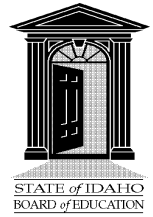


STATE BOARD OF EDUCATION MEETING
October 13-14, 2010
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho



Wednesday, October 13th, 2010, 2:00 pm, Lewis-Clark State College, Lewis-Clark State College. Williams Conference Center (4th Street and 9th Avenue)

BOARDWORK

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Performance Measure Report Presentation

EXECUTIVE SESSION (Closed to the Public)

1. Eastern Idaho Technical College: A motion to hold an executive session pursuant to Idaho Code Sections 67-2345(1)(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, and pursuant to Idaho Code 67-2345(a)(d) to consider documents that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code.

The Board may determine to amend its regular agenda, convening on October 14, 2010, to add this confidential executive session item as a potential Board action item.

2. Office of the State Board of Education: A motion to hold an executive session pursuant to Idaho Code Section 67-2345(1)(b) to consider the evaluation of a public officer, employee, staff member or individual agent, and pursuant to Idaho Code Section 67-2345(1)(a) to consider hiring a public officer, employee, staff member or individual agent.

Thursday October 14, 2010, 8:00 a.m., Lewis-Clark State College, Williams Conference Center (4th Street and 9th Avenue)

DISTINGUISHED SCHOOLS & ADDITIONAL YEARLY GROWTH AWARDS

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I – HR

1. Boise State University – New Positions
2. Idaho State University - New Positions
3. University of Idaho – New Positions
4. Lewis-Clark State College – New Positions & Change to Position
5. Eastern Idaho Technical College – New Position

BAHR – SECTION II – Finance

6. FY 2010 Carryover Funds

IRSA

7. Quarterly Report: Program changes approved by Executive Director

PPGAC

8. Alcohol Permits Issued by University Presidents

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College Report – Tony Fernandez
2. Presidents' Council Report – Burton Waite -10 minutes
3. Idaho Commission on Hispanic Affairs – 3 yr Comprehensive Plan
4. Legislative Process
5. 2011 Legislation
6. State Board of Education Governing Policy I.E. Executive Officers – 1st Reading
7. State Board of Education Governing Policy Facilities Use – 1st Reading

AUDIT

1. Financial Statements

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Revised Model Coaches Contracts & Policy – 1st Reading

Section II – Finance

1. FY 2011 Sources & Uses Report
2. FY 2011 Supplemental Approval – Proprietary Schools Spending Authority
3. FY 2012 Budget Request Line Item: Charter School Commission Director
4. FY 2012 Budget Request Line Item: WICHE Program Transfer to University of Utah
5. FY 2012 Budget Request Line Item: Technology Program Manager
6. Policy V.M. Intellectual Property -- Policy Revision – 1st Reading
7. Policy V.R. Establishment of Fees -- Differential Fees Policy
8. Idaho State University – Land Gift Agreement, Bistline Park
9. University of Idaho – Unified Communications Initiative
10. University of Idaho – Theophilus Tower Elevator Modernization & Life Safety Improvements
11. University of Idaho – Formation of Applied Research Entity
12. Idaho Educational Services for the Deaf and the Blind – Sub-Lease: IESDB & Gooding Recreation District

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Idaho State University – Approval of Notice of Intent: Expand Doctor of Pharmacy to Meridian
2. North Idaho College – Approval of Notice of Intent: New Electronic Medical Records Adoption for Healthcare Practices Post-Secondary Certificate Program
3. Research Strategic Plan
4. University of Utah School of Medicine Annual Report

DEPARTMENT OF EDUCATION

1. Superintendents Update
2. Annual Report – Hardship Elementary School – Cassia County School District 151, Albion Elementary School
3. Approval to Operate an Elementary School With Less Than 10 Pupils in Average Daily Attendance
4. Idaho Consolidated State Application Accountability Workbook Amendment
5. Appointments to the Idaho State Curricular Materials Selection Committee

LATE AGENDA ITEMS

1. **PPGA** - Idaho State University – Faculty Governance Update min
2. **IRSA** - Idaho State University – Approval of Notice of Intent: Technical Certificate in Energy Systems Renewable Energy

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

1. Agenda Approval

Changes or additions to the agenda

A motion to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

A motion to approve the minutes from the August 11-12, 2010 Regular Board meeting and the August 17, 2010 Special Board meeting as submitted.

3. Rolling Calendar

BOARD ACTION

A motion to set October 19-20, 2011 as the date and Lewis-Clark State College as the location for the October 2011 regularly scheduled Board meeting.



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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
August 11-12, 2010
Idaho State University
Rendezvous Complex
Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was held August 11-12, 2010 in Pocatello, Idaho at Idaho State University in the Rendezvous Complex.

Present:

Richard Westerberg, President
Don Soltman, Secretary
Milford Terrell
Tom Luna, State Superintendent of Public Instruction

Ken Edmunds, Vice President
Emma Atchley
Rod Lewis

Absent:

Paul Agidius

Wednesday, August 11, 2010

The Board met at 9:00 a.m. on Wednesday, August 11, 2010 at Idaho State University, Rendezvous Complex, Pocatello, Idaho. Board President Westerberg called the meeting to order at 9:34 a.m.

NAMPA CLASSICAL ACADEMY CHARTER SCHOOL – CHARTER REVOCATION APPEAL

The Board took up the business of considering the Charter Revocation Appeal being made by the Nampa Classical Academy (NCA) Charter School. Testimony was taken and recorded for public record. A written transcript of the recorded testimony is available at the expense of the requestor.

NCA was self-represented by Eric Makrush. The following individuals testified, and were questioned, on behalf of NCA:

- Eric Makrush, adhoc NCA Board Member
- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member
- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The Public Charter School Commission (PCSC) was represented by Michael Gilmore, Deputy

Attorney General. The following individuals were then cross examined:

- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member
- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The following Board members submitted questions to NCA:

- Ken Edmonds
- Tom Luna
- Rod Lewis
- Milford Terrell
- Emma Atchley

The Board accepted a Profit & Loss statement, July 2009 through June 2010, as additional documentation from NCA.

Board President Westerberg recessed the meeting for lunch at 12:00 p.m. Board President Westerberg resumed the meeting at 12:37 p.m.

The PCSC was represented by Michael Gilmore, Deputy Attorney General. The following individuals testified, and were questioned, on behalf of the PCSC:

- Michael Gilmore, Deputy Attorney General
- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

NCA was self-represented by Eric Makrush. The following individuals were then cross examined:

- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

The following board members submitted questions to both parties:

- Ken Edmunds
- Tom Luna
- Rod Lewis
- Milford Terrell

Closing statements were presented by:

- Eric Makrush, adhoc NCA Board Member, on behalf of NCA
- Michael Gilmore, Deputy Attorney General, on behalf of PCSC

Board President Westerberg recessed the meeting for a break at 2:49 p.m. Board President Westerberg resumed the meeting at 3:03 p.m. and thanked everyone for their presentations and moved into the deliberation phase of the NCA hearing.

M/S (Soltman/Atchley): To deny the appeal by upholding the decision of the Idaho Public Charter School Commission on the grounds that the Nampa Classical Academy failed to establish that the Commission did not appropriately consider the revocation, and/or acted in an arbitrary manner in determining to revoke the charter.

Motion failed with a vote of 3 to 4 (Rod Lewis, Tom Luna, Milford Terrell, and Ken Edmunds voted nay).

M/S (Lewis/ Luna): To grant the appeal by reversing the decision for the Idaho Public Charter

School Commission. This should be based on findings and conclusions to the effect that the Commission failed to appropriately consider the revocation. *Motion failed with a vote of 3 to 4 (Don Soltman, Richard Westerberg, Emma Atchley, and Ken Edmunds voted nay).*

Milford Terrell asked to leave the decision on the table and move this to the last item on the agenda tomorrow evening. No objections were presented and it was so ordered by Board President Westerberg. The Board does not expect NCA staff and/or PCSC staff to attend tomorrow evening.

Ken Edmunds asked if Board members can discuss information with the parties. It was determined that was possible only if both parties are present and the board member presents any subsequent findings to the remaining board members.

M/S (Terrell/Lewis): To ask Rod Lewis, Ken Edmonds, Don Soltman, and Tom Luna, as a committee acting on behalf of the Board, to bring back additional information to the Board at the end of tomorrow's meeting. *Motion carried with a vote of 5 to 2 (Don Soltman and Richard Westerberg voting nay).*

Board members discussed possible options:

- 60-90 days to allow counsel to review testimony of today's hearing.
- Assigning another entity, with more experience, to ensure that this school moves forward.
- Giving NCA a one year timeframe to cure the defect.
- Giving NCA a three year timeframe to cure the defect.
- Requiring that a certain person remain on NCA's board possessing an understanding of the financial aspects of the school.
- Overturn the revocation, NCA goes back under authorization of the PCSC.
- A remand decision, which would require the PCSC to perform another hearing.

Board President Westerberg recessed the meeting for a break at 4:00 p.m. Board President Westerberg resumed the meeting at 4:26 p.m.

M/S (Luna/Atchley): To accept the revised agenda as published.
Motion carried unanimously.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna said that most of the items on the agenda are for rules that are to be taken forward for public comment, which includes all items (except for items 1, 7, 11, 27 and 28). Board President Westerberg requested that Item # 9 be handled separately.

Mr. Luna covered the following points:

- 62% of Idaho schools made AYP this year. There are 41 target areas for each school, so this is not an easy task. More students in each school, and in each subgroup, had to reach a higher percentage to make AYP.
- The latest efforts by the U.S. Congress are to send more stimulus dollars to Idaho. Idaho qualifies for \$10 million in education dollars. The money will come to the state in 45 days and the school districts have 21 months to use the funds. The funds can only be used to hire teachers, aides, backfill furlough days, or returning pay and benefits to teachers and staff. It cannot be used for facilities and programs.

2. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness Incorporated by Reference – Common Core Standards for Math

M/S (Luna/Terrell): To approve the Idaho Content Standards for Math as submitted effective for the 2013-2014 academic year. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Math. Motion was approved unanimously.

3. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Common Core Standards for English Language Arts.

M/S (Luna/Terrell): To approve the Idaho Content Standards for English Language Arts as submitted effective for the 2013-2014 academic year. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for English Language Arts. Motion was approved unanimously.

4. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Information and Communication Technology (ICT) Standards

M/S (Luna/Terrell): To approve the Idaho Content Standards for Information and Communication Technology as submitted. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Information and Communication Technology. Motion was approved unanimously.

5. Temporary and Proposed Rule – IDAPA 08.02.03.111, Timeline for Dissemination of Assessment Results and Communication to Parents

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for IDAPA 08.02.03.111 to require a maximum of 3 weeks for dissemination of assessment results and communication to parents. Motion was approved unanimously.

6. Temporary and Proposed Rules – IDAPA 08.02.03.004.03 – Incorporation by Reference, the Limited English Proficiency Program Annual Measureable Achievement Objectives (AMAO) and Accountability Procedures; IDAPA 08.02.03.004.04 – Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; IDAPA 08.02.03.112 – Accountability, Adequate yearly Progress AYP) Definitions.

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for:

- IDAPA 08.02.03.004.03-Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.
- IDAPA 08.02.03.004.04-Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; and
- IDAPA 08.02.03.112-Accountability, Adequate Yearly Progress (AYP) Definitions.

Motion was approved unanimously.

7. Temporary and Proposed Rule – IDAPA 08.02.03.105, Removal of the Science ISAT from the Graduation Requirement

M/S (Luna/Lewis): To approve the temporary and proposed rules for IDAPA 08.02.03.105 to remove the science ISAT requirement and instruct the Department of Education to develop End of Course assessments in science to serve as a graduation requirement by the graduating class of 2017. Motion carried with a vote of 5 to 2 (Rod Lewis and Don Soltman voted nay).

Superintendent Luna feels there is a better way to assess a student's proficiency in Science. Students are not taught sequentially in science similar to other subjects. The preferred approach is an end of course assessment for science. The requirement, as of 2013, would be eliminated and an end of course program would be implemented, as of 2017. Once the end of course assessments are implemented and reliable, we would move away from ISAT testing. Current ISAT testing in science is not an accurate reflection of science proficiency.

Rod Lewis expressed concerns that this approach will drop momentum in science learning, just as we want to keep the momentum.

Superintendent Luna would not object to a timeline prior to 2017, depending on resources to implement that timeline.

Don Soltman asked if this is a cost saving measure.

Superintendent Luna indicated that the amount is only for reporting purposes and is a small amount based on the total amount spent on testing.

Rod Lewis is concerned with postponing a science requirement for seven years.

Superintendent Luna does not feel that this lowers the bar, but it does postpone raising the bar. There are two things driving the postponement to 2017, which are resources and development processes.

8. Temporary/Proposed Rule Change – IDAPA 08.02.03.108 – Special Education

M/S (Luna/Terrell): To approve the temporary and proposed rule change to IDAPA 08.02.03.109 – Special Education. Motion carried unanimously.

9. Proposed Rule – IDAPA 08.02.03.160-161 – Safe and Supportive Schools

M/S (Luna/Terrell): To approve the proposed amendment to IDAPA 08.02.03.160 and IDAPA 08.02.03.161 Rules Governing Uniformity – Safe and Supportive Schools. Motion carried unanimously.

Don Soltman asked if there has been any analysis of the cost involved.

Marybeth Flachbart indicated that a position has been created at BSU and 48 consultants have been hired to provide training to schools, 7 regional consultants, and Positive Behavior Intervention Support (PBIS). There is a grant written and \$500,000 has been approved for the training.

Don Soltman asked if this is adopted by the Board, how much time the Board has to provide input.

Luci Willits reported on the process and indicated that it would return to the Board in November for review before it is presented to the Legislature.

Milford Terrell felt that some of the items allowed as restraint opens schools up for lawsuits.

Marybeth Flachbart indicated that the school would determine what is and what is not an acceptable restraining method. A therapeutic hold is often used and avoiding inappropriate methods would be covered in the training.

Milford Terrell asked if this issue is coming up in our schools.

Marybeth Flachbart said that ways in which restraint are currently handled in some schools are currently inappropriate. Each school has a student handbook, but there also needs to be a policy in place to train adults and how to address these issues.

10. Changes to the Idaho Special Education Manual

M/S (Luna/Terrell): To adopt the changes to the Idaho Special Education Manual. *Motion carried unanimously.*

11. Approval for “New School” Status for Schools in Restructuring

M/S (Luna/Atchley): To approve the recommendation by the Subcommittee on Restructuring to grant “New School” status to the submitted schools in Restructuring. *Motion carried unanimously.*

Superintendent Luna indicated that this item puts a plan in place for restructuring when the plans put in place are not successful.

Marybeth Flachbart stated that one particular school had changed 66% of their staff and they became essentially a new school with a new governance structure.

Rod Lewis asked what happens when they become a new school, they get to start at “zero”.

Marybeth Flachbart indicated that is correct.

Rod Lewis asked if it makes sense that if you send them back to “zero”, they would get additional time as a new school would.

Steve Underwood said that if a school makes AYP two years in a row, no matter where you are in the process, it puts them back to “zero”. If the school does not provide sufficient evidence that they have met guidelines, they would not be restarted. This is only for schools that have demonstrated evidence of significant restructuring.

12. Adoption of Curricular Materials and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee

M/S (Luna/Terrell): To adopt the curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted for Social Studies, Economics, Psychology, Sociology, Character Education, Health, Physical Education, Humanities, Drivers Education, Limited English Proficiency and Computer

Applications. *Motion carried unanimously.*

13. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – School Social Work Standards – IDAPA 08.02.02.004 – Rules Governing University, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Standards for School Social Workers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion passed unanimously.*

14. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Health Teacher Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference and Proposed Revision to IDAPA 08.02.022, Endorsements E-L – Health (6-12) Endorsement

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Health (6-12) Endorsement, and the Idaho Health Teacher Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

15. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Social Studies Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

16. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Science Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules

Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

17. Proposed Rule Clarification to IDAPA 08.02.02.024 – Endorsement M-Z – Natural Science (6-12) Endorsement

M/S (Luna/Terrell): To approve the proposed rule IDAPA 08.02.02.024, Endorsements M-Z – clarification to the Natural Science (6-12) Endorsement. *Motion carried unanimously.*

18. Proposed Online Teacher Endorsement (Pre-K-12) Language for IDAPA 08.02.02.033

M/S (Luna/Terrell): To approve the proposed changes to IDAPA 08.02.02.033 as submitted. *Motion carried unanimously.*

19. Proposed Addition to the Idaho Standards for Initial Certification of Professional School Personnel – Pre-Service Technology Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed Pre-Service Technology Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

20. Proposed Revision to the Idaho Standards for Initial certification of Professional School Personnel – Idaho Standards for Mathematics Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Mathematics Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

21. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Standards for Elementary Education Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Elementary Education Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

22. Proposed Changes to IDAPA 08.02.02.022 and 08.02.02.024 – Rules Governing Uniformity – Endorsements A-D and M-Z; Art (K-12 or 6 – 12, Communications/Drama (6-12, Drama (6-12), Music (6-12 or K -12)

M/S (Luna/Terrell): To approve the proposed rule changes to IDAPA 08.02.02.022 and 08.02.02.024, Rules Governing Uniformity, Endorsements A-D and M-Z as submitted. *Motion carried unanimously.*

23. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Foundation and Enhancement Standard for Visual and Performing Arts Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

24. Proposed Early Childhood Special Education Endorsement (Pre-K-3) Language for IDAPA 08.02.02.028 – Exceptional Child Certificate

M/S (Luna/Terrell): To approve the proposed rule changes to IDAPA 08.02.02.028 as submitted. *Motion carried unanimously.*

25. Revision of the Idaho Standards for Public School Driver Education and Training

M/S (Luna/Terrell): To approve the proposed rule changes to IDAPA 08.02.02.004 and 08.02.02.230, as submitted. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the changes to the Idaho Public Driver's Education Programs Manual, as submitted. *Motion carried unanimously.*

26. Temporary and Proposed Rule – Mastery Advancement Pilot Program (MAPP)

M/S (Luna/Terrell): To approve the proposed rule of IDAPA code 08.02.03.117 to detail the Mastery Advancement Pilot Program as submitted. *Motion carried unanimously.*

27. Boise School District – Request for Rule Waiver

M/S (Luna/Soltman): To approve the request by the Boise School District to receive a waiver for Idaho Administrative code, IDAPA 08.02.04 – Section 112, Accountability for non-Title 1 for school choice between secondary schools for one year. *Motion carried unanimously.*

Dr. Farris and Marybeth Flachbart reported on this item.

Milford Terrell does not understand what the benefit is from this item.

Superintendent Luna reported that small districts do not have the option of Choice. In the first year, when you offer choice, few parents take advantage of the option of Choice, but they do take advantage of supplemental services.

Don Soltman asked if this sets a precedent.

Superintendent Luna said it does, but less than 10% of the students will take advantage of Choice. If other school districts request to take advantage of supplemental services, I wouldn't have a problem with it.

Rod Lewis indicated that this sets a precedent that Choice is not a policy option in Idaho.

Marybeth Flachbart indicated that Boise School District already offers Choice, even before they are required.

28. 2009-2010 Accreditation Summary Report of Idaho Schools

M/S: (Luna/Lewis): To approve the 2009-2010 Accreditation Summary Report of Idaho Schools, as submitted. *Motion carried unanimously.*

Thursday, August 12, 2010

The Board met at 8:00 a.m. on Wednesday, August 12, 2010. Board President Westerberg called the meeting to order at 8:08 a.m.

President Dr. Duane Nellis was sad to announce that Mike Haslett was struck by lightning two days ago in Salmon, Idaho while on horseback rounding up cattle. CPR was administered to him, but he was not able to be resuscitated.

