2008	Approved	Public		3 rd	Middle Level	
Robert Stuart Junior High School	644 Caswell Ave West Twin Falls, ID 83301- 3798	729	2005	2010	Approved	Public			Middle Level	
Rocky Mountain Middle School	3443 N Ammon Rd Idaho Falls, ID 83401	609	2003- 2004	2009- 2010	Approved	Public			Middle Level	
Sacajawea Junior High School	3610 12 th St Lewiston, ID 83501	612	2004- 2005	2010- 2011	Approved	Public			Middle Level	
Salmon Middle School	Box 790 Salmon, ID 83467	311	2004	2010	Approved	Public			Middle Level	
Sandcreek Middle School	2955 E Owen St. Idaho Falls, ID 83406- 7614	611	2004	2007	Approved	Public			Middle Level	
Swan Valley District	ID				Approved	Public			El/Middle Level	
Teton Middle School	481 N Main Driggs, ID 83422	301	2004- 2005	2007- 2008	Approved	Public			Middle Level	
Vera C. O'Leary Junior High School	2350 Elizabeth Blvd. Twin Falls, ID 83301- 0177	947			Approved	Public			Middle Level	
Weiser Middle School	320 East Galloway Weiser, ID 83672-1199	388	1994	2006	Approved	Public			Middle Level	
Wood River Middle School	900 Second Ave. N. Hailey, ID 83333	681	2003	2006- 2007	Approved	Public			Middle Level	
Black Canyon Alternative High School	315 S Johns Ave. Emmett, ID 83617	57		2008	Approved	Public		2 nd	Special Purpose	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Boulder Creek Academy	Rt 1, Box 3400 Bonners Ferry, ID 83805	47		2011	Approved	NP		2 nd	Special Purpose	
Centennial Job Corps Center	3201 Ridgecrest Dr Nampa, ID 83687	300	2004	2007	Approved	NP			Special Purpose	
Centerpoint Alternative School	21985 Dixie River Rd Caldwell, ID 83607	56	2004	2009	Approved	Public			Special Purpose	
Elk Mountain Academy	PO Box 411 Clark Fork, ID 83811	22	2005	2006	Approved	NP			Special Purpose	
Gooding Accelerated Learning Center	906 Main St Gooding, ID 83330	56	2005	2009	Approved	Public		4 th	Special Purpose	
Hope Christian Academy	PO Box 550; 7696 Old Bruneau Highway Marsing, ID 83639-0550	43	1997	2007	Approved	NP			Special Purpose	
Independence Alternative High School	155 East Francis Blackfoot, ID 83221		2005- 2006		Approved	Public		3 rd	Special Purpose	
Innercept Academy	1115 Ironwood Dr. Coeur d'Alene, ID 83814	9	2004- 2005	2007	Approved	NP		2 nd	Special Purpose	
Intermountain School	303 North Allumbaugh Boise, ID 83704	28	2004	2009	Approved	NP			Special Purpose	
Jefferson High School	529 N 3470 East Menan, ID 83434	69	2005- 2006	2007	Approved	Public		4 th	Special Purpose	
Juniper Hills – Nampa	1650 11 th Avenue N Nampa, ID 83687	59	2002	2008	Approved	Public			Special Purpose	
