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## 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

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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**

## 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.

## 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

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## 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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**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.

**ATTACHMENTS**



**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

**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

**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

**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

**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

**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

**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

## REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33**
**EDUCATION**
**CHAPTER 1**
**STATE BOARD OF EDUCATION**

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

**TITLE 33**
**EDUCATION**
**CHAPTER 16**
**COURSES OF INSTRUCTION**

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

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

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

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

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

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

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

(a) A code, standard or rule adopted by an agency of the United States;

(b) A code, standard or rule adopted by any nationally recognized organization or association;

(c) A code or standard adopted by Idaho statute or authorized by Idaho statute for adoption by rule; or

(d) A final rule of a state agency; provided however, that a state agency shall not adopt a temporary rule incorporating by reference a rule of that agency that is being or has been repealed unless the rule providing for the incorporation has been reviewed and approved by the legislature.

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

(a) Note where copies of the incorporated material may be obtained or electronically accessed; and

(b) If otherwise unavailable, provide one (1) copy of the incorporated material to the Idaho supreme court law library.

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

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

**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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## 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.

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.

**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_____

**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."

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.

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.

## 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
- $PA^3L$: 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

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** |

| | | | | |
|---|---|---|---|---|
| **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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Institution Tracking No. 2007-19

# 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:**

Program (i.e., degree) Title & CIP 2000

**For Other Activity:**

- [ ] Program Component (major/minor/option/emphasis)
- [ ] Off-Campus Activity/Resident Center
- [X] Instructional/Research Unit
- [ ] Addition/Expansion
- [ ] Discontinuance/consolidation
- [ ] Contract Program
- [ ] Other

College Dean (Institution) Date
A&S: Maureen Brandon 9/17/07
Pharm: Joseph A. Stevens 9/17/07

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

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 evaluative 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 tephras, 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.

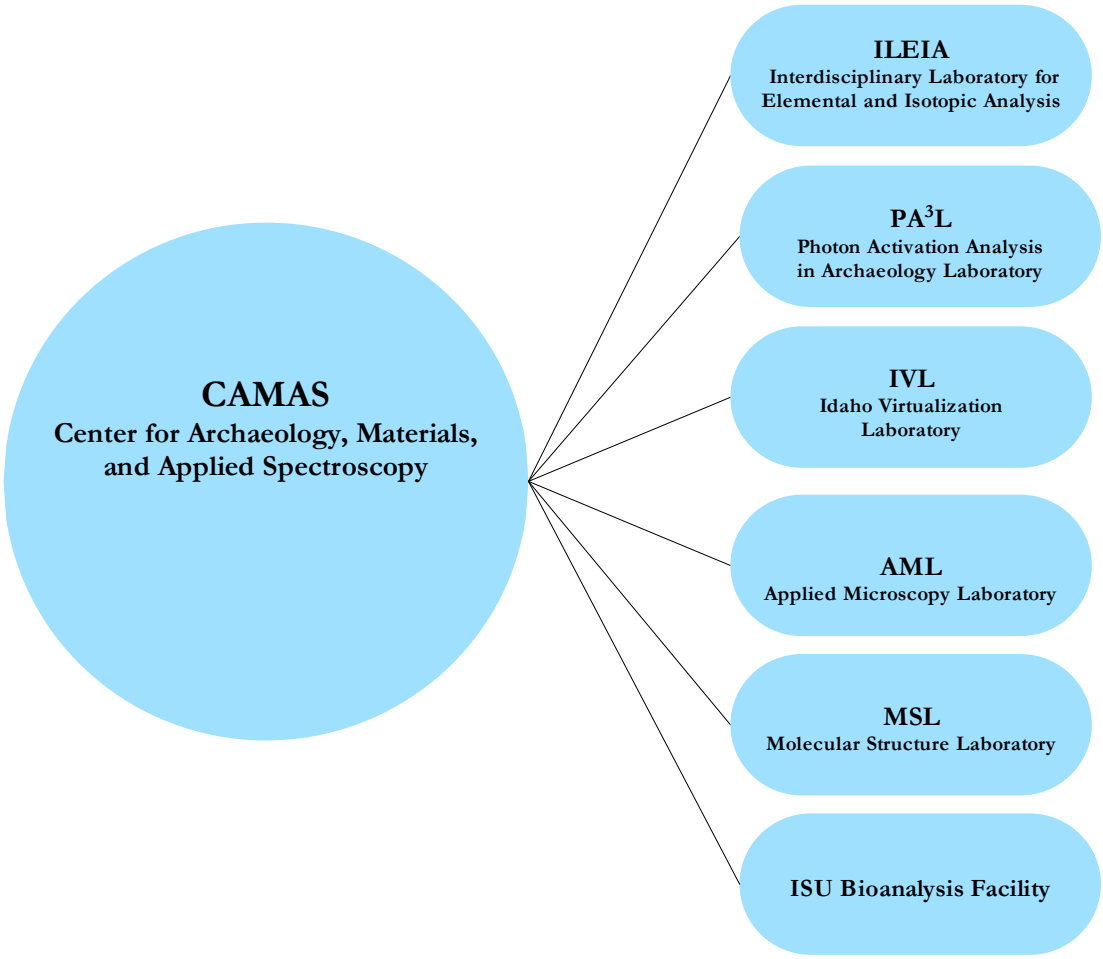
**AML: Applied Microscopy Laboratory.** The Applied Microscopy Laboratory will provide needed analytical tools for analysis of a variety of materials. Materials spanning the spectrum from newly synthesized nanometer-sized particles (nanoparticles) to micro-polishes on stone tools from archaeological 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 compliments 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

**PA$^3$L**: **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 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 **xx**

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 | $1062,786 |

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

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**



**4. Program Approval Policy**

Program approval will take into consideration statewide and institutional objectives.

a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval – Board approval prior to implementation is required for any new:

(a) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of $250,000 or more per year;
(b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than $250,000 per year.

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

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of $250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than $250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

c. Routine Changes

Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

**5. Approval Procedures**

a. Board Approval Procedures

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

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

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

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

b. Office of the State Board of Education Approval Procedures

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

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

(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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## 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

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.

NICHE

NORTHERN IDAHO CENTER FOR HIGHER EDUCATION


# PROGRESS REPORT
# 1999-2007

Prepared: December, 2007
Jay Baldwin, Coordinator

## Table of Contents

## 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

**Appropriation Bill Number: H758** EDFB,EDFC

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.


**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