M/S (Lewis/Soltman): A motion to move into Executive Session. *Motion carried unanimously.*

Boardwork

1. Agenda Approval

M/S (Luna/Atchley): To accept the revised agenda as published.
Motion carried unanimously.

2. Minutes Approval

M/S (Edmunds/Soltman): To approve the minutes from the June 16-17 Regular Board meeting as submitted. *Motion carried unanimously.*

3. Rolling Calendar

M/S (Edmunds/Soltman): To set August 10-11, 2011 as the date and Idaho State University as the location for the August 2011 regularly scheduled Board meeting. *Motion carried unanimously.*

Philip Cole, Associate Professor of Physics and Chairman of the Executive Committee of the ISU Faculty Senate gave a presentation regarding the selection, development, and retention of competent faculty at ISU. Mr. Cole expressed concerns regarding the review of ISU governance by an SBOE committee.

Board President Westerberg gave an update on ISU, LCSC, and BSU awards.

By unanimous consent, the Board agreed to move Item #7 from PPGA to the Consent Agenda at Board Member Soltman's request.

CONSENT AGENDA

M/S (Luna/Soltman): To approve the consent agenda as modified. *Motion carried unanimously.*

1. BSU New Positions

By unanimous consent the Board approved the request by Boise State University for ten (10) new positions (9.5 FTE) supported by local, grant and appropriated funds.

2. ISU New Positions

By unanimous consent the Board approved the request by Idaho State University for two (2) new non-classified staff positions (2.0 FTE) and six (6) new classified staff positions (4.0 FTE) support by state, local and grant funds.

3. U of I Reactivation of Position

By unanimous consent the Board approved the request by the University of Idaho to reactivate one (1) position (1.0 FTE) supported by appropriated and non-appropriated funds.

4. EITC New Positions

By unanimous consent the Board approved the request by Eastern Idaho Technical College to create three (3) new positions (3.0 FTE) supported by grant funds.

5. Alcohol Permits Approved by University Presidents

By unanimous consent the Board accepted the report as submitted.

7. Eastern Idaho Technical College (EITC) Advisory Council Appointment

By unanimous consent the Board approved the appointment of Robert Smith to the Eastern Idaho Technical College Advisory Council for a term effective immediately and ending December 31, 2013.

PPGA

1. Idaho State University (ISU) Progress Report

Dr. Art Vailas provided an overview of ISU's progress in carrying out the institution's Board approved role, mission and strategic plan on behalf of the university, faculty, and staff. ISU is following the governance of the State Board of Education. The challenge is to sustain a public mission with declining financial resources. The Rendezvous Complex is the largest in the State of Idaho. Dr. Vailas introduced new Deans and members of the Administration. Strategic planning and budget

performance are well underway so that ISU can look ahead to the future as a university.

2. Presidents' Council Report

Dr. Burton Waite, President of Eastern Idaho Technical College and current Chair of the Presidents' Council, gave the bi-monthly report for the Presidents' Council. There has no meeting of the Presidents' Council since the last Board meeting. The next meeting is scheduled for September 7th in Boise to discuss the future meeting schedule and the possibility of meeting via videoconferencing.

3. Idaho Public Television (IPTV)

Peter Morrill, General Manager of the Division of Idaho Public Television, gave an overview of IPTV's progress in carrying out the strategic plan. Mr. Morrill introduced Tim Tower, interim Director of Fiscal Affairs, filling in for Tony Ward who retired after almost 20 years of public service. Questions at recent State meetings throughout the state have primarily been:

- Zero funding for Idaho Public Television? The public is concerned that IPTV will be zeroed out over the next four years. Through the leadership of the Governor's Office, legislative leadership, and viewers across Idaho, funding has continued and was reduced at the same level as other state agencies.
- No filming in the Wilderness? U.S. Forest Service regulations have banned filming in the wilderness. For now, the ban has been lifted.
- Did you make your fundraising goal? Yes, IPTV did meet their fundraising goals and exceeded that goal by about \$194,000.

IPTV received grants of \$844,000 from the US Department of Agriculture and the US Department of Commerce and some State funds for translator construction. IPTV received another \$750,000 from the MJ Murdock Charitable Grant to install refresh equipment in our technical area and to purchase of a backup generator. Two upcoming FCC mandates are the Emergency Alert Service Mandate and FCC Loudness Initiative. IPTV has deferred the removal of analog equipment. The KISU studio upgrade has been completed. The IPTV website has been upgraded to include national and local programming, and video streaming. Mr. Morrill reviewed the awards that IPTV recently received.

4. Idaho Digital Learning Academy (IDLA) Annual Report

Dr. Donna Hutchinson, CEO, provided a report on behalf of IDLA. Funding for this year was cut by 22% and a plan is being developed to cover these cuts. Graphs of enrollment by district and enrollment demographics were presented. Dr. Hutchinson reviewed the grants and awards received by IDLA for the past year, a video of an IDLA student, and the primary reasons that online classes are selected. Blackfoot School District reviewed the benefits of IDLA within the district and throughout Idaho. A video was played featuring a student from Riggins, Idaho and how IDLA helped him prepare for college.

Ken Edmonds has concerned about achieving the economy of scale with caps instituted on enrollment.

Board President Richard Westerberg asked Dr. Hutchinson to look at IDLA's cost model to determine if it is the best model going into the future.

Dr. Hutchinson said that she would and the finance committee is looking into that as well.

5. Performing Arts in Education Presentation

Laird Stone introduced Danny Marona, founder of the Marona Performing Arts Scholarship Fund and chairman of the foundation board for the Southern Idaho Learning Center. The foundation relies strictly on donations and provides scholarships to high school juniors and seniors, and college freshmen and sophomores. Statistics prove that communities that have vibrant, strong performing arts programs have less crime, violence, and drug abuse. In addition, individuals who take performing arts have a better sense of poise. The annual fundraiser is scheduled for September 12th with this year's theme to dress as a comic book character. It is sad to see the interest in the performing arts diminish from year to year. Laird Stone reported that the foundation would like to expand throughout the entire state, with the goal of providing scholarships at all of Idaho's universities.

6. Doug Sayer – Transforming Education

Doug Sayer, President and founder of Premier Technology, presented to the Board regarding integrating business and education working together in relationship.

Milford Terrell is a business owner. However, there are two sides to every story. The business community needs to provide input by writing down specifically stating needs, goals, and what the Board can do to improve.

Ken Edmonds thanked Mr. Sayer for loaning Mike Scott to be a member of the Research Council. The Board cannot do much more than what your organization helps us to do.

Superintendent Luna feels that ultimately Mr. Sayer and other business owners do not have the authority to make changes in the educational system. It will have to come from educational policy makers.

Milford Terrell stressed that Mr. Sayer is going to have to swim upstream and push to get the results you are after.

7. Eastern Idaho Technical College (EITC) Advisory Council Appointment**Moved to Consent Agenda.**8. Chief Executive Officers Employment Agreements

M/S (Soltman/Terrell): To approve the employment agreements for Boise State University President, Dr. Robert Kustra, University of Idaho President, Dr. Duane Nellis, Idaho State University President, Dr. Art Vailas, Eastern Idaho Technical College President, Mr. Burton Waite, and the State Board of Education Executive Director, Dr. Mike Rush in the forms provided to the Board and to authorize the Board President to sign on behalf of the Board.
Motion carried unanimously.

Superintendent Luna asked if there are any changes in salary or benefits.

Board President Westerberg said there are not and that all salaries and benefits remain flat.

9. Idaho Collegiate Plate Program

M/S (Soltman/Lewis): To approve the request by the College of Western Idaho to participate

in the Idaho Collegiate Plate program and to approve the design as submitted. *Motion carried unanimously.*

10. State Completion Goal

M/S (Soltman/Atchley): To approve the State of Idaho's College Completion Goal be for 60% of young Idahoans (ages 25-34) to have a college degree or certificate by 2020, and to have the board staff and institutions develop a final recommendation set of College Completion metrics for the October 2010 Board meeting. *Motion carried unanimously.*

Selena Grace, State Board of Education, provided a presentation of research to develop a statewide completion goal for Idaho. Our country is becoming the least education country in the world. At one time the United States was first, but now we have fallen to thirteenth. The current Idaho rate is 34%, the national rate is 40%, and the goal of 60% would be attainable in the ten year timeframe. The institutions presidents and business community were included in discussions. We are involving all the stakeholders from the Governor's office, business community, and agencies to work through critical elements.

Discussion included the goal, whether the goal was attainable, having interim goals to ensure progress, an implementation plan, reconciliation goals to community needs as to the type of degrees and quality of education, whether private institutions are included, what are the next steps, and who would take on ownership and responsibilities of the processes.

Don Soltman reminded the Board of the conversation at the last planning session where a goal of 65% was discussed.

Mike Rush said we will need to bring other institutions into the mix, such as NNU, BYU Idaho, and CYU. There are other post-secondary education certificates that can be included.

Superintendent Luna indicated that this is where the input from the business community is needed to determine which degrees, certificates, and post-secondary education is needed for feeding the needs of our future economy. Whenever we talk about gaps, we need to quit talking about closing gaps, but eliminating gaps.

Emma Atchley concurred with Superintendent Luna and this program is exactly the type of thing the public is looking for from the State Board.

Ken Edmunds warned against using private institutions only in order to meet a goal.

Board President Richard Westerberg and Rod Lewis asked the presidents of the institutions to come forward to weigh in on the goal being discussed. All institutions felt that the goal was attainable. However, the following concerns were expressed:

- The continued erosion of funding to support special programs
- The elimination of appropriations and looking into different funding models
- What is the total cost of reaching the goal
- Where are the biggest needs to improve economic development in Idaho
- How goals are met
- How the degree completions are counted
- Long-term demographics
- Looking ahead into 2012-2013

Ken Edmonds feels we need to look at access and portability. We have to change our structures and education from every direction to get down this path.

Superintendent Luna said that if the business community is telling us that the degree doesn't mean anything, we need to look at what we require to obtain that degree. Mr. Luna is concerned whether Idaho has the institution and funding capacity to meet the goal.

Rod Lewis said the Board will need to have very focused effort, ownership, implementation, plan coordination, and responsibilities to provide clarity to this item.

11. Proposed Institutional Peers

M/S (Soltman/Terrell): To approve the list of thirteen peers and three aspirational peers proposed by BSU, ISU, UI, LCSC, and EITC for use in instructional and institutional performance. Motion carried unanimously.

Selena Grace, State Board of Education, provided a presentation, history, and background for this item. The National Center for Higher Education Management Systems (NCHEMS) was contracted to provide a proposed list of peers using a MGT study. Peer recommendations were reviewed by the institutions and it was felt the institutions are in a better position to approve their own peers.

12. Proposed Rule changes to IDAPA 08.02.02 – Idaho Comprehensive Literacy Assessment

M/S (Soltman/Luna): A motion to approve the Proposed Rule changes to IDAPA 08.02.02 as submitted. Motion carried unanimously.

13. Proposed Rule Changes to IDAPA 08.02.03.105.03 – Alternative Graduation Mechanisms

M/S (Soltman/Luna): To approve the Proposed Rule changes to IDAPA 08.02.03.105.03 – Alternate Graduation Mechanisms as submitted.

Substitute Motion/S (Lewis/Terrell): To approve the Proposed Rule changes to IDAPA 08.02.03.105.03 – Alternate Graduation Mechanisms with no change to 06.a.iii keeping the requirement at the senior year, rather than the junior year, with notification still given in the junior year and the alternate graduation mechanism not available until the senior year. Motion carried unanimously.

Rod Lewis is concerned about immediately offering an alternative mechanism after failing to meet proficiency in grade 10.

Tracie Bent indicated the intent of this item is to allow enough time for the school districts to notify and communicate to students, make students aware of this option, and allow time for the student to complete the alternate plan.

Rod Lewis said the concern is that a school could arguable use this to lower the bar and lessen the requirements.

Richard Westerberg indicated that would be true unless the plans are made more rigorous.

Superintendent Luna said that less than half of school districts have an alternate plan in place. Before the ISAT was instituted, the only requirement was a certain number of credits. If the plan is more robust, then giving the student more than one year would be reasonable. In the largest school

district, only eight (8) students took advantage of the alternate graduation route.

Rod Lewis said it feels like the Board has worked for assessment and accountability with the goal to ensure that the student knew the material. The concern is that if you move back, the accountability will change to alternative plans.

14. Proposed Rule changed to IDAPA 08.01.11 – Registration of Post-Secondary education Institutions and Proprietary Schools

M/S (Soltman/Atchley): To approve the Proposed Rule changes to IDAPA 08.01.11 as submitted. Motion carried unanimously.

Board President Richard Westerberg recessed the meeting for lunch at 12:06 p.m. Board President Richard Westerberg resumed the meeting at 1:02 p.m.

Audit

1. Update on Codes of Conduct and Compliance Officer

Rod Lewis provided an update for the Audit Committee and its activities at the most recent meeting. Attending were the internal auditors from the institutions. There was discussion regarding the available resources. They are using a risk assessment formula. Year-end audit reports will be reviewed. Each institution will assign a Compliance Officer, most appropriately the General Counsel.

Business Affairs & Human Resources

1. Revised Multi-Year Employment for the Head Women's Soccer Coach

M/S (Terrell/Soltman): To approve Idaho State University's revised multi-year employment agreement for the Head Women's Soccer Coach as submitted. Motion carried unanimously

2. Multi-Year Contract for the Director of Tennis

M/S (Terrell/Soltman): To approve the University of Idaho's multi-year employment contract Jeff Beaman, Director of Tennis, for a term commencing on July 2, 2010 and terminating on June 30, 2013 in substantial conformance to the contract submitted to the Board in Attachment 1. Motion carried unanimously

Rod Lewis indicated that the model contract included a clause that changes in salary were able to be made without further Board approval. Have those changes been made?

Mr. Freeman indicated there is no such clause in the contract under consideration.

3. Multi-Year Contract for women's Swim Team Head Coach

M/S (Terrell/Soltman): To approve the University of Idaho's multi-year employment contract for the Women's Swim Team Head Coach for a term commencing on August 15, 2010, and terminating on August 14, 2014, in substantial conformance to the contract submitted to the Board in Attachment 1. Motion carried unanimously

4. Multi-Year Men's Basketball Team Head Coach

M/S (Terrell/Atchley): To approve the University of Idaho's multi-year employment contract for the Men's Basketball Team Head Coach for a term commencing on March 24, 2010, and terminating on March 23, 2015, in substantial conformance to the form submitted to the Board in Attachment 1, correcting Head "Football" Coach to Head "Basketball" Coach on Page 1003. *Motion carried unanimously*

5. Multi-Year Contract for Women's Basketball Team Head Coach

M/S (Terrell/Lewis): To approve the University of Idaho's multi-year employment contract for the Women's Basketball Team Head Coach for a term commencing on March 27, 2010, and terminating on March 26, 2015, in substantial conformance to the contract submitted to the Board in Attachment 1. *Motion carried unanimously*

Section II - Finance

1. FY 2012 Line Items Requests

M/S (Terrell/Lewis): To approve the FY2011 Supplemental Appropriation Request for College Access Challenge Grant in the amount of \$673,000 in federal funds as shown on page Tab 1a page 1. *Motion carried unanimously*

M/S (Terrell/Atchley): To approve the FY 2011 Supplemental Appropriation Request for Proprietary Schools in the amount of \$21,300 in dedicated fund spending authority on page Tab 1a page 3. *Motion carried unanimously*

M/S (Terrell/Soltman): To approve the Line Items for the agencies and institutions as listed in Attachment 1b page 1, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to DFM and LSO on September 1, 2010. *Motion carried unanimously*

Rod Lewis confirmed that Tab 1-G has been approved through IRSA and the Board prior to this request.

2. FY 2012 Capital Budget Requests

M/S (Terrell/Soltman): Recommend no major capital funding for FY 2011 and have the Permanent Building Fund Advisory Council concentrate upon Alterations and Repairs and other non-major projects.

Substitute Motion/S (Lewis/Atchley): To recommend to the Permanent Building Fund Advisory Council funding of Alterations and Repairs and other non-major projects, as well as funding for the major capital project on Tab 2, Page 3, for consideration in the FY 2012 budget process. *Motion carried unanimously.*

Matt Freeman, State Board of Education indicated that are three motion options for the Board:

- To approve the major capital projects on page 3
- To approve selected major capital projects as listed on page 3
- To approve no major capital projects and used the funds for deferred maintenance, alternations and repairs

Rod Lewis asked what the institution's comments were on this item.

The institutions provided their input as requested.

Mike Rush said the Board can recommend that the Permanent Building Fund prioritize maintenance, but still allow the institutions the ability to present requests to the Permanent Building Fund.

Board President Westerberg asked if the projects have been prioritized for the institutions as a whole list.

Matt Freeman indicated prioritization has not been done in the past for all institutions. The chart lists items in priority for each institution, but not as an entire list combining all items for all institutions. There is no prescribed format for recommendations.

Rod Lewis indicated that there are disparities in funding based on the projects, how much money is available, and what the institutions truly want submitted.

3. University NCAA Academic Progress Rate (APR) Scores

This item is for information purposes only.

4. Draft Fee Policy to Allow for Differential Fees

This item is for information purposes only.

Milford Terrell said the final drafts would have to come before the Board two additional times before any final approval. Mr. Terrell recommends waiting for a first draft before any decisions are made.

Rod Lewis is not in favor of differential fees, feels it is a back door way to increase tuition. It is very difficult to define a process and a definition of what is required to create a differential fee that is meaningful. Mr. Lewis feels it leads to unanticipated inflation of tuitions.

Ken Edmunds is not ruling out the possibility of the differential fees, though not comfortable with several of the descriptors.

Rod Lewis' reaction is that he understands the process we are going through, but what we see in front of the Board is not adequate. Mr. Lewis suggests the establishment of a mechanism of draft review for Board comments.

Richard Westerberg recommended that this matter be referred back to BAHF for more work on the policy to tighten the screen, with a mechanism to be devised by the Executive Director to allow Board members to provide input, as we perfect the screening mechanism within the policy and when that work is done, it will come back to the Board as a first reading.

5. In-Service Teacher Education Fees Policy – Second Hearing

M/S (Terrell/Atchley): To approve the second reading of proposed amendments to Board Policy Section V.R.3.a.x., In-Service Teacher Education Fees as presented. Motion carried unanimously

6. Approval to Hire a Broker for the Sale of a Radio Frequency License

M/S (Terrell/Lewis): To approve the request by Boise State University to sell the FCC broadcast license to the 730 AM frequency, to utilize a broker to accomplish such sale, the exemption from Board policy V.I., and to execute such documents as are necessary to finalize the sale and transfer the frequency license. *Motion carried unanimously.*

7. Information Item Regarding Finalization of ACC Relationship

Milford Terrell requested that items 7, 8, and 9 be combined by unanimous consent. *Rod Lewis voted nay.*

Milford Terrell excused himself from discussions of items 7, 8, and 9 due to a conflict of interest.

Stacey Pearson provided a presentation and overview of items 7, 8 and 9. At the end of the presentation, the items will be handled separately. The Memorandum of Understanding (MOU) would allow up to \$3.55M paid to American Campus Communities (ACC), but we have negotiated a lesser amount. Tax assessed value of the property BSU wishes to purchase is less than ACC purchase price. Terms of the MOU state BSU can purchase the property at ACC's purchase price. The land is in the university's expansion zone and would be purchased if the buildings were condemned. The tax assessed value of five parcels is \$1.13M. However, we look at tax assessed value, which is \$825,000, with an additional \$50,000 in the agreement. There are five years to settle on the land. The amount of the ACS Settlement is in the budget and within Board approved limits.