Juniper Hills- St. Anthony	PO Box 40 St. Anthony, ID 83445- 0105	139	2002	2008	Approved	Public			Special Purpose	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Juniper Hills – Lewiston	140 Southport Lewiston, ID 83501	33	2002	2007	Approved	Public			Special Purpose	
Kootenai Academy (NIBH)	2301 N. Ironwood Pl Coeur d’Alene, ID 83814-0831	31		2006	Approved	NP			Special Purpose	
Lincoln High School	3175 E Lincoln Rd Idaho Falls, ID 83401	183	2003- 2004	2009- 2010	Approved	Public			Special Purpose	
Meridian Technical Charter High School	3800 North Locust Grove Meridian, ID 83642	198	2003	2006- 2007	Approved	Public			Special Purpose	
Northwest Academy	Rt 1, Box 511 Bonners Ferry, ID 83805	24	2005	2007	Approved	NP		2 nd	Special Purpose	
Northwest Children’s Home Education Center	PO Box 1288 Lewiston, ID 83501- 1288	94			Approved	NP			Special Purpose	
Patriot Center	330 W Main Emmett, ID 83617	24		2008	Approved	NP		2 nd	Special Purpose	
Project PATCH School	PO Box 450 Garden Valley, ID 83622				Approved	NP		4 th	Special Purpose	
Sandpoint Junior Academy	2255 W Pine St Sandpoint, ID 83864				Approved	NP			Special Purpose	SDA
Sheridan Academy	820 South Latah Street Boise, ID 83705	16	2002	2007	Approved	NP			Special Purpose	
Teen Challenge Christian Academy	11828 W. Fairview Ave Boise, ID 83713	7	2005	2010- 2011	Approved	NP			Special Purpose	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
The Children's Village School	1350 West Hanley Coeur d'Alene, ID 83815	10			Approved	NP			Special Purpose	
Three Springs School	2850 Industrial Way NE Mountain Home, ID 83647	53			Approved	NP			Special Purpose	
Timber Ridge Preparatory School for Girls	301 Timber Ridge Clark Fork, ID 83811	15	2003	2009	Approved	NP			Special Purpose	
Treasure Valley Education Center	504 E Florida Ave Nampa, ID 83686	37	2005	2011	Approved	NP		2 nd	Special Purpose	
Wisdom Ranch School	P O Box 166 Arco, ID 83213	18	2004	2006- 2007	Approved	NP			Special Purpose	
The North Fork School	P.O. Box 1852 McCall, ID 83638	31	2004	2011	Approved	NP			Supplemental Education	
Sylvan Learning Center #2000	5119 N Glenwood Garden City, ID 83714	63	2001- 2002	2007- 2008	Approved	NP			Supplemental Education	
Sylvan Learning Center #2001	2685 Channing Way Idaho Falls, ID 83404	78	2006	2011	Approved	NP			Supplemental Education	
Sylvan Learning Center #2003	Nampa, Idaho				Approved	NP			Supplemental Education	
Sylvan Learning Center #2005	1810 E Schneidermiller Ave, Suite 240 Post Falls, ID 83854	52	2005	2006	Approved	Public		2 nd	Supplemental Education	
Sylvan Learning Center #2009	1246 Yellowstone Suite A-3 Pocatello, ID 83201	24	2006	2008	Approved	NP		1 st	Supplemental Education	