8. Approval to Construct Student Housing Facilities on Lincoln Avenue

M/S (Soltman/Edmunds): To approve the request by Boise State University to proceed with construction of the new student housing facilities on Lincoln Avenue for a total project cost not to exceed \$22.2 million and to find that this housing project constitutes a project that is necessary for the proper operations of the University and is economically feasible pursuant to Title 33, Chapter 38, Idaho code. After the project has bid, the University will return to the Board with the final terms for a line of credit used to bridge finance required construction costs on an interim basis until bonds are issued at a future date. The terms for the bridge financing will be brought for Board approval prior to drawing on any line of credit for this project.

Substitute Motion/S (Edmunds/Atchley): To approve the request by Boise State University to proceed with bidding of the new student housing facilities on Lincoln Avenue and to find that this housing project constitutes a project that is necessary for the proper operations of the University and is economically feasible pursuant to Title 33, Chapter 38, Idaho code. After the project has been bid, the University will return to the Board with proposed financing terms based on the bids. *Motion carried unanimously.*

Stacey Pearson provided a presentation and overview. Current buildings are high density and students now prefer lower density, larger units and private bathrooms. Ms. Pearson reviewed the building site map. At the June meeting, the Board requested information on how this project would impact BSU's debt capacity. Debt financing is estimated at \$18M at a range of 6.2 - 6.7%. The assumptions on the ten year budget projections were very conservative.

Stacey Pearson said numbers reported assume 95% occupancy, which is our current occupancy rate. The entire housing system was not included in these numbers. A net loss in the initial years of a housing project is not unusual. Our housing project as a whole has a \$200,000-\$500,000 profit per year. The numbers shown in documentation are for this project separate of the entire housing

project. Reserves are pulled from the housing system. There is a housing operating fee and strategic facilities fee for all new enrolling students, but do not anticipate an \$82 fee for this project. From the \$7M housing system, they can cover the operating loss until this project becomes profitable. Upon project completion, some of the older housing will be retired. Currently 70-75 students are housed in hotels, motels and there is a waiting list for traditional style housing.

Ms. Pearson will report back to the Board regarding the total revenue currently received for housing operating fees.

Rod Lewis asked in these economic times and in trying to keep tuitions from increasing, whether student fees should be used for housing projects.

Board President Richard Westerberg clarified that if the housing project is approved, BSU would need to come back with a funding plan.

Emma Atchley questioned whether housing is necessary for the proper operation of the University based on Idaho code.

Matt Freeman indicated the finding that the project constitutes a project that is necessary for the operation of the university as economically feasible in reference to the code section is a finding that is required by the Higher Education Bond Act.

Richard Westerberg requested unanimous consent to defer action on this item until the end of the BAHF agenda to determine if DPW will bid this project without a commitment to build. *There were no objections from the Board.*

9. Informational item regarding a proposed \$25 million revolving line of credit (LOC) for use as interim/bridge funding for construction projects to be subsequently bonded.

Rod Lewis had concerns that by using a LOC, long-term finance costs of the project would be uncertain and you would not have the assurance that you would get the bonds at the rate and terms in order to make the project viable.

Board President Richard Westerberg had concerns that if the project came under budget, that projects would be added and the excess monies spent.

Ms. Pearson said the LOC would only be used for approved projects and the Board would be informed prior to expenditure. The intent of the bid process is to issue bonds prior to the end of the calendar year.

10. Additional Authorization Request, Energy Services Performance Contract

M/S (Terrell/Soltman): To approve the request by the University of Idaho for authorization to expend up to an additional \$2.2M in bond interest earnings on energy improvement projects consistent with the original bond. Total authorization for ESPC work will increase to \$37.2M.
Motion carried unanimously.

Milford Terrell clarified that the funds cannot be used for any other purpose than those approved, which is to pay down the interest on the bond. The expected payback is within ten years.

11. Police Service Contract Approval Between the University of Idaho and the City of Moscow

M/S (Terrell/Atchley): To approve the agreement for police services between the University of Idaho and the City of Moscow, in substantial conformance to the contract submitted to the Board. Motion carried unanimously.

12. Security Services Contract – AlliedBarton Security Services, LLC.

M/S (Terrell/Soltman): To approve the agreement for private security services between the University of Idaho and AlliedBarton Security Services, LLC, in substantial conformance to the contract submitted to the Board. Motion carried unanimously.

13. Changes in Policies on Promotion and Rank.

M/S (Terrell/Westerberg): A motion to approve changes to University of Idaho policies on faculty promotion and tenure as set forth in the materials submitted to the Board. *Motion carried unanimously.*

Matt Freeman outlined two changes to the U of I faculty staff handbook that the University is seeking approval for. The primary one is the creation of a new faculty rank of “University Distinguished Professor”. The rank carry with it an annual stipend of \$5,000 per year for five years, which would be funded with fundraising. The other was minor changes to the faculty promotion process.

Milford Terrell has concerns if the funding cannot be raised, would this go to appropriations.

U of I indicated that if the funds are not raised, stipends would not be conferred. There is a maximum amount of 15 appointments for a total of \$75,000, but there is no minimum amount. If no funds are raised, the stipend would be zero. The stipend would be on a five year rolling award, with no more than 15 appointments at any given time.

Emma Atchley asked for clarification that the stipend would be awarded until retirement.

U of I indicated that is correct. If a professor was three years from retirement, the stipend would be paid until retirement and not for the full five years.

Richard Westerberg asked who confers the title.

U of I said the title is conferred through the Provost to the President and by approval from the University President.

Mike Rush indicated that any changes to the Faculty Staff Handbook are required by Board policy to receive approval by the Board and is the reason this item has been presented.

14. Approval of Loan Authorizing Resolution – Dan O'Brien Outdoor Track and Field complex Renovation Project.

M/S (Terrell/Atchley): To approve the request by the University of Idaho for a resolution of the Board of Regents of the University of Idaho as per Attachment 1 to the Board materials, and hereby adopting said resolution and authorizing the President of the Board and the bursar of the University of Idaho to execute the same. *Motion carried unanimously.*

15. Loan Authorizing Resolution – ASUE Kibbie Activity Center (Kibbie Dome) Enhancement Project

M/S (Terrell/Lewis): To approve the request by the University of Idaho for the resolution of

the Board of Regents of the University of Idaho as per Attachment 1 to the Board materials, and hereby adopting said resolution and authorizing the president of the Board and the bursar of the University of Idaho to execute the same. *Motion carried unanimously.*

16. 2010/2011 Student Health Insurance Premiums, and Permanent Delegation of Rate Approval to the Chief Executive Officer

M/S (Terrell/Lewis): To approve Eastern Idaho Technical College's 2010/2011 student health insurance premiums, and to permanently delegate to the chief executive officer the approval of these rates. *Motion carried unanimously.*

Ken Edmunds asked why this says "permanently".

Mr. Freeman indicated the wording was used from a previous Board meeting last June.

Mike Rush said that the Board can, at any time, modify this language.

Instruction, Research & Student Affairs – Ken Edmunds

1. Approval of Notice of Intent: Change the Minimum Number of Credits for Baccalaureate Degree to 120

M/S (Edmunds/Westerberg): To authorize the institutions, under the governance of the Board, to reduce the number of credits for baccalaureate degrees for any program from 128 to 120 credits based on each institution's determination of appropriateness. *Motion carried unanimously.*

Sona Andrews, Provost of Boise State University, presented this item to the Board. This change will reduce fees to students, improve graduation rates, and free faculty time.

Milford Terrell expressed concern regarding the change to the motion to include all institutions.

Provost Olson, Idaho State University, indicated that most states have a minimum and 120 is a standard across the country, as well as within the Pacific Northwest. The motion does not mandate changes, but give the institutions the opportunity to do so.

Ms. Andrews indicated that BSU raised this issue with CAAP some time ago and the other institutions were interested as well. This is not for a specific academic program, but gives the institutions the ability to look at each individual program.

Provost Baker, University of Idaho, stressed that this is only approval to reduce the credits to 120 if the university chooses to approve the reduction in credits required.

2. State Longitudinal Data System (SLDS)

M/S (Terrell/Edmunds): To direct staff to do a needs assessment that includes the technical, fiscal, and governance requirements for a P-20 and Workforce SLDS. *Motion carried unanimously.*

Ken Edmunds led this presentation to the Board. There are issues with tracking data:

- K-12 does not communicate with postsecondary data systems.

- Postsecondary data systems do not communicate with each other.
 - K-12 and postsecondary do not communicate with the Department of Labor data systems.
- This project needs Board direction on how to proceed, how serious are we about this project, the Board's expectation, and how this project will be funded.

Don Soltman indicated that anytime grant requests are presented, one of the negatives is that Idaho does not have a SLDS.

Superintendent Luna said that Idaho has received a three year grant for a SLDS. Currently, it is limited to K-12. In sixteen months of a three year project, we have met eight out of ten criteria. Because Idaho does not have a P-20 system, funds of \$180M + \$150M from the jobs bill are at risk. There is value in having a P-20 system for K-12 in order to develop trends, identify when a teacher graduates and has high performing students, and determine where those teachers were educated.

Board President Westerberg indicated that we must have a system that meets the requirements for federal funding. Beyond that, we need to be able to withdraw data from the system that helps manage the educational system in Idaho.

Troy Wheeler, State Department Education, came to SDE with the understanding that the system currently used for K-12 was the same system to be used for P-20. The technical platform is in place.

Ken Edmunds said there is resistance from higher education to buy into SDE's system based on information being included and where the data would be stored.

Selena Grace gave examples of how data is handled in other states for P-20. Data elements in SDE's system are specific to K-12, would require considerable work to support higher education, and currently will not support higher education.

Troy Wheeler did not feel that it would take considerable work to modify the K-12 system.

Don Soltman asked if there was a way to take SDE's K-12 system and expand it to a P-20 system.

Ken Edmonds said yes.

Board President Westerberg suggested getting all the Information Technology staff together to determine what is required to make the current K-12 system into a P-20 system.

Mike Rush said SDE took a conservative approach to software development. When it was put together, there was concern about scope creep due to a razor thin budget. When stimulus funds came around the timeline was accelerated. Only within the last four weeks has postsecondary been involved in reviewing the system. There is a full-time employee, beginning on Monday, to work on this.

3. Higher Education Research Council Appointments

M/S (Edmunds/Atchley): To appoint Michael J. Scott, Harold Blackman, and Haven Baker to the Higher Education Research Council respectively for three-year terms, effective August 2010 through August 2013. Motion carried unanimously.

4. Second Reading, Board Policy III.Y., Advanced Opportunities

M/S (Edmunds/Soltman): To approve the request by the Division of Professional-Technical Education to amend the Idaho State Board of Education Governing Policies & Procedures, Section III.Y., Advanced Opportunities as shown in Attachment 1. *Motion carried unanimously.*

Richard Westerberg asked for unanimous consent to return to the BAHHR agenda, Item #7. *There were no objections from the Board.*

7. Information Item Regarding Finalization of ACC Relationship

M/S (Soltman/Lewis): To approve the proposed resolution to the MOU with ACC as outlined in BAHHR, Section 2, Tab 7. *Motion carried unanimously.*

Milford Terrell excused himself from this item due to a conflict of interest.

NAMPA CLASSICAL ACADEMY CHARTER SCHOOL – CHARTER REVOCATION APPEAL

The Board is ready to hear the results of the Committee. NCA provided several items. The staff for the Commission and the counsel for the Commission have also received the materials. The Board believes the materials are such to allow the materials to be submitted and to allow time for review.

M/S (Edmund/Terrell): That the Board recess the NCA Hearing until Tuesday, August 17, 2010, at 2:00 p.m. *Motion carried unanimously.*

M/S (Terrell/Luna): To adjourn at 5:15 p.m. *Motion carried unanimously.*



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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
August 17, 2010, 2:00 PM
650 West State Street
Clearwaters Conference Room
Boise, Idaho**

A special meeting of the State Board of Education was held August 17, 2010 in Boise, Idaho at 650 West State Street in the Clearwaters Conference Room.

Present:

Richard Westerberg, President
Don Soltman, Secretary
Milford Terrell
Tom Luna, State Superintendent of Public Instruction

Ken Edmunds, Vice President
Emma Atchley
Rod Lewis

Absent:

Paul Agidius

Tuesday, August 17, 2010

Call the meeting to order

We will now reconvene the August 11-12, 2010 meeting of the State Board of Education to continue deliberations on the matter of the Nampa Classical Academy's (NCA) appeal of their Charter Revocation. Board President Westerberg called the meeting to order at 2:04 p.m.

Approve the agenda as posted

An additional agenda item was presented by Milford Terrell.

Mr. Terrell indicated that yesterday Board staff received a request for Board approval of a negotiated agreement between BSU and ACHD. This request was received after the agenda was posted.

Mr. Terrell asked for unanimous consent to amend the agenda to add an item to approve an agreement between BSU and the Ada County Highway District (ACHD). The item was not included in the original posted agenda because Board staff learned of the necessity for Board approval yesterday afternoon, and the agreement must be approved before August 24, 2010. The board provided unanimous consent.

M/S (Terrell/Atchley): A motion to approve the request by BSU to execute the agreement with ACHD for the vacation of the right of way as revised to meet certain conditions. Based on the form, Exhibit A, to the contract, it is the intent of the parties, and that of the Board, that in the event there is a conflict between the Board and the agreement, the agreement supersedes that of the Board. Motion passed unanimously.

NCA Hearing Continuation

Each side has had an opportunity to give testimony at the August 11th hearing. The Board has had an opportunity to review the testimony and the submitted documents. The Board has also received additional documentation submitted by NCA and the response to that documentation submitted by the Public Charter School Commission.

The floor is open for additional Board member discussion or a motion.

Rod Lewis asked representatives of both parties to come forward. Representatives of the parties are:

- Michael Gilmore, Deputy Attorney General
- Terrance La Masters, Chairman of the Board for NCA
- Mike Moffett, Vice Chairman of the Board for NCA

The hearing officer based his opinion on the following two tests:

- Fiscal stability on a short-term basis to serve current debt.
- Fiscal stability as a going concern and the ability to meet obligations for the next fiscal year.

The hearing officer found that NCA was not sound based on the first test, as based on school year 2010. The hearing officer was unable to conclude that the charter school had not met the long-term test. The new evidence presented to the Board indicated that NCA was worse off than the hearing officer had been aware. Based on the current fiscal year, there is a deficit carryover of between \$600,000 and \$700,000. Does this fiscal deficit carryover affect the long-term fiscal stability of NCA and how does NCA intent to service this debt in the 2011 fiscal year?

Mr. La Masters reviewed the documents previously provided to the Board of Education on Monday, August 16, 2010. Salary runoff refers to salary to teachers, payable in July and August, for fiscal year 2009-2010. The \$150,000 loan in 2009-2010, with original terms of 5 points, 15% interest to be paid in 2010-2011. This loan was renegotiated to zero points, 12% interest. Interest payments begin September 1, 2010 and continue monthly. Principal payments begin September 2, 2011 and the loan will be paid off in 2012.

Mr. Lewis indicated that other obligations total approximately \$200,000. How does NCA plan on paying these creditors on a timely basis?

Mr. La Masters indicated that NCA has not yet renegotiated with all creditors. A cash flow summary was provided and Mr. La Masters reviewed this document. This document was based on NCA being open in July.

Ken Edmonds expressed concern that NCA is using 2011 monies until a time when the budget catches up. In essence, 2011 funds are being used to pay 2010 expenses.

Mr. La Masters said this applies only for 2011, with the exception of salary carryover which goes into 2012.

Superintendent Tom Luna stated that schools have received funds to open this fall. If the revocation is reversed, and money for 2011 is used for past debt, how does NCA open for school?

Mr. La Masters said that a cash flow projection was done through the end of next year that would have enough money based on this cash flow projection, and does include the 2011 budget.

Mr. Luna said that the Legislature started "forward funding" schools where a majority of the money is being paid upfront, with smaller payments later. NCA will receive 70% of their 2011 funding upfront. Mr. Luna's concern is that too much of that upfront money will be used to pay off 2010 debts, resulting in a cash flow crunch in four months. What is the anticipated distribution from the state?

Mr. La Masters said that the first payment is \$774,962.

Mr. Luna asked, out of that payment, how much will be spent on previous debt?

Mr. La Masters stated approximately \$370,000, which includes July, August and September budgets.

Mr. Luna said previous discussions included \$100,000 to retire old debt, now that figure is up to \$370,000. Mr. Luna asked how NCA is going to operate until they get the next check on approximately one-half of the monies allocated for 2011.

Mr. La Masters stated the cash flow on his cash flow projections are based on budgeted numbers through September.

Mr. Luna asked if NCA is using October monies for September expenses.

Mr. La Masters said that with the first distribution, October is the only negative month at (\$54,504). At year end, there is a deficit of (\$100,000), which may be taken care of with an anticipated jobs bill. A board member will be added to NCA's Board that has financial experience.

Mr. Lewis asked about the revenue side of the equation and a budget based on over 500 students. The charter limits students at 500.

Mr. La Masters does not have a copy of an amended charter, but indicated that NCA's charter was amended to 560 students, second year 630, and the third year 690. This year NCA will have an anticipated student return of 480. The lottery contains 280 students and a waiting list of 108 students. There were 572 students enrolled this past year. NCA has supporting documents, but no approved final amended charter.

Mr. Luna said the question remains that there is an issue of trust. There have been documents and plans put before the commission only to see those plans and commitments not carried out. Please address this issue of trust and how the Board can have confidence that the plan you put forth will be carried out.

Mr. La Masters indicated that in the past NCA has not put forth documents timely and has not performed. These faults have been recognized over the past year and NCA is trying to change. NCA, as a board, is listening. At the close of the year, NCA took the PCSC's advice and started to see them as a resource versus an adversary. NCA has a potential board member present today who can provide sound financial advice to the NCA board. NCA will move to the policy governance model and allow the administration of the NCA Academy to do their job.

Mr. Lewis asked in that regard, how were the financials handled previously and in what structure. How has that changed to present day?

Mr. La Masters said that the financials were handled by a management company. It was determined that no one was onsite to provide oversight. There were no financial documents maintained to give to the Commission in a timely manner. A financial review committee was formed. It was determined that those accountable to the budget did not know what was budgeted and were not held accountable to that budget. Mr. Greenwood, certified CPA, was hired for financial accounting. NCA has changed in that those who create the budget are those that report on the budget and are held accountable to it.

Mr. Lewis asked the extent to which teachers are available to begin school this fall.

Mr. La Masters said that 14 remaining teachers are available immediately to begin. NCA lost 10 teachers from last year. In June, NCA interviewed 9 teachers that are still available and 7 more applied for positions.

Mr. Terrell would like to hear from the potential board member and his credentials.

William Perrin has a background as CEO and President of National Purchasing Organization (NPO) in California and prior to that with Baxter Healthcare. NPO worked with healthcare on cost containment and worked with nursing homes on Medicaid funding. As a member of the board he will not be passive. This is a difficult situation and is not unsolvable. The first responsibility is to the taxpayers of Idaho, students, and teachers. The demand exists in Nampa if the Board allows this school to continue.

Mr. Terrell asked if Mr. Perrin has credentials as a CPA.

Mr. Perrin has a degree in economics and reviewed all financials as a business owner.

Board President Westerberg asked Michael Gilmore to provide comments.

Mr. Gilmore addressed the enrollment capacity of NCA. Ms. Baysinger checked the Commission's records for amendments to the charter and checked with State Department of Education, and found there are no amendments to the NCA charter. Mr. Gilmore reviewed Idaho statute covering enrollment changes of 10%. All changes of over 10% must be approved by the Commission. Commission meetings for 2009 and 2010 do not include a charter amendment for NCA. NCA has violated this statute by adding more than 10% of their enrollment without oversight by the Commission.

Mr. Terrell asked, when there is a new charter school set up, they do have a period of time they go through adjustments and do not live up to the letter of the law. The fact being that, even though the law is there as stated, the Commission allows some give and take while these charters have time so they do know the statutes.

Mr. Gilmore indicated that there are different infractions and this is a statutory procedure that was not followed.

Mr. Terrell indicated that the law is the law. The Commission has let people outside of the document before and the Commission has allowed technical violations.

Jennifer Swartz was not present at the hearing last week. However, in her experience as counsel to the Commission and staff, there are very few violations that are let go. Notices of defect are written and the defects are cured. Ms. Swartz is not aware of any instances where the Commission was informed of a violation of statute or charter and that violation was let go. A corrective action plan is initiated and infractions are expected to be resolved. It is not the Commission's practice to let things go.

Mr. Terrell asked if a school is found to have an infraction, are they given ample time to resolve it. The increase of students has not been written up as a deficiency at this time. When a deficiency is written up, is the charter school given time to cure the defect and whether or not NCA was given an ample amount of time in this case.

Mr. Luna said the number of students attending NCA is a matter of record and he was surprised that the number attending NCA is news to the Commission. Mr. Luna asked Mr. Gilmore to respond to Mr. Lewis' reading of their original charter that indicates additional grades were expected to be added to NCA.

Mr. Gilmore indicated the following is listed in NCA's charter; 500 students in year two and 550 students in year three. What NCA is proposing is 580 in year two.

M/S (Lewis/Terrell): A motion to invoke the Board's authority under Idaho Code §33-5207(5)(b)(ii) and under the Idaho Administrative Procedure Act (Idaho Code title 67, chapter 52), as follows: (i) to stay the revocation decision issued by the Idaho Public Charter School Commission (Commission), thereby permitting the Nampa Classical Academy (NCA) to continue operating as a public charter school and to continue receiving funding to which it would be entitled, and (ii) to remand this matter back to the Commission, which shall have authority to further review and act as follows. The Commission is directed to continue monitoring and reviewing the operations of NCA on the issue of whether NCA is fiscally sound, as provided in Idaho Code §33-5209(2)(d)(i) and (ii). Specifically, in light of new evidence presented to and considered by the Board on the financial condition of NCA, the Board concludes that NCA should be permitted reasonable opportunity to demonstrate to the Commission its ability to service all its upcoming financial obligations and to service its debts during the next fiscal year. Accordingly, the stay of the Commission's revocation decision shall remain in effect for the remainder of this state fiscal year, at which time the Commission shall determine if the charter shall be reinstated. ***Motion failed with a vote of 3-4 (Soltman, Westerberg, Atchley, and Edmunds voted nay).***

Emma Atchley is unable to support this motion. How can a school which has a 17% increase in enrollment,

and a 48% increase in debt, succeed?

Richard Westerberg agreed with Ms. Atchley and felt that NCA's documentation of revenue is overstated and that expenses are understated. NCA has not been able to meet short-term or long-term debt.

M/S (Soltman/Atchley): A motion to deny the appeal and to uphold the decision of the Idaho Public Charter School Commission (Commission) on the grounds that the Nampa Classical Academy (NCA) failed to establish that the Commission did not appropriately consider the revocation, and/or acted in an arbitrary manner in determining to revoke the charter. Motion passed with a vote of 4-3 (Lewis, Luna, and Terrell voted nay).

M/S (Terrell/Atchley): A motion to adjourn. Motion passed unanimously.

Meeting was adjourned at 4:02 p.m. Mr. Luna added comments regarding the gravity of closing a school.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010

SUBJECT

Performance Measure Reports

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M,
Section 67-1901 through 1905, Idaho Code

BACKGROUND/DISCUSSION

The Performance Measure data are presented to provide a general overview of the progress institutions and agencies under the purview of the Board are making toward not only the Board's Strategic Plan but their own internal strategic plans. This presentation is meant to demonstrate the overall cumulative progress being made toward the Board's strategic goals and objectives.

IMPACT

The data included in this presentation should be used by the Board to direct future planning of the Board's Strategic Plan.

ATTACHMENTS

| | | |
|-----------------|--|----------|
| Attachment 01 – | State Board of Education Strategic Plan | Page 3 |
| Attachment 02 – | Office of State Board of Education | Page 7 |
| Attachment 03 – | University of Idaho | Page 13 |
| Attachment 04 – | WI Veterinary Medicine | Page 17 |
| Attachment 05 – | WWAMI Medical Education | Page 21 |
| Attachment 06 – | Agricultural Research and Extension | Page 25 |
| Attachment 07 – | Forest Utilization Research | Page 29 |
| Attachment 08 – | Idaho Geological Survey | Page 33 |
| Attachment 09 – | Idaho State University | Page 37 |
| Attachment 10 – | ISU Family Medicine Residency | Page 43 |
| Attachment 11 – | Idaho Dental Education Program | Page 45 |
| Attachment 12 – | Idaho Museum of Natural History | Page 49 |
| Attachment 13 – | Boise State University | Page 53 |
| Attachment 14 – | Idaho Council on Economic Education | Page 61 |
| Attachment 15 – | Small Business Development Center | Page 65 |
| Attachment 16 – | TechHelp | Page 69 |
| Attachment 17 – | Lewis-Clark State College | Page 73 |
| Attachment 18 – | Idaho Division of Professional Technical Education | Page 79 |
| Attachment 19 - | Eastern Idaho Technical College | Page 83 |
| Attachment 20 – | North Idaho College | Page 85 |
| Attachment 21 – | College of Western Idaho | Page 89 |
| Attachment 22 – | College of Southern Idaho | Page 93 |
| Attachment 23 – | State Department of Education/Public Schools | Page 99 |
| Attachment 24 – | Idaho Division of Vocational Rehabilitation | Page 103 |
| Attachment 25 – | Idaho Public Television | Page 107 |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010

STAFF COMMENTS AND RECOMMENDATIONS

The performance reporting marks the first stage in the Board planning cycle which will be followed by strategic plan development, institutional/agency plan development, budget guidelines development, and budget line items submission.

BOARD ACTION

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



IDAHO STATE BOARD OF EDUCATION
2011-2015
Strategic Plan
An Idaho Education: High Potential – High Achievement



VISION

The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance global competitiveness

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

| Educational Institutions | Agencies |
|--|--|
| Idaho Public School System | Office of the State Board of Education |
| Idaho State University | Division of Professional-Technical Education |
| University of Idaho | Division of Vocational Rehabilitation |
| Boise State University | Idaho Public Broadcasting System |
| Lewis-Clark State College | State Department of Education |
| Eastern Idaho Technical College | |
| College of Southern Idaho* | |
| North Idaho College* | |
| College of Western Idaho* | |
| *Have separate, locally elected oversight boards | |

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Performance Measures:

- Amount of state generated need-based financial aid from Opportunity, LEAP, and SLEAP Scholarships.

Benchmark: \$10M

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

- Number of Idaho funded scholarships awarded and total dollar amount.
Benchmark: 20,000, \$16M
- Postsecondary student enrollment by race/ethnicity
Benchmark: 65,000 students for White & White, non-Hispanic; 21,000 students for all other race/ethnicities.

Objective B: Quality Instruction and Educational Experience – Increase student performance and the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff, in high need areas.

Performance Measures:

- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test.
Benchmark: 100% for both 5th and 10th Grade students in Reading, Mathematics, Language, and Science subject areas.
- Average composite ACT score of graduating secondary students.
Benchmark: 24.0

Objective C: Effective and Efficient Delivery Systems – Improve the efficacy of educational resources.

Performance Measures:

- Consumer Price Index (CPI) adjusted weighted average cost per credit hour to deliver instruction.
Benchmark: \$121 per credit hour
- Percentage of first-year freshmen returning for second year.
2-year Institution Benchmark: 55%
4-year Institution Benchmark: 65%
- Number of high school students enrolled and number of credit earned in:
 - Dual credit
Benchmark: 6,500 students per year
Benchmark: 78,000 credits per year
 - Tech prep
Benchmark: 16,000 students per year
- Number of high school students taking Advance Placement (AP) exams.
Benchmark: 5,500 students per year
Benchmark: 9,000 exams taken per year

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

Objective D: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans.

Performance Measures:

- High School Graduation rate as defined in the Accountability Workbook.
Benchmark: 90%
- Percent of High School graduates who enroll in postsecondary education within 12 months of graduation
Benchmark: 60%
- Number of postsecondary credentials (certificates and degrees) earned.
Benchmark: 15,000
- Percent of Idaho adults ages 25-64 with a postsecondary credential
Benchmark: 4.2% increase each year

Objective E: Curriculum Alignment – Align curriculum with workforce needs.

Performance Measures:

- Number of degrees conferred in STEM fields.
Benchmark: 2,177 degrees
- Number of Idaho student graduates from University of Utah Medical School who received funding from the State of Idaho.
Benchmark: 8 graduates
- Percentage of Boise Family Medicine Residency Graduates Training/Practicing in Idaho.
Benchmark: 60%
- Number of Idaho students enrolled in the Psychiatry Residency Program.
Benchmark: 11 students
- Percentage Idaho Students enrolled in WICHE Programs returning to practice in Idaho.
Benchmark: 50%

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, critical, and creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:

- Institution funding from competitive Federally funded grants
Benchmark: \$112M

- Institution funding from competitive industry funded grants
Benchmark: \$7.2M

GOAL 3: TRANSPARENT ACCOUNTABILITY - *Increase transparency and accountability in Idaho's public education system.*

Objective A: Assessment and Accountability – Increase public confidence in Idaho's education system with performance-based assessments and accountability measures, as well as monitoring accreditation processes.

Performance Measures:

- Percent of elementary and secondary schools meeting adequate yearly progress (AYP) in each of Reading, Mathematics, and Language subject areas.
Benchmark: 100%
- Institution primary reserve ratio comparable to the advisable level of reserves.
Benchmark: 80% of best practice, which has yet to be determined.

Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Create a P-20 and workforce longitudinal data warehouse with the ability to access timely and relevant data and provide reporting for use by all stakeholders
Benchmark: Completed by 2015.

Office of the State Board of Education

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The Idaho Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." The State Board of Education envisions an accessible, seamless public education system that provides for an intelligent and well-informed citizenry, contributes to the overall economy, and improves the general quality of life in Idaho.

The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and charter schools governed by the Board, delivers public primary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. In recognition that economic growth, mobility, and social justice sustain Idaho's democratic ideals, the State Board of Education endeavors to ensure our citizens are informed and educated in order to achieve a higher quality of life and effectively participate in a democratic society.

Core Functions/Idaho Code

Pursuant to Idaho Code, Chapter 33 the State Board of Education is charged to provide the general governance of all state education institutions. The State Board of Education is responsible for defining the limits of all instruction in the educational institutions supported in whole or in part by the state. The State Board of Education is assigned the responsibility for defining the limits of all instruction in the educational institutions supported in whole or in part by the state, and for the prevention of wasteful duplication of effort in the educational institutions.

In addition, The State Board of Education is responsible for general supervision and oversight of more than 30 agencies, institutions, health, and special programs; which are as follows:

- 1) Boise State University
 - a) Small Business Development Center
 - b) Tech Help
 - c) Idaho Council of Economic Education
- 2) Idaho State University
 - a) ISU - Family Medicine Residency
 - b) Idaho Dental Education Program
 - c) Museum of Natural History
- 3) Lewis-Clark State College
- 4) University of Idaho
 - a) WI (Washington-Idaho) Veterinary Medicine Program
 - b) WAMMI Medical Education
 - c) Agriculture Research and Extension
 - d) Forest Utilization Research
 - e) Idaho Geological Survey
- 5) Eastern Idaho Technical College
- 6) College of Southern Idaho (limited oversight)
- 7) College of Western Idaho (limited oversight)
- 8) North Idaho College (limited oversight)
- 9) State Department of Education (oversight of programs)
- 10) Division of Professional-Technical Education
- 11) Idaho Public Television
- 12) Idaho Division of Vocational Rehabilitation
- 13) Other Special Programs
 - a) Special Programs, Scholarships and Grants
 - b) Health Programs, WICHE - Western Interstate Commission for Higher Education
 - c) Health Programs, University of Utah (medical education)
 - d) Health Programs, University of Washington – Boise Family Medicine Residency
 - e) Rural Physicians Incentive Program

Office of the State Board of Education

Performance Measurement Report

Revenue and Expenditures

| Revenue | FY 2007¹ | FY 2008¹ | FY 2009¹ | FY 2010² |
|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| General Fund | \$6,464,600 | \$5,820,700 | \$4,809,900 | \$2,047,700 |
| Federal Grant | \$7,904,400 | \$8,536,600 | \$8,685,300 | \$1,706,200 |
| Misc. Revenue | \$135,400 | \$525,400 | \$161,000 | \$128,100 |
| Total | \$14,504,400 | \$14,882,700 | \$13,656,200 | \$3,882,000 |
| Expenditure | FY 2007³ | FY 2008³ | FY 2009³ | FY 2010⁴ |
| Personnel Costs | \$1,610,200 | \$1,633,900 | \$1,826,080 | \$1,561,200 |
| Operating Expenditures | \$10,268,300 | \$10,155,500 | \$8,359,065 | \$747,100 |
| Capital Outlay | \$0 | \$0 | \$0 | \$0 |
| Trustee/Benefit Payments | \$2,097,800 | \$5,713,200 | \$419,617 | \$452,700 |
| Lump Sum | \$0 | \$273,400 | \$0 | \$0 |
| Total | \$13,976,300 | \$17,502,600 | \$10,604,762 | \$2,761,000 |

Revenue Notes:

¹ FY2007-2009 Revenues from Legislative Fiscal Report Total Appropriation (\$5M was removed from general fund appropriation in FY2008 for CWI appropriation)

² FY2010 Revenue from FY2012 Budget Request (B2)

Expenditure Notes:

³ FY 2007-2009 Expenditure from Legislative Fiscal Report Total Appropriation (\$5M was removed from general fund expenditure in FY2008 for CWI appropriation)

⁴ FY2010 Expenditure from FY2012 Budget Request (B2)

Health Education Programs Revenue and Expenditures

| Revenue | FY 2007¹ | FY 2008¹ | FY 2009¹ | FY 2010² |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| WICHE | \$225,400 | \$234,200 | \$242,200 | \$245,800 |
| University of Utah | \$1,054,700 | \$1,136,800 | \$1,225,800 | \$1,200,000 |
| FMRI | \$846,100 | \$846,100 | \$888,400 | \$1,106,000 |
| Psych Residency | \$0 | \$40,600 | \$81,900 | \$104,800 |
| Total | \$2,126,200 | \$2,257,700 | \$2,483,300 | \$2,656,600 |
| Expenditure | FY 2007³ | FY 2008³ | FY 2009³ | FY 2010⁴ |
| WICHE | \$220,000 | \$228,800 | \$236,800 | \$245,800 |
| University of Utah | \$1,006,700 | \$1,054,600 | \$1,107,900 | \$1,199,900 |
| FMRI | \$846,100 | \$846,100 | \$888,400 | \$1,106,000 |
| Psych Residency | \$0 | \$40,600 | \$81,900 | \$104,800 |
| Total | \$2,072,800 | \$2,170,100 | \$2,315,000 | \$2,656,500 |

Revenue Notes:

¹ FY2007-2009 Revenues from Legislative Fiscal Report Total Appropriation

² FY2010 Revenue from FY2012 Budget Request (B2)

Expenditure Notes:

³ FY 2007-2009 Expenditure from Legislative Fiscal Report Total Appropriation

⁴ FY2010 Expenditure from FY2012 Budget Request (B2)

Office of the State Board of Education

Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | | | | |
|---|----------------|----------------|----------------|----------------|
| | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Idaho Promise Scholarship – A | \$331,200 | \$324,700 | \$323,500 | \$300,000 |
| Idaho Promise Scholarship – B | \$4,092,700 | \$3,861,600 | \$4,803,000 | \$3,456,900 |
| Atwell Parry Work Study Program | \$1,320,600 | \$1,344,500 | \$1,341,500 | \$1,181,300 |
| Minority/ "At Risk" Scholarship | \$108,000 | \$111,000 | \$109,500 | \$105,000 |
| Teachers/Nurses Loan Forgiveness | \$124,500 | \$154,400 | \$192,300 | \$349,900 |
| Grow Your Own Teacher Scholarship | \$328,600 | \$348,700 | \$337,800 | \$305,100 |
| Leveraging Education Assistance Program ¹ | \$611,700 | \$611,700 | \$611,700 | \$611,700 |
| Special Leveraging Education Assistance Program ¹ | \$100,000 | \$100,00 | \$100,000 | \$99,900 |
| Byrd Honors ¹ | \$210,700 | \$202,300 | \$208,500 | \$205,100 |
| Opportunity Scholarship | * | \$1,923,700 | \$1,777,000 | \$976,900 |
| Number of K-12 Student Assessments Administered/Supervised by the Board | | | | |
| - Scored in Reading | 138,266 | 142,679 | 144,284 | 146,437 |
| - Scored in Math | 138,534 | 142,974 | 144,656 | 146,720 |
| - Scored in Language | 138,231 | 142,638 | 144,293 | 146,422 |
| Annual Enrollment Headcount ² | | | | |
| - Professional Technical | 5,270 | 5,626 | 6,037 | 4,338 |
| - Undergraduate | 47,837 | 48,511 | 49,919 | 50,214 |
| - Graduate | 13,542 | 13,244 | 13,375 | 14,240 |
| - Professional | 678 | 688 | 702 | 718 |
| Annual Credit Hours ² | | | | |
| - Professional Technical | 44,575 | 44,204 | 48,212 | 51,880 |
| - Undergraduate | 715,321 | 727,834 | 744,909 | 781,430 |
| - Graduate | 66,546 | 68,611 | 70,880 | 78,595 |
| - Professional | 10,598 | 10,797 | 10,796 | 11,413 |
| Annual Advanced Opportunities Enrollment Headcount | | | | |
| - Dual Credit | 4,089 | 5,016 | 5,976 | 7,247 |
| - Tech Prep | 10,071 | 9,541 | 12,598 | 13,831 |
| - AP | ** | 20,542 | 24,448 | 23,220 |
| Idaho Student Graduates from University of Utah Medical School receiving funding from Idaho | 8 | 8 | 8 | 8 |
| Family Medicine Residency of Idaho Graduates Training/Practicing in Idaho | 67% | 75% | 56% | 56% |
| Idaho Students Enrolled in Psychiatry Residency Program | 3 | 6 | 9 | 9 |
| Students Enrolled in WICHE Programs | 8 | 8 | 8 | 8 |

* FY2008 was the first year the Opportunity Scholarship was offered.