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SCHOOLS WITHDRAWN

Name	City	Reason for withdrawal	Name	City	Reason for withdrawal
Mountain View Middle School	Blackfoot, ID	Funding			

NEW APPLICANT SCHOOLS (NOT ACCREDITED)

Bellevue Elementary School	Bellevue, ID		2007-2008			Public	NEW		Elementary	
Bruneau Elementary School	Bruneau, ID		2007-2008			Public	NEW		Elementary	
Clearwater Valley Elementary School	ID		2007-2008			Public	NEW		Elementary	
Ernest Hemingway Elementary School	Ketchum, ID		2007-2008			Public	NEW		Elementary	
Grand View Elementary School	ID		2007-2008			Public	NEW		Elementary	
Hailey Elementary School	Hailey, ID		2007-2008			Public	NEW		Elementary	
Swan Valley Elementary School	ID		2007-2008			Public	NEW		Elementary	
Woodside Elementary School	ID		2007-2008			Public	NEW		Elementary	
ARTEC Regional Professional Technical Charter School	ID		2007-2008			Public	NEW		High	
ArtsWest School for the Performing and Visual Arts	ID		2007-2008			Public	NEW		High	
Canyon Springs High School	ID		2007-2008			Public	NEW		High	

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Cassia Alternative High School	ID		2007-2008			Public	NEW		High	
Central Academy High School	ID		2007-2008			Public	NEW		High	
Clearwater Valley Junior/Senior High School	ID		2007-2008			Public	NEW		High	
Columbia High School	Nampa, ID		2007-2008			Public	NEW		High	
Family Academy	ID		2007-2008			Public	NEW		High	
Fort Boise Mid High School	Boise, ID		2007-2008			Public	NEW		High	
Genesis Preparatory Academy	ID		2007-2008			NP	NEW		High	
Grangeville High School	Grangeville, ID		2007-2008			Public	NEW		High	
Hansen Jr/Sr High School	Hansen, ID		2007-2008			Public	NEW		High	
Idaho Arts Charter School	ID		2007-2008			Public	NEW		High	
Idaho Leadership Academy	Pingree, ID		2007-2008			Public	NEW		High	
Mountain Cove High School	ID		2007-2008			Public	NEW		High	
Mt. Harrison Jr./Sr. High School	ID		2007-2008			Public	NEW		High	
New Horizon High School	Pocatello, ID		2007-2008			Public	NEW		High	
Paradise Creek Regional High School	ID		2007-2008			Public	NEW		High	
Project CDA Alternative Middle/High School	ID		2007-2008			Public	NEW		High	

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Ridgeline High School	ID		2007-2008			Public	NEW		High	
Riverside Alternative H.S.	ID		2007-2008			Public	NEW		High	
Robert Janss Dept. of Corrections	ID		2007-2008			Public	NEW		High	
Salmon River High School	ID		2007-2008			Public	NEW		High	
The Bridge Academy	ID		2007-2008			Public	NEW		High	
Thomas Jefferson Charter School	ID		2007-2008			Public	NEW		K-12	
Calvary Christian School	ID		2007-2008			NP	NEW		K-12	
Challenger Christian Academy	ID		2007-2008			NP	NEW		K-12	
Coeur d'Alene Charter Academy	ID		2007-2008			Public	NEW		K-12	
Compass Public Charter School	ID		2007-2008			Public	NEW		K-12	
Falcon Ridge Charter	ID		2007-2008			Public	NEW		K-12	
Hope Lutheran	Idaho Falls ID		2007-2008			Private	NEW		K-12	
Leadore School	ID		2007-2008			Public	NEW		K-12	
North Star Charter School	ID		2007-2008				NEW		K-12	
Northwest Children's Home	Nampa Idaho		2007-2008			Public	NEW		K-12	

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Rockland Public School	Rockland, ID		2007-2008			Public	NEW		K-12	
Summit Academy	ID		2007-2008			Public	NEW		K-12	
Taylor's Crossing Public Charter School	ID		2007-2008			Public	NEW		K-12	
The Learning Academy of Teton Valley	Teton ID		2007-2008			Public	NEW		K-12	
Clair E. Gale Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Eagle Rock Junior High School	ID		2007-2008			Public	NEW		Middle Level	
East Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Emmet Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Fairmont Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Hawthorne Middle School	Pocatello, ID		2007-2008			Public	NEW		Middle Level	
Hillside Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Les Bois Jr. High	Boise, ID		2007-2008			Public	NEW		Middle Level	
Middleton Middle School	Middleton, ID		2007-2008			Public	NEW		Middle Level	
Murtaugh Middle School	Murtaugh, ID		2007-2008			Public	NEW		Middle Level	
North Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Rigby Junior High School	Rigby, ID		2007-2007			Public	NEW		Middle Level	
Riverglen Junior High School	ID		2007-2007			Public	NEW		Middle Level	

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South Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Taylorview Junior High School	ID		2007-2008			Public	NEW		Middle Level	
Wendell Middle School	Wendell, ID		2007-2008			Public	NEW		Middle Level	
West Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Cherry Gulch	3800 Black Canyon Hwy. Emmett, ID 83617	3	2006	2009		NP	NEW	1 st	Special Purpose	
Ekklesia Christian School	ID		2007-2008			NP	NEW		Special Purpose	
Idaho School of Verbal Behavior	ID		2007-2008			Public	NEW		Special Purpose	
Meridian Medical Arts Charter High School	Meridian, ID		2007-2008			Public	NEW		Special Purpose	
Mountain View Alternative High School	ID		2007-2008			Public	NEW		Special Purpose	
Silver Valley Alternative School	ID		2007-2008				NEW		Special Purpose	
Tamarack Academy	ID		2007-2008				NEW		Special Purpose	

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO ADMINISTRATIVE CODE
State Board of Education Rules

IDAPA 08.02.02
Rules Governing Uniformity

140. ACCREDITATION.

(Section 33- 119, Idaho Code) (4-6-05)

All public schools and districts in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools.