** Data not available.

1 These amounts include general fund and federal fund expenditures.

2 These numbers are duplicated and represent the combined total for Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

Office of the State Board of Education

Performance Measurement Report

Performance Measure Highlights:

- The total dollar amount of research grants coming to Idaho institutions has increased 17% or \$25.5 million dollars.
- Implemented a streamlined on-line application process for the Opportunity Scholarship.
- Created and managed a process to initiate and supervise the building of a public school building.
- Worked to implement the Board's legislative agenda by shepherding legislation to allow the Board to delegate responsibilities.
- Revised and streamlined the Board's Strategic Plan with strengthened performance Outcomes and resulting in the adoption of a college completion goal for the state.
- Administered a successful College Access Challenge Grant that included expanding opportunities for dual credit and coordinating a statewide FAFSA completion day.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | 2015 Benchmark |
|---|--|--|---|--|--|
| Number of Scholarships Applicants <ul style="list-style-type: none"> - Idaho Promise A - Idaho Promise B - Robert C. Byrd Honors | 852 7,471 935 | 1,185 7,653 1,311 | 1,107 8,500 1,301 | | Number of completed applications will be at least 70% of applicants. |
| Number of New Scholarships Awarded <ul style="list-style-type: none"> - Idaho Promise A - Idaho Promise B - Robert C. Byrd Honors - Opportunity | 38 7,471 40 * | 25 7,653 39 838 | 26 8,500 38 919 | | Award at least 75% of total dollars available |
| Percent of Students Receiving Proficient or Advanced on ISAT: <ul style="list-style-type: none"> - 5th Grade Reading - 5th Grade Mathematics - 5th Grade Language Arts - 10th Grade Reading - 10th Grade Mathematics - 10th Grade Language Arts | 78.50% 73.00% 68.80% 78.80% 72.70% 64.20% | 84.30% 78.00% 74.20% 85.70% 76.60% 68.00% | 86.40% 77.90% 77.20% N/A** N/A** N/A** | 88.00% 79.80% 77.20% 86.40% 76.80% 71.50% | AYP Proficiency Targets are <u>SY2011-12</u> <u>2012-23</u> <u>2013-14</u> 90.4% 95.2% 100% 88.7% 94.3% 100% 83.4% 91.7% 100%. |
| Percent of Schools Meeting AYP: <ul style="list-style-type: none"> - Reading - Mathematics - Language Arts | 80.88% 77.04% No Data | 84.57% 80.85% 72.41% | 88.15% 81.57% 76.17% | NA NA NA | 100% for all subject areas |
| Average Composite ACT score of graduating secondary students | 21.4 | 21.5 | 21.6 | 21.8 | 24.0 |
| High School Graduation Rate ¹ | 88.29% | 89.70% | 91.69% | NA | 90.00% |
| Number of first time, full time students who enrolled in an Idaho public postsecondary institution within 12 months of graduation ² | 5,694 | 5,658 | 5,593 | | |
| Number of Postsecondary Certificates & Degrees Earned ³ | 7,989 | 7,862 | 7,864 | 8,185 | 15,000 |

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Performance Measure Explanatory Note:

* FY2008 was the first year the Opportunity Scholarship was offered.

** During Academic Year 2009, the majority, but not all students took the ISAT in the fall of 2008 and “banked” their scores until the spring 2009. Others took the exam in the spring of 2009 as expected. Thus, this 10th Grade cohort’s testing was atypical and not comparable to surrounding years.

1 Graduation rate for a year is not determined until after summer and fall (late) graduations, as well as the close of the appeals process in January of the following year.

2 Total number of 1st-time, 1st-year students who graduated high school within the previous 12-months enrolled in an Idaho public institution. Data does not include the College of Western Idaho.

3 This data is combined data for Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, as reported by those institutions in their Performance Measure Reports.

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University of Idaho

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

As designated by the Carnegie Foundation, the University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, Law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences. Some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

University of Idaho

Performance Measurement Report

University of Idaho

Revenue and Expenditures:

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|-----------------------------------|----------------------|----------------------|----------------------|----------------------|
| Approp: General Funds | \$88,986,700 | \$92,866,700 | \$99,457,400 | \$92,748,000 |
| Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$5,320,600 |
| Approp: Endowment Funds | \$4,859,600 | \$4,853,000 | \$5,307,300 | \$6,164,400 |
| Approp: Student Fees | \$40,956,300 | \$40,872,200 | \$42,065,500 | \$45,653,000 |
| Institutional Student Fees | \$12,695,000 | \$12,556,100 | \$14,759,100 | \$15,909,500 |
| Federal Grants & Contracts | \$93,464,600 | \$101,800,900 | \$117,534,200 | \$131,373,900 |
| State Grants & Contracts | \$10,445,700 | \$11,649,000 | \$9,373,200 | \$5,672,500 |
| Private Gifts, Grants & Contracts | \$23,131,525 | \$22,364,325 | \$25,713,300 | \$23,757,100 |
| Sales & Serv of Educ Act | \$33,551,500 | \$45,961,500 | \$30,586,500 | \$30,473,400 |
| Sales & Serv of Aux Ent | \$32,578,575 | \$34,080,385 | \$34,199,300 | \$34,999,600 |
| Indirect Costs/Other | \$10,427,100 | \$10,545,690 | \$18,419,800 | \$18,612,300 |
| Total Revenues | \$351,096,600 | \$377,549,800 | \$397,415,600 | \$410,684,300 |
| Expenditure | | | | |
| Instruction | \$91,146,314 | \$93,949,980 | \$93,780,738 | \$89,237,796 |
| Research | \$63,637,318 | \$68,940,782 | \$61,331,428 | \$60,332,520 |
| Public Service | \$10,536,100 | \$15,623,300 | \$15,887,300 | \$21,054,342 |
| Library | \$7,750,978 | \$7,940,553 | \$8,267,702 | \$8,220,580 |
| Student Services | \$11,418,175 | \$12,519,033 | \$9,371,106 | \$8,647,739 |
| Physical Plant | \$26,534,082 | \$31,917,175 | \$28,670,636 | \$27,406,419 |
| Institutional Support | \$24,455,803 | \$37,728,185 | \$35,397,800 | \$36,563,262 |
| Academic Support | \$12,868,570 | \$15,972,232 | \$16,833,129 | \$14,393,349 |
| Athletics | \$11,102,793 | \$12,144,504 | \$13,086,274 | \$13,213,731 |
| Auxiliary Enterprises | \$32,002,928 | \$33,099,076 | \$34,460,919 | \$37,284,100 |
| Scholarships/Fellowships | \$48,193,989 | \$47,203,780 | \$76,068,868 | \$83,854,362 |
| Other | \$1,162,000 | \$593,000 | \$3,498,100 | \$10,000,000 |
| Total Expenditure | \$350,809,050 | \$377,631,600 | \$396,654,000 | \$410,208,200 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|---------|---------|---------|---------|
| Annual (unduplicated) Enrollment Headcount ¹ | | | | |
| - Undergraduate | 10,628 | 10,621 | 10,955 | 11,250 |
| - Graduate | 5,374 | 5,173 | 4,955 | 4,891 |
| - Professional | 333 | 331 | 332 | 347 |
| Total | 16,335 | 16,125 | 16,242 | 16,488 |
| Annual Credit Hours Taught ² | | | | |
| - Undergraduate | 275,058 | 270,822 | 273,488 | 278,398 |

University of Idaho

Performance Measurement Report

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|---------------------------------------|---------------|---------------|---------------|---------------|
| - Graduate | 36,887 | 36,612 | 35,013 | 36,376 |
| - <u>Professional</u> | <u>10,598</u> | <u>10,797</u> | <u>10,796</u> | <u>11,413</u> |
| Total | 322,543 | 318,231 | 319,297 | 326,187 |
| Annual Enrollment FTE ² | | | | |
| - Undergraduate | 9,169 | 9,027 | 9,116 | 9,280 |
| - Graduate | 1,537 | 1,526 | 1,459 | 1,516 |
| - <u>Professional</u> | <u>363</u> | <u>369</u> | <u>369</u> | <u>388</u> |
| Total | 11,068 | 10,921 | 10,945 | 11,184 |
| Degrees Awarded ³ | | | | |
| - Undergraduate | 1767 | 1850 | 1,670 | 1,641 |
| - Graduate | 757 | 685 | 643 | 609 |
| - <u>Professional</u> | <u>104</u> | <u>100</u> | <u>96</u> | <u>95</u> |
| Total | 2,628 | 2,635 | 2,409 | 2345 |
| Dual Credit hours taught ³ | | | | |
| - Total Annual Credit Hours | 556 | 757 | 1,887 | 1,877 |
| - Total Annual Student Headcount | 169 | 224 | 529 | 533 |

¹ Summer, Fall and Spring, as reported to IPEDS.

² Based on SBOE PSR-1.5. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

³ From UI Data Warehouse tables. Degrees Awarded counts here do not include Academic Certificates.

Performance Highlights:

- The highest 1-year retention rate in recent history, 81%**, which is the highest in the state and 5 percentage points above the previous two years.
- Approximately \$92 million in funding from competitive externally funded grants and contracts.** This represents about \$145 thousand dollars per full-time faculty engaged in instruction and research. Note that research dollars increased substantially (approximately 5%) this past year even though full-time faculty numbers declined (from 650 to 632, or about 3%).
- A high and steadily increasing percentage of undergraduate degrees awarded in STEM fields**, 32% in Fy2009-10, as compared with about 24% for our peer institutions. (This is up from 29% three years ago.) STEM=Science, Technology, Engineering & Math.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|---------|---------|---------|---------|-----------|
| Percent of All First-time Students Classified as State Residents ² | | | | | |
| UI Rate | 61% | 65% | 63% | 62% | |
| Peer Median | 80% | 79% | N/A | 81% | 81% |
| UI Rank | 17/19 | 14/19 | N/A | 14/19 | 9/19 |
| Full-time Freshman (degree-seeking) Retention Rate ¹ | | | | | |
| UI Rate | 76% | 77% | 77% | 81% | |
| Peer Median | 81% | 81% | 82% | N/A | 82% |
| UI Rank | 16/19 | 13/19 | 14/19 | N/A | 9/19 |
| Six-Year Graduation Rates ¹ | | | | | |
| UI Rate | 53% | 57% | 56% | 55% | |
| Peer Median | 58% | 59% | 60% | N/A | 60% |
| UI Rank | 15/19 | 14/19 | 15/19 | N/A | 9/19 |

University of Idaho

Performance Measurement Report

| | | | | | |
|--|---------------------------------------|---------------------------------------|--------------------------------------|------------------------------------|-----------|
| Percent of UG degrees conferred in STEM fields ² | 29% | 29% | 31% | 32% | |
| UI Rate | 23% | 24% | 24% | N/A | 24% |
| Peer Median | 5/19 | 5/19 | 9/19 | N/A | 9/19 |
| UI Rank | | | | | |
| Ratio of non-resident fees to average cost to deliver college ³ | 95% | 95% | 91% | 95% | 100% |
| Funding from competitive, externally funded grants by type and source ⁴ (per full-time instruction and research faculty ²) | \$83,390,000 / 615 = \$ 135,593 | \$81,532,000 / 634 = \$ 128,599 | \$88,242,000 / 650 = \$135,757 | \$92,000,000 / 632 \$145,570 | \$142,500 |
| Percent of postsecondary undergraduate students participating in research programs (STEM and Non-STEM) ⁵ | 19% | 18% | 20% | 21% | 20% |
| STEM | 39% | 41% | 36% | 37% | 40% |
| Non-STEM | 58% | 59% | 56% | 58% | 60% |
| Total | | | | | |
| Percent of postsecondary undergraduate students participating in service learning opportunities ⁶ | | | | | |
| Number | 810 | 1160 | 1,933 | 2,581 | |
| Percent | 9% | 13% | 20% | 28% | 30% |
| Institution primary reserve ratio comparable to the advisable level of reserves ⁷ | 27% | 37% | 31% | 26% | 40% |

Performance Measure Explanatory Notes:

¹ From CSRDE Peer Details reports. UI latest year is an estimate from UI Data Warehouse.

² From IPEDS Data Center Peer Comparison data.

³ From PSR 7.0 Cost of College reports, (Non-Resident tuition + fees)/(Undergraduate per student cost).

⁴ Latest available from NSF Science Resources Statistics, Academic R&D Expenditures: Data Table 27.

Note: FY10 competitive, externally funded grant dollars are an initial estimate, subject to revision.

⁵ From the UI Graduating Student Survey – percent of responding graduates

⁶ As reported by UI Career Center/Service Learning Center.

⁷ As reported by UI Business Systems and Accounting Services, Benchmark based on NACUBO recommendations.

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University of Idaho–WI Veterinary Medicine

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The WOI (WI) (originally Washington-Oregon-Idaho, but now Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Department Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. The WOI Program was established in 1974 as a cooperative program of University of Idaho, Washington State University (WSU), and Oregon State University (OSU). Oregon recently dropped out of the cooperative program. The Doctor of Veterinary Medicine (DVM) degree is awarded to Idaho students by Washington State University. The WI Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University. Idaho provides the cooperative program with the majority of veterinary students who have expressed an interest in production agriculture animals.

Core Functions/Idaho Code

The University of Idaho provides educational opportunities for any senior student in the Washington State University College of Veterinary Medicine by providing the equivalent of 65, one-month teaching rotations in food animal production and clinical medicine at the Caine Veterinary Teaching Center (CVTC) in Caldwell. Faculty members at the CVTC also interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical evaluation of disease situations.

1. Provide access to veterinary medical education at WSU for Idaho residents – the current WI contract reserves 11 seats for Idaho veterinary medicine students each year. A total of 44 Idaho students are enrolled in this program per year.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State. On average, 65-75% of new Idaho resident graduates of the WI Program are licensed to practice veterinary medicine in Idaho annually.
3. Provide hands-on instruction opportunities for senior veterinary students – teaching rotations in food animal production medicine and clinical experience are offered year-round at the CVTC in Caldwell.
4. Provide access to referrals from Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept approximately 600 hospital clinical referrals annually as student teaching cases; b) provide disease diagnostic testing on approximately 15,000 diagnostic samples annually, and; c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Washington-Idaho Veterinary Medicine Program

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$ 1,774,100 | \$ 1,843,700 | \$ 1,870,700 | \$ 1,828,900 |
| Total | \$ 1,774,100 | \$ 1,843,700 | \$ 1,870,700 | \$ 1,828,900 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$ 504,800 | \$ 536,300 | \$ 555,400 | \$ 528,000 |
| Operating Expenditures | 1,131,100 | 1,187,400 | 1,215,300 | 1,200,900 |
| Capital Outlay | 38,200 | 20,000 | 0 | 0 |
| Trustee/Benefit Payments | 100,000 | 100,000 | 100,000 | 100,000 |
| Total | \$ 1,774,100 | \$ 1,843,700 | \$ 1,870,700 | \$ 1,828,900 |

University of Idaho–WI Veterinary Medicine

Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|---------|---------|---------|---------|
| Number of Idaho Resident Students Enrolled Each Year | 44 | 44 | 44 | 44 |
| Number of One-Month Student Rotations (or equivalent) at the Caine Center Per Year | 65 | 65 | 65 | 65 |
| Number of Accepted Clinical Hospital Referral Cases | 595 | 558 | 462 | 398 |
| Number of Accepted Veterinary Diagnostic Samples | 22,185 | 25,574 | 25,330 | 22,093 |

Performance Highlights:

1) Caine Veterinary Teaching Center (CVTC) faculty instructs senior veterinary students in production animal/food animal medicine and management. Areas addressed in this program include neonatal management through lambing and calving blocks, cattle reproduction through dairy and advanced reproductive technology blocks, basic herd management through dairy, beef cow/calf, feedlot, small ruminant and general production medicine blocks. For the upcoming academic year 2011, thirty-two students from WSU and 8 other veterinary schools are enrolled in 54 blocks at the Caine Center.

Students will participate in clinical experiences through CVTC hospital in/out-patient clinical care, field call services, disease investigations as well as limited formal presentations by Faculty. Experiences include palpation pregnancy diagnoses on two contract dairies, four contract cow/calf operations and ultrasound pregnancy diagnoses in both cattle and small ruminants. In/out-patient care includes infectious and metabolic diseases management; surgical procedures include caesarian sections, abdominal surgery and other management procedures such as castration, dehorning, vaccinations and nutritional analyses.

Students electing the cow-calf, feedlot, calving and lambing blocks spend the majority of their rotations on site/ranch participating in the management of those operations with direct supervision of a CVTC clinician with the owner/operator of the participating ranch or farm. In addition, students will be involved with any field disease investigations and field service calls to clients of the Center. Students may be placed with area practitioners for additional exposure/experience in food animal practice.

2) FY2010 Grants and contracts included \$34,320 in funding for the third year of the Northwest Bovine Veterinary Experience Program (NW-BVEP). The funding allowed the program to expand from 15 students in 2009 to 17 students in 2010. The primary objective of this program is to use an aggressive mentoring program to increase the number of food supply veterinarians graduating from veterinary school and practicing in Idaho. Additional objectives include a) providing positive exposure of modern animal agriculture to an increasingly suburban veterinary school demographic, b) increasing the amount of veterinary school graduates supported under the W-I veterinary education program that return to Idaho to practice and, c) increasing the level of Spanish language skills in program participants. The hypothesis is early mentorship on farms and with food animal veterinarians in Idaho will accomplish these objectives.

3) FY2010 Grants/Contracts included \$100,000 appropriated through the Idaho Legislature for a cooperative project with Idaho Fish and Game entitled Etiology and Epidemiology of pneumonia in bighorn sheep, which is now in its fifth year. Recent achievements include, but are not limited to:

A) Not every contact between bighorn and domestic sheep results in pneumonia in bighorn sheep. One factor affecting the outcome of interactions may be the amount of contact between species. How much contact is required for transmission is currently unknown. At WSU, our collaborators co-pastured healthy hand-reared captive bighorn sheep with healthy domestic sheep. All animals were culture positive for Pasteurellaceae but were apparently free of *Mycoplasma ovipneumoniae*. All animals were collared with proximity collars to record when and for how long individuals are within approximately one meter. The upper respiratory tract (nasal and pharyngeal swabs) of all animals were sampled prior to co-pasturing and collected nasal and pharyngeal swabs post-contact.

B) We have tested several hundred different isolates of *Pasteurella* species for the presence of the genes for the virulence factors, leukotoxin (*lktA*) and superoxide dismutase (*sodC*) using polymerase chain reaction (PCR) methods developed in and published by the Caine Laboratory. The genes encode leukotoxin (LKT) or $\text{Cu}^{++}\text{Zn}^{++}$ superoxide dismutase (SOD), respectively. Leukotoxin is secreted by *M. haemolytica* and is an important virulence factor that is cytotoxic for leukocytes of bighorn sheep and domestic sheep. The $\text{Cu}^{++}\text{Zn}^{++}$ SOD is an important virulence factor of other pathogens and is present in *M. haemolytica*, but the significance of *sodC* in these bacteria is not well-established.

Our restriction endonuclease analysis of polymerase chain reaction (PCR) DNA product of the *lktA*⁺ or *sodC*⁺ gene segments detected a diversity of products from *M. haemolytica* isolates (manuscript for *sodC* in preparation). We have conducted experiments that measured killing of bacteria by a superoxide-generating system. Using a modification of the bactericidal assay described by others, we have shown that resistance of *M. haemolytica* isolates to killing by superoxide requires both bacterial CAT and the *sodC* gene. However, we have also shown that some CAT⁺*sodC*⁺ isolates exhibited an intermediate sensitivity and some of these isolates were very sensitive to killing by superoxide. We believe that studies of SOD expression will show differences that explain the results we have observed. The presence of genes does not always signify enzyme or toxin production and we have shown that the genes for LKT and SOD are structurally diverse. We propose that the expression of the *lktA* and *sodC* genes is quantitatively diverse and that this can be documented by measuring the mRNA for each gene by Real-time PCR. Importantly, we also propose that the expression of the *sodC* gene and susceptibility to killing by superoxide can be correlative and that the expression of *lktA* and *sodC* genes may aid our understanding of the pathogenesis of *M. haemolytica*.

C) The recently-named *Mannheimia* genus consists of five species, and a large “untypeable group”. A separate cluster based upon 16S rRNA and RNase P sequences in Pasteurellaceae isolates from wild sheep in Alaska, Canada and Idaho has been identified and is undergoing further testing. Based on these results, we have proposed a new species, *Mannheimia acswardii*, named in honor of Dr. Alton Ward’s many contributions. Recent (2010) progress has been made in concluding the physiological parameters and the genetic analysis is nearly complete. A draft manuscript has been started. We are currently preparing to submit the type strain to the International Pasteurellaceae Committee for analysis.