01. District Strategic Plan. School districts will develop and implement a minimum three to five-year strategic plan focused on the improvement of student performance. The district strategic plan (DSP) will be monitored by a representative review team established by each district's administration and board of trustees, which will recommend revision of goals as necessary and provide regular reports on implementation of the plan to the district's trustees. (4-6-05)

02. Continuous School Improvement Plan. Schools will develop continuous school improvement plans (CSIP) focused on the improvement of student performance. (4-6-05)

03. Plan Alignment and Focus. District strategic plans (DSP) and continuous school improvement plans (CSIP) will align and focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. (4-6-05)

04. Standards. Districts and schools will meet state-approved accreditation standards as adopted by the State Board of Education. (4-6-05)

05. Reporting. Accreditation reports on DSP/CSIP and the attainment of standards will be submitted, as requested, to the State Accreditation Committees, whose members are approved by the State Board of Education and representative of each region of the state. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. Accreditation status may be appealed to the State Board of Education. (4-6-05)

06. Elements of Thoroughness. The requirements for thoroughness referenced in Section 33-1612, Idaho Code will be met. (4-6-05)

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for

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accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.

The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

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SUBJECT

Appointment to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection

BACKGROUND

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

DISCUSSION

Currently there are four openings on the Selection Committee representatives for parent, Idaho's Private/Parochial Schools, Idaho Public School Administrator and a representative who is not a public school educator nor a public school trustee. The open position being recommended for appointment at this time is for Idaho Private/Parochial Schools. This recommendation is for a complete five-year term.

The State Department of Education recommends the appointments of Chris Lyon of Holy Family Catholic School, Coeur d'Alene, Idaho. This appointment is for a period of five years.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Chris Lyon Letter of Interest and Resume

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STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the State Department of Education for Chris Lyon appointment to the Idaho State Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

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Holy Family Catholic School
3005 W. Kathleen Ave.
Coeur d'Alene, ID 83815
January 15, 2008

Ms. Val Fenske
Roman Catholic Diocese of Boise
303 Federal Way
Boise, Idaho 83705

Dear Ms. Fenske:

Mr. Makley informed me of an opportunity to serve on a textbook committee for our Catholic schools in Idaho. I am very interested in this opportunity. I have attached my resume to show my commitment to Catholic education and my experience in the teaching field.

I am willing to put forth the time and effort necessary to serve on this committee. I have family in Boise that I can stay with when it is necessary for me to travel there. I see this as an opportunity to gain valuable experience and to get to know other teachers in the diocese.

I hope that you will consider me for this position. I will bring a positive attitude and excellent work ethic to your committee.

Sincerely,



Chris Lyon

Christie V. Lyon
5812 Stafford Rd.
Coeur d'Alene, ID 83815
(208) 666-9140

Twenty years of teaching experience and six years in business management. Holds an Idaho Standard Elementary Certificate for all subjects K-8 with a math endorsement.

Employment History

1997-Current	Holy Family Catholic School	Coeur d'Alene, Idaho
	<ul style="list-style-type: none">• Sixth grade teacher• Student Council moderator• Asst. Principal Designee• Technology Committee• Intel Master Teacher	
1994-1997	St. Mary's School	Moscow, Idaho
	<ul style="list-style-type: none">• Sixth grade teacher• Journalism Club advisor• Student Council moderator• Teacher of the Year ('95-6)• Supervising Teacher for student teachers• Grant recipient	
1987-1992	B & G Distributors	Coeur d'Alene, Idaho
	<ul style="list-style-type: none">• Member of Chamber of Commerce Education Committee• Member of Long-term Planning Committee for CDA Schools	
1985-1987	Russel Elementary	Moscow, Idaho
	<ul style="list-style-type: none">• First grade teacher ('86-7)• Fourth grade teacher ('85-6)	
1980-1985	Guardian Angel/St. Boniface School	Colton, Washington
	<ul style="list-style-type: none">• First/second grade combination teacher• Washington State grant recipient	

Education

University of Idaho
B.S. Elementary Education
Over 70 credits of Continuing Education

Personal Information

My husband, Dan, and I have two children, Chad and Nicki. Our family enjoys the outdoors and we do a lot of camping, fishing and lake activities. We love Coeur d'Alene, because these activities are so readily available to us. I also enjoy reading, gardening and doing puzzles.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.03
Rules Governing Thoroughness*

128. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

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