4) The Mycoplasma DNA study that was initiated last year has produced results from one group of cases and samples have been prepared and are awaiting analysis from a large group of wild sheep from diverse habitats. Preliminary results indicate that most Mycoplasma species isolated from wild sheep may be “arginini.” Several significant observations regarding growth of the organisms have been made in 2010, and we have a manuscript in preparation. Our objective is to incorporate test procedures which will be successful, sensitive and specific for the detection of *Mycoplasma* spp. present in samples collected from bighorn sheep.

Teaching has also been an integral part of this project. Approximately 12 college seniors have completed research projects within the overall project in the last 12 years. They have been chosen by their professors at Northwest Nazarene College or the College of Idaho as outstanding students and referred to the Wildlife Lab at CVTC. All but one has gone on to graduate (MS, PhD) or professional schools (MD, DVM, PA). Since the colleges have limited research activities, the experiences at CVTC are often the only exposure they get. Recently, one of the student projects was accepted as a refereed publication, which came into print in December 2009. Additionally, seven student projects have been presented as posters at the Conference of Research Workers in Animal Disease at their annual meetings.

5) Another project was initiated this year with combined funding of approximately \$87,000 from UI and USDA/ARS sources. The project, “Survey of the upper respiratory tract flora of domestic and bighorn sheep, U.S. Sheep Experiment Station (USSES)” is the largest survey study with domestic sheep pathogens conducted to date. We will follow the bacterial shedding characteristics of 125 sheep at USSES over a two-year period. Samples will be taken three times during each year. The major objective is to determine the extent of shedding by individual sheep for further study into the genetic and biochemical factors that permit disease transmission to other domestic sheep and possibly other species. Preliminary analysis indicates that individual sheep do indeed shed Pasteurellaceae potential pathogens

University of Idaho–WI Veterinary Medicine

Performance Measurement Report

at different rates. These animals will be useful in determining the genetic and physiological factors that control shedding, which is crucial to an understanding of disease transmission variable. Samples are also being collected for molecular, non-culture detection of novel pathogens.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1. Senior Veterinary Students Selecting Elective Rotations at the Caine Center. | 40 | 41 | 62 | 80 | 40 |
| 2. Number/Percentage of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho. | 7 students (64%) | 8 students (73%) | 4 students (36%) | 7 students (64%) | 7 students (65%) |
| 3. Number of Disease Investigations Conducted by WI Faculty Members. | 139 | 132 | 193 | 228 | 150 |
| 4. Number/Dollar Amount of Grants/Contracts by WI Faculty Members. | 7 / \$381,382 | 7 / \$330,317 | 10 / \$240,273 | 10 / \$303,350 | 7 / \$300,000 |

Performance Measure Notes:

None.

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Part 1 – Agency Profile

Agency Overview

The **Idaho WWAMI Medical Education Program** allows Idaho's medical students to complete three of their four years of medical school training in Idaho, increasing their familiarity with the healthcare needs of the region and State, and increasing the likelihood that students will return to Idaho communities to practice medicine, once their training is complete. Idaho WWAMI provides twenty Idaho students with the opportunity to complete their first year of medical training through the University of Washington School of Medicine's regional program at the University of Idaho's (UI) Moscow campus, sharing resources and faculty with the joint program at Washington State University in Pullman. After completing their second year of training at the medical school in Seattle, WWAMI students also have the opportunity to return and complete their 3rd and 4th year clinical training requirements in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The first year WWAMI Program at UI is directed by Andrew Turner, PhD, who reports to the Provost at UI, and also functions as an Assistant Dean of the University of Washington School of Medicine. The WWAMI Medical Education Program office in Boise is directed by Suzanne Allen, MD, MPH, who reports to the Dean at the University of Washington School of Medicine, and functions as an Assistant Dean in Idaho. The WWAMI Program at UI employs twelve part-time faculty (shared with other academic programs) and two administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

The Idaho WWAMI Medical Education Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual sub-specialty selection, and to increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. On average, WWAMI faculty in Idaho bring in \$11 Million each year in biomedical research awards. Cutting-edge research prepares the next generation of doctors to be well informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and rural training communities, are committed to being both dynamic teachers and informed biomedical scholars.

In addition, our WWAMI program goals include the continued development of the humanitarian and service interests of the medical students, and an enhanced ability to recruit from groups within Idaho that are traditionally underrepresented in medical school populations. To do this, WWAMI delivers outreach programs to high schools and community colleges to help encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers. In June 2010, Idaho WWAMI hosted the fourth Idaho Pre-Med Summit, in Boise. Four regional college advisors and fifty-six pre-health and pre-medical students from across Idaho attended this advising and recruitment forum.

Core Functions/Idaho Code

The core function of the Idaho WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access and education in the first year of medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

University of Idaho–WWAMI Medical Education

Performance Measurement Report

WWAMI

Revenue and Expenditures:

| Beginning Fund Balance | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|
| | \$ 185,860 | \$ 205,777 | \$ 373,289 | \$ 305,684 |
| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| General Fund | \$ 3,290,400 | \$ 3,368,600 | \$ 3,375,100 | \$ 3,395,500 |
| Unrestricted Current | 254,833 | 303,779 | 341,146 | 388,874 |
| Total | \$ 3,545,233 | \$ 3,672,379 | \$ 3,716,246 | \$ 3,784,374 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$ 686,756 | \$ 693,352 | \$ 787,956 | \$ 711,639 |
| Operating Expenditures | 240,047 | 169,795 | 254,482 | 157,319 |
| Capital Outlay | 16,089 | 29,861 | 774 | 12,626 |
| Trustee/Benefit Payments | 2,582,424 | 2,611,859 | 2,740,639 | 2,864,160 |
| Total | \$ 3,525,316 | \$ 3,504,867 | \$ 3,783,851 | \$ 3,745,744 |
| Ending Fund Balance | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| | \$ 205,777 | \$ 373,289 | \$ 305,684 | \$ 344,314 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|----------------|----------------|----------------|----------------|
| Number of Idaho Students Applying to UW Medical School (WWAMI) | 150 | 141 | 134 | 114 |
| - Average GPA ID WWAMI | 3.7 | 3.7 | 3.8 | 3.8 |
| - Average MCAT Score ID WWAMI | 10.0 | 10.4 | 10.2 | 9.9 |
| Number of Idaho Students Admitted to UW Medical School | 20 | 20 | 20 | 20 |
| Number/Percentage of Graduates Practicing in Idaho (cumulative) | 203/43% | 217/50% | 224/50% | 242/49% |

Performance Highlights:

1. In addition to the 20 first year medical students in the UI WWAMI program in Moscow, 12 third year medical students and 9 fourth year medical students returned to Idaho to complete their entire year of training within the Idaho WWAMI Track, in Boise and other Idaho training sites, during the 2009-2010 academic year. Forty-six additional WWAMI medical students completed one or more clinical training rotations in Idaho this past year, introducing them to Idaho's healthcare system and workforce needs.
2. Idaho WWAMI continues to maintain high levels of interest in rural and underserved medicine and rural training experiences. In 2010, we placed 20 first year medical students in one-month rural primary care training experiences throughout Idaho during the summer between their first and second years of medical school.
3. Allyson Bateman (Boise, ID), an Idaho WWAMI student and 2010 UW School of Medicine graduate, is an example of the commitment that our students have to primary care in Idaho. Dr. Bateman completed three of her four years of medical education in Idaho. During her third year Dr. Bateman completed a 20-week WWAMI Rural Integrated Training Experience in Hailey, ID which solidified her specialty choice of Family Medicine. Dr. Bateman also represents a second generation of Idaho WWAMI graduates in her family: her father, Dr. Wade Bateman is also an Idaho WWAMI graduate, and a family medicine doctor in Boise. Dr. Allyson Bateman is currently a first year resident at the Family Medicine Residency of Idaho.
4. Five Idaho WWAMI medical students were elected this year to the UWSOM chapter of Alpha Omega Alpha, the national honor society for medicine. By national guidelines, these students must be in the top twenty-five percent of the class to be eligible for election, and must show evidence of personal and professional development as a physician-in-training, integrity, compassion, fairness in dealing with one's colleagues, and capacity for leadership. Idaho WWAMI students Evan Allan, Brian Byrne, Kyle Chambers, Louis Poppler, and Laura Stoll together made up one quarter of the total honorees.

University of Idaho–WWAMI Medical Education

Performance Measurement Report

5. In January of 2010, for the first time since the WWAMI program began in Idaho, the Idaho Admissions Committee conducted admissions interviews in Idaho. The interviews took place over a four-day period at the University of Idaho Boise Center, where our four Idaho physician committee members interviewed 44 Idaho applicants. Planning for the 2011 WWAMI admission interviews in Boise is underway.
6. WWAMI-affiliated faculty at UI continue to be highly successful in bringing National Institute of Health biomedical research funding into Idaho. The Idaho INBRE Program, now in its second year of a \$16.6 Million NIH award to build Idaho's biomedical research infrastructure, continues to expand research capacity at all nine of Idaho's universities and colleges and the Boise VA, through shared faculty funding and undergraduate and graduate science student research support.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|----------------|----------------|----------------|----------------|----------------------|
| Number of Idaho Applicants Per Year; Ratio of State Applicants Per Seat | 150 7.5 : 1 | 141 7.0 : 1 | 134 6.7 : 1 | 114 5.7 : 1 | 3.8 : 1 ¹ |
| Idaho WWAMI Pass Rate on the U.S. Medical Licensing Examination | 100% | 100% | 100% | 100% | 93% ² |
| Number of Idaho Rural Summer Medical Student Placements Per Year | 20 | 20 | 23 | 20 | 10 ³ |
| Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho (Idaho WWAMI graduates practicing in state/number of Idaho WWAMI graduates) | 43% | 50% | 50% | 49% | 39% ⁴ |
| Overall Idaho return on investment (ROI) for WWAMI graduates (five states) who practice medicine in Idaho (all WWAMI graduates practicing in Idaho/number of Idaho WWAMI graduates) | 71% | 70% | 72% | 72% | >60% |
| Percentage of Idaho WWAMI graduates choosing primary care specialties for residency training | 33% | 47% | 43% | 35% | 50% ⁵ |

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¹ This is the national ratio of in-state applicants per admitted student (2009).

² U.S. Pass Rate

³ The target is 50% interest in rural training experiences.

⁴ This is the national return rate for all medical schools in the U.S.

⁵ This target rate is per the WWAMI mission

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University of Idaho–Agricultural Research and Extension

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the Land-Grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family and related areas.

Core Functions/Idaho Code

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station.

Ag Research and Extension

Revenue and Expenditures:

| Beginning Fund Balance | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|-----------------------------|----------------------|----------------------|----------------------|----------------------|
| | \$ 55,052 | \$ 145,730 | \$ 0 | \$ 5,814 |
| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| General Fund | \$ 26,219,000 | \$ 22,719,577 | \$ 27,002,088 | \$ 23,490,500 |
| Federal Grant | 5,415,459 | 7,784,424 | 4,562,982 | 3,919,138 |
| Misc Revenue | 0 | 0 | 0 | 0 |
| Restricted Equine Education | 37,154 | 38,629 | 18,596 | 5,220 |
| Total | \$ 31,671,613 | \$ 30,542,630 | \$ 31,583,666 | \$ 27,414,858 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$ 25,140,571 | \$ 26,456,069 | \$ 27,060,398 | \$ 25,275,336 |
| Operating Expenditures | 3,550,367 | 3,005,277 | 3,174,113 | 1,881,705 |
| Capital Outlay | 2,867,023 | 1,453,231 | 1,066,935 | 263,631 |
| Trustee/Benefit Payments | 22,974 | 19,190 | 30,999 | 0 |
| Total | \$ 31,580,935 | \$ 30,933,767 | \$ 31,332,445 | \$ 27,420,672 |
| Ending Fund Balance | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| | \$ 145,730 | \$ 0 | \$ 5,814 | \$ 0 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|---------|---------|---------|-----------|
| Number of Youth Participating in 4-H | 33,508 | 30,272 | 36,069 | 36,383 |
| Number of Individuals/Families Benefiting from Outreach Programs | 355,747 | 373,961 | 427,655 | 412,489 |
| Number of Technical Publications (research results) Generated/Revised | 251 | 288 | 317 | 155 (CES) |

Performance Highlights:

University of Idaho Extension

Financial Education Programming for Tough Economic Times

In 2009 University of Idaho (UI) Extension educators taught 298 personal finance classes directly to 13,991 adults and youth, an increase of 46 classes over 2008. In addition, educators provided information to an estimated 1,000,000 people through 72 newsletters, 54 articles in popular press, Extension publications and multiple web pages.

University of Idaho–Agricultural Research and Extension

Performance Measurement Report

Legally Secure Your Financial Future materials were made consumer website friendly by the eXtension team. The seven-person UI Extension team developed and published additional website content in 5 areas: Identity Theft; Credit & Debt; Spend Less, Live Well; Money 101 (financial basics); Financial Security; and a Calendar of UI Extension classes. In addition, the website links to numerous eXtension resources that include content we did not cover. During its first 25 days on the web, the site received more than 3,000 visits.

Managing in Tough Times is one example of a personal financial management program delivered for Idahoans in FY 2010. This program delivered four lessons covering budgeting, credit, debt, and identity theft, to about 230 Treasure Valley residents. Similar programs across the State provided detailed financial education to another 740 participants in North Idaho, Magic Valley, and Eastern Idaho. Evaluation of Managing in Tough Times showed the greatest increase in knowledge for learners occurred in the areas of understanding how much credit they could afford to repay, making a plan to repay debt, and budgeting and tracking expenses.

University of Idaho Extension and the Idaho Credit Union League have partnered to offer financial education training for Idaho teachers and other youth leaders. During 2009, we developed, promoted, and conducted three, one day workshops to train high school teachers how to use the High School Financial Planning Program curriculum. The training workshops, conducted during summer, have been offered and materials distributed at no charge because of grants made to Extension by the Credit Union League and its local members. We have delivered 14 such workshops since the partnership began, training approximately 280 teachers during the past four years. If each teacher uses the curriculum in only one class each semester, then some 14,000 high school students have acquired 16 hours of financial education as a direct result of this Extension program. A companion program, "Welcome to the Real World" is a financial education simulation game taken directly to junior high and high school students by Extension. In FY 2010, some 1,320 Idaho students participated in this program.

Pesticide Applicator Instruction

The State of Idaho requires that all individuals who apply controlled-use pesticides must be certified, and those certifications must be kept up-to-date through continuing education. University of Idaho Extension conducts classes throughout the State each year, reaching nearly 700 growers in FY 2010. The benefits from these programs include pesticide applicators who understand the environmental fates of various chemicals, best application practices for chemicals, safe handling of chemicals, and alternatives to chemical pest management. During the past two years, Extension has also delivered pesticide applicator training in Spanish. These programs ensure that scores of Latino farm workers are trained to apply pesticides in a safe and sustainable manner.

In addition to pesticide applicator training, Extension helps address pest problems through a variety of tours and field days, including roadside and range weed tours and sprayer calibration clinics. Extension faculty are engaged in cooperative weed management area activities throughout the state and, in some cases, across state lines to deal with regional weed problems.

Local Food Systems

Extension has a long history of supporting both farmers and homeowners about growing food crops. Recent clientele interests are causing an important merger of production agriculture programs with our consumer horticulture education. During the past year Extension has worked to establish five new and fledgling farmers markets by providing education to vendors and market managers about safe food handling and also about marketing and administration. Eight other farmers markets are enhanced by Extension volunteers who set up booths and displays to teach vendors and customers about topics ranging from safe food preparation and storage to pest identification and management.

There were 550 new Master Gardeners trained statewide last year who donated more than 17,000 volunteer hours for public service in exchange for that training. For residents who do not have the time for a full 45-55 hour Master Gardener course, Extension has targeted programs for urban gardeners (including the Victory Garden program) and to support horticultural crop entrepreneurs interested in supplying their produce and products to local markets and restaurants.

University of Idaho–Agricultural Research and Extension

Performance Measurement Report

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|--|-------------------------------|--------------------------|----------------------------------|---------------------------------------|-----------|
| Number and Dollar Value of External Agricultural Research Grants | \$13.1M | \$17.4M | \$17.6M | \$18.2M | \$20M |
| Number/Type of New Commercial Crop Varieties Developed | 8 (Potato, Bean and Wheat) | 4 (Potato and Barley) | 6 (Potato, Bean and Rapeseed) | 7 (Wheat, Barley, Potato and Bean) | 6/year |
| Number of Research Programs Undertaken/Completed | 82 | 81 | 87 | 85 | 100 |
| Dollar Value of External Funds Generated Through Partnerships to Support Agricultural Research Centers | | | | \$528K | \$1M |

Performance Measure Explanatory Notes:

The cases managed data for each fiscal year reflects data collected for the previous fiscal year due to the lag in gathering the information.

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University of Idaho–Forest Utilization Research

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

Research into forestry, forest nursery, and related areas is the mission of this program. Part of the College of Natural Resources, Forest Utilization Research also includes the Policy Analysis Group which has a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders.

Core Functions/Idaho Code

Forest Utilization Research House Bill No. 795

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|-------------------|-------------------|-------------------|-------------------|
| General Fund | \$ 603,400 | \$ 626,600 | \$ 605,900 | \$ 517,500 |
| Total | \$ 603,400 | \$ 626,600 | \$ 605,900 | \$ 517,500 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$ 508,200 | \$ 531,400 | \$ 541,100 | \$ 437,700 |
| Operating Expenditures | 95,200 | 95,200 | 64,800 | 79,800 |
| Capital Outlay | 0 | 0 | 0 | 0 |
| Trustee/Benefit Payments | 0 | 0 | 0 | 0 |
| Total | \$ 603,400 | \$ 626,600 | \$ 605,900 | \$ 517,500 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|----------------|----------------|----------------|----------------|
| Number of Private Landowners Assisted: Pitkin Forest Nursery | 2200 | 1500 | 1600 | 1300 |
| Number of Seedling Industry Research Projects: Pitkin Forest Nursery | 5 | 2 | 2 | 2 |
| Number of: | | | | |
| - Research Projects: | | | | |
| Experimental Forest | 3 | 6 | 13 | 8 |
| Pitkin Forest Nursery | 5 | 10 | 11 | 10 |
| - Teaching Projects: | | | | |
| Experimental Forest | 70 | 50 | 28 | 30 |
| Policy Analysis Group | 17 | 12 | 25 | 26 |
| Pitkin Forest Nursery | 20 | 5 | 5 | 5 |
| - Service Projects: | | | | |
| Policy Analysis Group | 17 | 12 | 19 | 14 |
| Pitkin Forest Nursery | 70 | 10 | 12 | 15 |

Performance Highlights:

Experimental Forest:

In FY2010 seven (8) CNR faculty members conducted fifteen (14) distinct classes on experimental forest lands summarized as follows:

1. FOR 274 Forest Measurement & Inventory; A. Smith; 35 students (2 trips)
2. FOR 330 Forest Ecosystem Processes; K. Kavanagh; 31 students (2 trips and 3 labs)
3. FOR424 Forest Dynamics & Mgt.; K. Kavanagh; 12 students (2 trips and 14 labs)
4. FOR426 Wildland Fire Mgt. & Ecology; P. Morgan; 31 students (1-2 trips)
5. FOR 427 Prescribed Burning Lab; P. Morgan; 17 students; (4-5 trips)

6. FOR463 Hydrologic Measurement Techniques-Snowpack Properties Lab; T. Link; 5-16 students (1 trip)
7. FOR468 Forest & Plant Pathology; G. Newcombe; 18 students (1 trip)
8. FOR469 Introduction to Forest Insects; S. Cook; 19 students (1 trip)
9. FOR474 Forest Inventory; A. Smith; 25 students (2 trips and data used in additional on-campus labs)
10. FOR529 Forest Ecosystem Analysis; K. Kavanagh; 9 students (2 trips)
11. FOR569 Advanced Forest Entomology; S. Cook; 6 students (2 trips)
12. NR101 Exploring Nat. Resources; P. Morgan, S. Cook; 91 students (4 trips)
13. REM357 Rangeland & Riparian Habitat Assessment; Beth Newingham; students (1 trip)
14. FORP434 Forest Engineering and Harvesting; 15 students (4 trips)

The experimental forest promotes hands-on education as a significant and valuable supplement to a college education. Since 1972 the UIEF has hired College of Natural Resources Students in significant numbers as the work force of choice to provide the hands-on education spoken of in policy and to accomplish management objectives. In fact, student employees may be considered natural resources interns as they are taught job skills well beyond what is required to accomplish the work-at-hand, are required to think critically and solve problems on a daily basis. Some work assignments may be considered to include technology transfer as students learn to use state-of-the-art equipment and techniques. In FY2010 due to budget reductions no students were employed.

Returning for the twentieth (21st) year to the experimental forest was the State FFA Career Development Events Forestry Competition. Experimental forest staff set up and ran the competition events as defined by the State FFA organization. Our outreach programs attract Idaho citizens of all ages and all walks of life from school teachers to practicing foresters.

Policy Analysis Group:

Publication highlights included two Policy Analysis Group series reports: PAG #30, "Bighorn sheep and domestic sheep situation in Idaho," and PAG #29, "Public land exchanges: benefits, challenges, and potential for Idaho." These were presented to the House Resources and Conservation Committee, along with the Forestry Task Force report on wood bioenergy opportunities and challenges in the state. The PAG Director chairs this committee for the Idaho Strategic Alliance and wrote the report. It also was delivered to the legislature's Interim Committee on Energy and Environment. Other publications included PAG Issue Brief #12 on the federal Biomass Crop Assistance Program for cash payments to forest operators hauling woody biomass to qualifying facilities, and proceedings of a conference in Boise on "Climate Change, Bioenergy and Sustaining the Forests of Idaho and Montana." Presentations focused on one or more aspects of the interrelated nature of forest management, wood bioenergy economics, and carbon sequestration, emphasizing that active forest management provides a "triple win" by improving forest conditions to enhance wildfire resiliency and wildlife habitat, providing renewable energy feedstocks, and revitalizing rural communities by putting people to work in Idaho's forests and wood products manufacturing facilities. The Director actively engaged in numerous state, regional and national task forces and committees dealing with policy issues of great importance to Idaho, including the Carbon Issues Task Force for the Idaho Strategic Energy Alliance, and co-chairing the Biomass Utilization and Energy Production Subcommittee for the Western Governors' Association's Forest Health Advisory Committee.

Pitkin Forest Nursery:

The University of Idaho Pitkin Forest Nursery, administered through the College of Natural Resources with guidance from stakeholders, emphasizes the tripartite components of a land grant university: teaching, research, and service. The nursery program has served the conservation needs of Idahoans since 1909. The mission of this program, achieved through our staff, students, collaborators, and facilities, focuses on native plant regeneration. We teach students and professionals, conduct relevant research, and serve the native plant industry and Idahoans by sharing information and producing high-quality nursery stock.

University of Idaho–Forest Utilization Research

Performance Measurement Report

Continuing to expand on recent projects that address the forest management needs of Idaho, extensive collaboration with the Inland Empire Tree Improvement Cooperative and the Intermountain Forest Tree Nutrition Cooperative has been undertaken. As well, projects are underway to improve nursery and field restoration and management practices collaborating within and outside the College of Natural Resources to attain maximum impact. Current research areas include forest and range regeneration and restoration, improving understanding of seed germination, the effect of nursery culture on seedling quality assessment, evaluation of potential detrimental effects of herbicide application, and water conservation in nursery settings. 2009-10 saw four graduate students working towards degrees through the facilities at the Pitkin Forest Nursery. A PhD student's research, including a component entitled "Marked, biased, filter: use of digital X-radiography and mark-recapture to partition seed lots based on sampled individual seed quality attributes" may dramatically increase our efficiency of seed use in forest management. Two master's level students are also focused on seed and seedling processes, in particular in regarding strategies for improving native plant seed germination and survival for enhanced restoration success.

Forest Utilization Research support has resulted in external support to further enhance our infrastructure, and in 2009-10 this included leveraging funds to receive support from the USDA Forest Service to document nursery practices for training purposes (\$100,000) and private industry support to improve nursery practices (Jiffy Corporation, \$55,000). As well, the improvement in our facilities has resulted in the hosting of several workshops and training sessions aimed at improving forest management practices in Idaho. These included first ever joint meeting of the Western Forest and Conservation Nursery Association, Intertribal Nursery Council, and Intermountain Container Seedling Growers' Association. Held in Moscow, the meeting provided a synergistic platform for more than 100 people to exchange important information about native plant production and restoration, as well as a three-day short course on Advanced Reforestation and Regeneration for natural resource professionals, which was extremely well received by resource managers of the northern Rocky Mountains.

Approximately 360,000 seedlings were produced and supplied to over 1300 stakeholders in 2009-10. We continue to produce high quality seedlings and are working with landowners to help ensure continued productivity and financial returns from their land in challenging economic times. Expanded training in proper seedling care has helped landowners see a means of reducing loss of seedlings due to mortality, with an end result being more effectively managed reforestation and restoration projects. Stakeholders range from non-industrial private forestland owners to large companies and conservation districts. In addition, the program has maintained a state-of-the-art presence in technology transfer through hosting www.nativeplantnetwork.org, a website dedicated to the sharing of information regarding native plant propagation. This website is a highly valuable tool used by nursery growers and restoration professionals throughout Idaho and across North America.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|---------|---------|---------|---------|-----------|
| Number of New Research Projects Per Year: | | | | | |
| Experimental Forest | 3 | 4 | 6 | 5 | 4 |
| Pitkin Forest Nursery | 5 | 4 | 5 | 5 | 5 |
| Number of Research Studies Completed/Published Per Year | 2 | 3 | 3 | 7 | 5 |
| Number of publications: | | | | | |
| Experimental Forest | 2 | 3 | 2 | 2 | 3 |
| Policy Analysis Group | 13 | 14 | 19 | 14 | 10 |
| Pitkin Forest Nursery | 5 | 10 | 12 | 7 | 10 |
| Number of workshops conducted: | | | | | |
| Experimental Forest | 13 | 11 | 6 | 4 | 12 |
| Policy Analysis Group | 17 | 18 | 25 | 26 | 18 |
| Pitkin Forest Nursery | 20 | 15 | 21 | 20 | 20 |

Due to this past year's budget reductions we were unable to meet some of our performance standards.

University of Idaho–Forest Utilization Research

Performance Measurement Report

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University of Idaho–Idaho Geological Survey

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by about 10 state-funded FTEs and 20-25 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows, demand is increasing for geologic information related to population growth, mineral-, energy-, and water-resources, landslides and earthquakes.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents are:

- **Section 47-201:** Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Directs that the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

Idaho Geological Survey

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|-------------------|-------------------|-------------------|-------------------|
| General Fund | \$ 828,400 | \$ 874,800 | \$ 848,100 | \$ 714,800 |
| Total | \$ 828,400 | \$ 874,800 | \$ 848,100 | \$ 714,800 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$ 802,200 | \$ 838,600 | \$ 826,800 | \$ 693,600 |
| Operating Expenditures | 26,200 | 26,200 | 18,006 | 18,609 |
| Capital Outlay | 0 | 10,000 | 3,294 | 2,591 |
| Trustee/Benefit Payments | 0 | 0 | 0 | 0 |
| Total | \$ 828,400 | \$ 874,800 | \$ 848,100 | \$ 714,800 |

University of Idaho–Idaho Geological Survey

Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|---------|---------|---------|---------|
| Square Miles of Geological Mapping | 1204 | 1262* | 684* | 577* |
| Number of Educational Programs for Public Audiences | 12 | 31 | 30 | 20 |
| Number of Geologic Reports and Presentations | 94 | 96 | 110 | 119 |
| Number of Miners/Industry Supervisors Trained/Certified in Safety | 1525 | 1838 | 2215 | 1715 |
| Number of Web-Site Viewers | 460,986 | 518,290 | 396,318 | 493,582 |
| Number of Grants and Contracts | 19 | 16 | 26 | 27 |

Performance Highlights:

- *The Idaho Geological Survey's proposals were ranked the highest and the Survey received the greatest funding awards in the National Cooperative Geologic Mapping Program from 2008 through 2010. The reduction in square miles mapped is a reflection of greater detail (scale) not a reduction in overall mapping effort. The number of quadrangles produced remains stable.
- Earthquakes in Idaho handbook was produced for Earthquake Awareness Week (*Putting Down Roots in Earthquake Country: Your Handbook for Earthquakes in Idaho*). More than 100,000 were distributed; also available free on the Survey Web site (www.idahogeology.org).
- Energy resources: Idaho's 1st oil and gas discovery, located in SW Idaho, was recently announced.
- The Idaho Geological Survey was awarded a substantial three-year grant to contribute to the National Geologic Geothermal Data Program.
- There is national interest from the mineral extraction industry in Idaho's undeveloped rare-earth elements (Rare-earth elements include minerals critical to manufacturing computer processors and batteries).

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of Published Reports on Geology/Hydrology/Hazards/Mineral Resources | 60 | 47 | 47** | 39** | 38 |
| Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping | 29.1 | 30.5 | 31.4 | 32.1 | 32.0 |
| Externally Funded Grant and Contract Dollars | \$458,615 | \$456,372 | \$468,971 | \$545,800 | \$460,000 |
| Number of Web-Site Products Delivered/Used | 130,491 | 136,661 | 242,544** | 205,519** | 180,000 |

Performance Measure Notes:

**The number of agency products delivered to users through downloads on the website increased dramatically since FY2008. To meet the needs of modern users the Idaho Geological Survey has shifted its publication strategy toward digital products delivered through The Internet.

University of Idaho–Idaho Geological Survey

Performance Measurement Report

For More Information Contact

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Agency Overview

Idaho State University (ISU) is a Carnegie-classified Doctoral Research University, one of only two doctoral-level universities in Idaho.

Idaho State University strives to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

ISU has six colleges: Arts and Letters, Business, Education, Pharmacy, Science and Engineering, and Technology. The Division of Health Sciences includes the College of Pharmacy, and the Kasiska School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, and Office of Medical and Oral Health. ISU's main campus and outreach centers are alive with the excitement of teaching, learning, creating and sharing of ideas. The jewel of southern Idaho—ISU's L.E. and Thelma E. Stephens Performing Arts Center—is a venue for local and international productions of the highest caliber. ISU, in its Board-assigned Mission, is the institution given the primary emphasis for education in the health professions and related biological and physical sciences. ISU offers high-quality programs in nearly all of the health professions, including postgraduate training in family medicine, dentistry, and pharmacy. Our faculty maintains mutually beneficial partnerships with health care institutions throughout the state. Researchers in ISU's Idaho Accelerator Center, in partnership with the Idaho National Laboratory and the Center for Advanced Energy Studies, collaborate on much-needed energy research.

Core Functions/Idaho Code

ISU is a publicly-supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, chapter 30 and is governed by the State Board of Education.

As a public Doctoral Research University, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as postgraduate residency training. ISU's programs in the health professions, including pharmacy, reflect ISU's commitment to development of unique programs in the health professions consistent with its assigned mission. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region and, with the change in focus of the Idaho National Laboratory to nuclear science, ISU is expanding its nuclear science programming and continues its leadership in this area. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs in the arts and sciences, education, and health professions. Within its College of Technology, ISU provides students high quality professional education and technical training in response to the needs of private industry.

Idaho State University

Performance Measurement Report

Revenue and Expenditures ¹:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|-----------------------------------|----------------------|----------------------|----------------------|----------------------|
| Approp: General Funds | \$66,995,800 | \$72,156,000 | \$77,378,100 | \$65,809,500 |
| Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$4,126,300 |
| Approp: Endowment Funds | \$1,697,400 | \$1,843,500 | \$2,020,700 | \$2,121,300 |
| Approp: Student Fees | \$32,161,800 | \$32,516,500 | \$33,860,500 | \$37,425,000 |
| Institutional Student Fees | \$16,071,314 | \$17,184,861 | \$18,281,770 | \$19,699,467 |
| Federal Grants & Contracts | \$80,075,287 | \$85,056,199 | \$89,146,950 | \$103,935,280 |
| State Grants & Contracts | \$7,174,189 | \$7,229,833 | \$7,560,240 | \$8,034,740 |
| Private Gifts, Grants & Contracts | \$11,726,432 | \$10,911,881 | \$12,012,194 | \$13,366,222 |
| Sales & Serv of Educ Act | \$3,779,481 | \$4,462,051 | \$4,930,056 | \$5,146,525 |
| Sales & Serv of Aux Ent | \$21,152,209 | \$21,976,328 | \$22,222,614 | \$20,371,796 |
| Indirect Costs/Other | \$7,785,852 | \$8,405,673 | \$9,560,307 | \$8,728,874 |
| Total Revenues | \$248,619,764 | \$261,742,826 | \$276,973,431 | \$288,765,004 |
| Expenditure | | | | |
| Instruction | \$73,839,181 | \$76,332,905 | \$79,991,473 | \$76,849,767 |
| Research | \$25,473,180 | \$26,517,682 | \$29,973,932 | \$30,392,481 |
| Public Service | \$3,508,112 | \$3,965,195 | \$4,243,266 | \$3,354,361 |
| Library | \$5,111,275 | \$5,372,714 | \$5,390,026 | \$4,939,251 |
| Student Services | \$7,985,965 | \$8,144,786 | \$8,455,009 | \$7,804,741 |
| Physical Plant | \$14,192,706 | \$15,045,944 | \$15,576,677 | \$18,031,943 |
| Institutional Support | \$17,009,000 | \$16,998,353 | \$18,575,992 | \$18,432,015 |
| Academic Support | \$10,216,285 | \$11,792,910 | \$13,319,827 | \$12,668,776 |
| Athletics | \$7,800,380 | \$7,935,703 | \$8,019,039 | \$7,949,803 |
| Auxiliary Enterprises | \$16,061,787 | \$18,208,958 | \$17,470,121 | \$16,583,859 |
| Scholarships/Fellowships | \$66,368,825 | \$71,621,259 | \$74,518,868 | \$89,821,109 |
| Other | \$1,642,000 | \$1,761,200 | \$2,267,000 | \$2,534,237 |
| Total Expenditure | \$249,208,696 | \$263,697,609 | \$277,801,230 | \$289,362,343 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Annual (unduplicated) Enrollment Headcount ² | | | | |
| - Professional Technical | 1,829 | 2,131 | 2,453 | 2,690 |
| - Undergraduate | 12,263 | 12,268 | 12,906 | 13,668 |
| - Graduate | 3,830 | 3,540 | 3,417 | 3,223 |
| - Professional | 345 | 357 | 370 | 371 |
| Total: | 18,267 | 18,296 | 19,146 | 19,952 |
| Annual Enrollment Full-Time Equivalency (FTE) ³ | | | | |
| - Professional Technical | 1,096.2 | 1,168.6 | 1,224.5 | 1,396.0 |
| - Undergraduate | 8,180.3 | 7,964.9 | 8,224.8 | 8,892.2 |
| - Graduate | 1,891.9 | 1,915.2 | 1,961.6 | 2,039.0 |
| - Professional | 529.6 | 528.1 | 558.9 | 567.4 |
| Total: | 11,698.0 | 11,576.8 | 11,969.7 | 12,894.5 |
| Credit Hours Taught: | | | | |
| - Total Credit Hours | 292,746 | 286,943 | 295,498 | 319,415 |
| - PTE Credit Hours | 31,831 | 31,512 | 33,907 | 36,943 |
| - Academic Credit Hours | 260,915 | 255,431 | 261,591 | 282,472 |
| - Undergraduate Hours | 218,468 | 212,304 | 215,976 | 233,747 |
| - Graduate Hours | 42,447 | 43,127 | 45,615 | 48,725 |

Idaho State University

Performance Measurement Report

| | | | | |
|---|--------------|--------------|--------------|--------------|
| Degrees/Certificates Awarded | | | | |
| - Technical Certificates | 289 | 216 | 195 | 179 |
| - Associate | 272 | 307 | 293 | 300 |
| - Bachelor | 1,127 | 1,046 | 1,042 | 1,095 |
| - Master | 417 | 341 | 375 | 438 |
| - Doctorate | 117 | 130 | 129 | 133 |
| Total: | 2,222 | 2,040 | 2,034 | 2,145 |
| % awarded in Health Professions ⁴ | 27% | 28% | 31% | 31% |
| % awarded in STEM Disciplines ⁵ | 14% | 15% | 13% | 16% |
| Early College Program (Dual Credit) ⁶ | | | | |
| - Total Annual Credit hours | 5,009 | 6,969 | 8,311 | 9,306 |
| - Total Annual Student Headcount (unduplicated in FY) | 916 | 1,242 | 1,436 | 1,588 |
| - Total Number of Participating High Schools | 17 | 29 | 35 | 35 |

Cases Managed and/or Key Services Provided Explanatory Notes:

1. Data are from the "All Funds" report submitted to the State, minus funds for the Museum, IDEP, FMR, and College of Technology.
2. Unduplicated headcount – a student is counted only once in a fiscal year.
3. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical student credit hours (SCH) by 24; total Graduate and Professional SCH are divided by 18.
4. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, plus Counseling degrees and Clinical Psychology degrees.
5. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the Consortium for Student Retention Data Exchange (CSRDE).
6. Credit hours and headcount data are from the State Board of Education Dual Credit Report.

Performance Highlights:

Among the events that took place in FY2010 during the execution of ISU's Plan were the following:

- 🐾 Achieved reaffirmation of accreditation through NWCCU, with 3 commendations
- 🐾 Restructured Campus Academic Units
 - New Division of Health Sciences, College of Science and Engineering, College of Arts and Letters, and Student Success Center created.
 - Student Affairs Structure streamlined.
- 🐾 Transformed University Finances
 - Achieved significant cost reductions
 - Achieved stable financial operations
 - Improved financial reserves posture
 - Significantly improved debt service coverage
 - Erased Athletics' deficit and positive restored and maintained positive operations
 - Continued successful annual audits
 - Maintained sound bond ratings
 - Fully deployed University Business Officers
- 🐾 Transformed Campus
 - Dramatically increased enrollment
 - Enhanced recruitment efforts
 - Recruited better qualified students
 - Achieved highest number of FTE graduate students in the State
 - Improved availability and access to classes
 - Implemented all 8 core ERP Project business functions on schedule and on budget
- 🐾 Achieved National Rankings
 - PhD in Clinical Psychology ranked 1st nationally by Psychological Reports (2009) based on student licensure exam scores
 - Counseling program tied for 13th in nation by U.S. News and World Report (April 2010)
 - ISU ranked fifth-safest campus in U.S. based on crime statistics data from the Clery Reports
- 🐾 Enhanced Students Services

Idaho State University

Performance Measurement Report

- Developed Veteran's Sanctuary- "One stop shopping" approach with a 150% increase in veteran students at ISU (325 veterans in 2009; 813 veterans in 2010)
- Opened new student recreation center
- 🐾 Increased Research Productivity
 - External funding increased by 27% in FY 2010, to \$36,658,131
 - 3 Fulbright Awards received in 2010
 - NIH-funded health research doubled in the past year
- 🐾 Engaged Native American Communities
 - Finalized Memorandum of Agreement with Shoshone-Bannock Tribes, which:
 - Formalizes relationship between ISU and Tribes
 - Develops services for Shoshone-Bannock students and community
 - Focuses on recruitment and retention
 - Developed an Indigenous Nations Institute

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|--|--------------|--------------|--------------|--------------|---|
| Scholarship Dollars Per Student FTE ¹ | | | | | |
| - Academic | \$2,121 | \$2,265 | \$2,344 | \$2,144 | \$2,380 |
| - Professional Technical | \$1,465 | \$1,712 | \$1,820 | \$1,969 | \$1,800 |
| Full-time Freshman (degree-seeking) Retention Rate (from 1 st to 2 nd year) | 53.6% | 57.1% | 57.3% | 57.2% | 60% |
| Graduation Rates (Percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length) | 29% | 31% | 35% | 34% | 36% |
| Pass rates for required licensing & certification exams ² | | | | | |
| Nursing (RN) –ISU pass rate | 97% | 92% | 97% | 91% | Meets or exceeds national averages |
| Nursing (RN) –national pass rate | 88% | 86% | 87% | 88% | |
| Pharmacy – ISU pass rate | 98% | 98% | 100% | 98% | |
| Pharmacy – national pass rate | 91% | 97% | 97% | 97% | |
| Physical Therapy – ISU pass rate | 100% | 98% | 88% | 100% | |
| Physical Therapy – national pass rate | 82% | 86% | 79% | 85% | |
| Physician Assistant – ISU pass rate | 90% | 100% | 79% | 96% | |
| Physician Assistant – national pass rate | 86% | 93% | 89% | 92% | |
| External funding (grants & contracts) awarded annually to ISU ³ | \$31,268,862 | \$31,184,673 | \$28,741,626 | \$36,658,131 | Increase by 10% per year |
| Average GPA of incoming full-time, first- year, degree-seeking freshmen ⁴ | 3.28 | 3.33 | 3.25 | 3.14 | ≥3.40 |

Performance Measure Explanatory Notes:

1. Scholarship dollars are reported by FTE of students receiving scholarships, not total ISU FTE. Scholarships dollars per FTE are projected to grow at 5% per year.
2. Pass rates for Nursing, Pharmacy, Physical Therapy, and Physician Assistant programs are provided as examples; pass rates for graduates of all academic health professions programs consistently meet or exceed the national pass rates.
3. Totals are for sponsored programs (research) and do not include federal Pell grants to students.
4. Average high school grade point average of academic first-time, full-time freshmen degree-seeking students.

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Part I – Agency Profile

Agency Overview

There are two family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello and the Family Medicine Residency of Idaho (FMRI) in Boise. Both programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Jonathan Cree, M.D. is the Director of the ISU FMR and Department Chair.

Core Functions/ Idaho Code

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

Idaho is 49th out of 50 in physician per capita state statistics in the USA and has a special problem recruiting physicians to settle in isolated rural Idaho. Both residency programs have an excellent track record of recruiting family physicians that settle and stay in Idaho, and gives Idaho the honor of being the eighth state in the nation in retention rates. The ISU FMR has 18 medical residents and two pharmacotherapy residents in training, and graduates six new family physicians each June. Thirty-nine of ISU's 77 graduates have stayed in Idaho.

2. Provision of services to underserved populations in Idaho:

Reimbursement of such medical services has been declining, while program costs have been climbing. The ISU FMR provides over \$1.8 million in medical services to Medicaid, Medicare, and the indigent. Approximately 50% of the \$2.6 million (or \$1.3 million) annual charges are written off to bad debt and contractual adjustments. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents and the home-bound also receive medical support from the residents.

*Revenue & Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|------------------------|------------------|------------------|------------------|------------------|
| General Fund | \$697,500 | \$721,600 | \$747,300 | \$870,900 |
| Total | \$697,500 | \$721,600 | \$747,300 | \$870,900 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$ 432,600 | \$ 456,700 | \$474,500 | \$572,400 |
| Operating Expenditures | \$ 264,900 | \$ 264,900 | \$272,800 | \$298,500 |
| Capital Outlay | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| Total | \$697,500 | \$721,600 | \$747,300 | \$870,900 |

* Data are only for ISU – Family Medicine Residency

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|---------|---------|---------|----------------------------------|
| Number of Residents in Training | 18 | 18 | 18 | 19 |
| Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs | 15.2% | 14.6% | 12.9% | 14.5% |
| Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities | 7 | 7 | 7 | 2PA 3NP, 5Psych, 7 dietetic (17) |

Dollar Cost per resident

State dollars received by ISU FMR are \$747,300. Approximately 25% of these dollars are used for departmental needs that have nothing to do with the residency, leaving \$560,475 for 18 residents or \$31,137 per resident as our best estimate of dollar cost per resident. Total departmental budget is \$5.12M; \$747,300 is 14.6% of that figure.

Performance Highlights:

Clinical Service Grants: The ISU FMR has active clinical grant writers who pursue grants to help offset residency deficits and enrich the clinical training. Over the last decade, these grants have assisted funding outreach to rural perinatal populations in American Falls and Aberdeen, uninsured GYN patients with pre-cancerous lesions of the uterine cervix, education in the New Model Office Paradigm and Quality Improvements. Total Title VII awards between 1999 and 2005 were \$2,827,542.

New Title VII Award 2008 - 2011: ISU FMR received notice of a \$900,000 award to promote interventions in exercise, nutrition and lifestyle choices at all phases of the family life cycle. We plan to combine a powerful, multi-disciplinary health resource personnel team that will foster the evolution of a new Therapeutic Lifestyle Center in our Family Medicine Clinic. These innovations will be facilitated by an enhanced healthcare information technology infrastructure and the development of a Medical Home Business Model. This award of \$300,000 per year, brings the total clinical grant funding to \$3,727,542.

Research Division: The ISU FMR sponsors an active and successful research division. We are the recipients of two prestigious NIH multi-center trials, ACCORD and AIMHIGH. The division was a major contributor to the ALLHAT study which changed the approach to hypertension treatment all over the world. A staff of highly qualified research assistants and coordinators service these grants; and the clinical research division is extremely productive in scholarship research publications and book chapters. Between February 1995 and February 2008, the ISU FMR Research Division was successful in securing \$2,338,629 in grant funding.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|--------------|--------------|--------------|-----------------|--------------|
| Percentage of Physician Residents Graduating | 100% | 100% | 100% | 100% | 100% |
| Percentage of Graduates Successfully Completing Board Examination** | 83% | 100% | 100% | pending | 100% |
| Percentage of Resident Training Graduates Practicing in Idaho | 47% | 51% | 49% | 50.6% | 50% |
| Number of Residents Matched Annually*** | 6 | 6 | 8 | 6 | 7 |
| Percentage of Qualified Idaho Residents Offered an Interview for Residency Training | 100% | 100% | 100% | 100% | 100% |
| Number of Title VII Clinical Service Grants Awarded | 2 | 2 | 2 | 2 | 1 in 6 years |
| Retention of Full continued accreditation status with a five-year revisit cycle*** | Full/5 years | Full/5 years | Full/5 years | Full/five years | Full/5 years |

Performance Measure Notes:

**Scores are not released until mid September each year.

*****Number of Residents Matched Annually:** The proposed increase in number of residents to was placed on hold owing to financial constraints

*****Accreditation Status:** Accreditation status may be initial, continued, probationary or withheld. The longest time between accreditation cycles is five years. The ISU FMR has the best accreditation status possible.

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Health Programs—IDEP Dental Education

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University's Kasiska College of Health Professions in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Administrative Assistant (AA-II) who works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment.

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$1,046,200 | \$1,148,500 | \$1,209,300 | \$1,246,500 |
| Unrestricted Current | \$181,800 | \$221,200 | \$301,400 | \$342,600 |
| Total | \$1,228,000 | \$1,369,700 | \$1,510,700 | \$1,589,100 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$309,200 | \$328,100 | \$338,400 | \$330,200 |
| Operating Expenditures | \$16,400 | \$19,300 | \$15,800 | \$12,200 |
| Capital Outlay | \$6,700 | \$5,200 | \$2,700 | \$3,000 |
| Trustee/Benefit Payments | \$811,300 | \$871,700 | \$908,900 | \$1,005,400 |
| Total | \$1,143,600 | \$1,224,300 | \$1,265,800 | \$1,350,800 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|---------|---------|---------|---------|
| Number of Program Applicants | 111 | 97 | 55 | 52 |
| Number of Program Applicants Accepted | 8 | 8 | 8 | 8 |
| Number of Graduates (since program's inception) | 154 | 162 | 170 | 178 |

Health Programs—IDEP Dental Education

Performance Measurement Report

Performance Highlights:

The program has been in service since 1981 and has been very successful in accomplishing its mission. Since inception 66% of IDEP graduates have returned to Idaho to practice. The statewide distribution closely follows the state geographic population with 6% of graduates practicing in South Central Idaho, eighteen percent 18% in Northern, 32% in Southeastern, and 44% in Southwestern Idaho. Seventy-seven percent of graduates practice general dentistry while 23% practice as specialists. Sixty-five percent practice in Idaho's urban areas with 35% practicing in rural areas.

With approximately seven (7) applicants for each seat, the program has been successful in attracting the highest quality students to the program. The average DAT scores and undergraduate GPA's of our students consistently exceed that of the average marks of matriculated students in dental schools nationally. The average scores on the Dental National Board Examination for both Part I and Part II are consistently higher for IDEP students compared to the Creighton average and national average on the same examinations. Three of the IDEP students graduating in 2010 had class ranks in the top ten out of 87 students (#2, #6, and #7) and 75% of the IDEP students graduated in the top quarter of the class.

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|---|--------|--------|-------|--------|-----------------------|
| Average student scores on Dental National Boards Part I written examination | 85.75% | 86.25% | 84.9% | 83.1% | >70% |
| Average student scores on Dental National Boards Part II written examination | 85.5-% | 84.00% | 85.6% | 82.4% | >70% |
| 1 st time pass rate on Clinical Board Examination necessary to obtain dental license | 100% | 100% | 100% | 100% | 90% |
| Number of students in the program* | 8 | 8 | 8 | 8 | 10 |
| Average Cost per student** | 32% | 33% | 33% | 34% | <50% National Average |
| Percentage of IDEP Graduates Returning to Idaho to practice | 75% | 50% | 67% | 50%*** | >50% |

Performance Measure Explanatory Notes:

* Our goal is to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program and understand that potential expansion of the program will not be considered under the current economic climate.

** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$123,986 in 2010. The IDEP cost per student for 2010 was \$42,213 (34% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

*** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. Four of the eight 2010 graduates are furthering their education through post-graduate residency programs and may return to Idaho to practice when they complete their current programs. Of these four students, two are in Idaho Advanced General Dentistry residency program (one in Pocatello and one in Boise). Four past IDEP graduates that have completed residency programs this year have returned to Idaho to practice.

Health Programs—IDEP Dental Education

Performance Measurement Report

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Special Programs—Idaho Museum of Natural History

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview:

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code:

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions — Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|----------------------------|------------------|------------------|------------------|------------------|
| General Fund | \$595,500 | \$595,500 | \$599,300 | \$497,500 |
| Encumbered Funds from FY08 | | | \$17,512 | \$0 |
| Less budget Holdbacks | | | \$(37,838) | \$(34,800) |
| Total | \$595,500 | \$595,500 | \$578,974 | \$462,700 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$533,900 | \$517,900 | \$546,100 | \$434,877 |
| Operating Expenditures | \$13,800 | \$28,538 | \$13,805 | \$27,847 |
| Capital Outlay | \$47,800 | \$30,288 | \$17,812 | \$0 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$595,500 | \$576,726 | \$577,717 | \$462,724 |

Profile of Cases Managed and/or Key Services Provided:

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | * FY 2010 |
|---|----------------|----------------|----------------|------------------|
| Number of General Public Visitors | 9,064 | 7,954 | 4,378 | 2,052 |
| Number of Educational Programs for Public Audiences | 95 | 84 | 64 | 18 |
| Number of K12 Students on Class Tours | 3,705 | 5,025 | 2,481 | 2,197 |
| Outreach Visits to Idaho Schools (51 Trips) | | | 2,611 | 1,523 |
| Number of K12 Tours | | | 104 | 82 |
| Exhibitions Mounted | 3 | 8 | 5 | 0 |
| Loans from Collections | 14 | 14 | 273** | 174** |
| Visiting Scientists | | | 41 | 3 |
| Public Served Through Programs | 5,284 | 3,092 | 1,584 | 116*** |
| Volunteer Hours | | | 1,210 | 869.5 |

Special Programs—Idaho Museum of Natural History

Performance Measurement Report

* Cases managed and key services provided were severely reduced in FY 2010 because the Museum Gallery was closed due to ADA required construction.

**This number reflects: 148 loans from Education Resources Center, 24 loans of IMNH specimens to other institutions, 2 loans of visual media.

***Number reflects children who participated in the Saturday Science classes and Science Trek 2010

- 1) **Collections and Associated Research:** a) Secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those repositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
- 2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
- 3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

Performance Highlights:

The Idaho Museum of Natural History has undergone significant changes during 2009 – 2010. These changes include the reorganization of the museum staff, a rejuvenated emphasis on research, education, and outreach, and the creation of new exhibits. The vibrant but small staff of the IMNH, severely reduced from numbers of a few years ago, is dedicated to the delivery of research products to Idaho's learning communities in the form of new knowledge and new exhibits (with the help of volunteers). The staff restructuring of the museum has led to new vitality with three new curators and three new collections managers in the collections divisions: Earth Sciences, Life Sciences, and Anthropological/Archaeological Sciences.

In December 2009, the exhibit gallery of the Idaho Museum of Natural History was closed in order to complete major ADA required renovations to the museum building. In February 2010 all exhibits were taken down and returned to their respective collection ranges or agencies. Currently, work progresses on new exhibits to be opened Nov. 5, 2010, which are representative of museum collections.

The Idaho Museum of Natural History also made great strides toward renewing its accreditation with the American Association of Museums, which was awarded in August 2010. This included the hiring of three new Research Curators / Division Heads and the hiring of Collection's Managers for each of the divisions in the Museum. Division highlights were substantive and contributed to our ongoing research, collections management, and outreach efforts. We cataloged over 62,000 archaeological, paleontological, and biological specimens. We hosted 30 researchers from outside the museum throughout the Divisions. In addition, the Herbarium hosted a 2-day Native Flora Workshop that brought 100 botanists from Idaho and surrounding states. We gave over 80 tours of the collections and facilities to the public and professional communities. We mentored over a dozen student employees and volunteers. We participated in a number of K-12 educational programs both in the museum and through visiting local schools. DOI Facilities Condition Assessment (BOR) of the Earth Sciences Division of the IMNH passed with a score of 91% (70% is the passing score).

Critically important to our service mission as The Idaho Museum of Natural History, the Museum has now begun an effort to put all of our collections on-line in a format readily accessible to the peoples of Idaho. The IMNH Virtual Museum of Idaho will be the foundation for presenting our Natural History to the World. The first stages of this project are now funded by a Technology Incentive Grant from the State of Idaho, and proposals have been submitted to the National Science Foundation.

Exhibits featured at the Idaho Museum of Natural History during Fall 2009 included the following. These exhibits are representative of the high quality programming that the Museum staff and constituencies are consistently offering the citizens of the State of Idaho, although an entirely new set of exhibits will be presented in the Fall 2010 reopening of the gallery.

Special Programs—Idaho Museum of Natural History

Performance Measurement Report

"The Art of Paleontology" featured the outstanding artwork of world-renowned Paleoartist Mark Hallett. Stunning bronze casts of saber-tooth cats attacking a *Bison latifrons* fill the center of the gallery. The exhibit also featured elements from IMNH's Tolo Lake Exhibit to teach visitors about one of the most significant paleontological sites in Idaho.

"A Century of Fish Hatcheries," on loan from the Idaho Department of Fish and Game (IDFG) where it was created by Mick Hoover and Sharon Clark, celebrated the 100th anniversary of the legislative act that created the first state fish hatchery.

"Dinosaur Times in Idaho" featured dioramas with cast skeletons of dinosaurs that roamed Idaho enlivened with mural art by noted dinosaur reconstruction artist Robert Walters. Topics included specific information on all the dinosaurs discussed and displayed, what Idaho's environment was like during the times of the dinosaurs, where we're likely to find more of this rare and interesting fauna, and why more hasn't been found to date.

"Raising The Tolo Lake Mammoth" featured the remains of a huge bull Columbian Mammoth found in northern Idaho. Expeditions led by Idaho Museum of Natural History paleontologists during 1994 and 1995 recovered more than 400 bones (now in the Museum's research collections) including most of this mammoth and parts of other animals from Tolo Lake, west of Grangeville, Idaho. *Raising the Tolo Lake Mammoth* tells the story of this find from discovery to research using actual Tolo Lake fossils.

Focusing on Idaho's Native Peoples, "Living Off the Land" featured sections on ancient tools and technologies as well as recent objects still used. The exhibit illustrates how prehistoric peoples lived on an unforgiving landscape, making use of nature's resources for food, clothing, and shelter, and offered never-before exhibited artifacts and beautiful objects made by these creative people.

The *Fossil Fish* exhibit was mounted in partnership with the Idaho State University Gallery Walk program with assistance from the Fossil Butte National Monument. This exhibit featured fossil fish excavated from the Green River Formation in Wyoming.

A 16,000-Year-Old-Beach Party in Idaho featured current research on a site in one of Idaho's newest state parks, Castle Rock, in south-central Idaho. Research conducted by Dr. Skip Lohse, archaeologist and Interim Director, found artifacts used by human being 16,000 years ago in pre-Clovis times. These pre-Clovis tools make the site the oldest archaeological site in Idaho, and one of the oldest in the United States.

The Hagerman Horse: Idaho's State Fossil featured a newly acquired fossil replica of the *Equus simplicidens* galloping across Idaho 3 – 4 million years ago. The Idaho Museum of Natural History has exhibited in situ "real" fossils of the Hagerman horse for visitors, however, with the addition of this outstanding fossil replica visitors can now visualize the horse as it was in life, further broadening visitor learning and understanding of Idaho's prehistory.

K12 Programs offered throughout the year included:

Science Trek, a program offered to 3rd, 4th, and 5th grade children from throughout southeastern Idaho, celebrated its 21st anniversary in April 2010. This program, a partnership with Idaho Public Television, has over the course of 21 years introduced many STEM/scientific disciplines to 2,831 of Idaho's youth by placing them with practicing scientists at Idaho State University.

Saturday Science partnered with the ISU Physics Department to offer a series of five classes to 3rd, 4th, & 5th grade children. Thirty-two children attended the classes from October 2009 to March 2010.

Forays into the Field is a program offered to teen-aged young women to work with practicing female scientists from ISU and other universities.

Idaho Geology Outreach Grant (IGO) project has applied its energies during 2009 – 2010 to building the capacity to deliver programs and products to rural educators and their students. IGO staff continues the process of designing and developing the information and products pertinent to the diverse geology of participants' local areas. This effort incorporates customizing the format of a professional development component and online learning modules to the localities of rural educators.

Special Programs—Idaho Museum of Natural History

Performance Measurement Report

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | *FY 2010 | Benchmark |
|---|----------------------------------|----------|----------|-----------|----------------|
| Number of People Served by the General Public Museum Programs | 9,064 | 11,022 | 11,054 | 8,937 | 11,054 |
| Grant/Contract Revenue Received | \$181,150 | \$14,823 | \$10,098 | \$208,736 | Increase by 5% |
| Number of Exhibitions Developed | Data not collected prior to 2008 | 1 | 5 | 0 | 5 |
| Museum Store Revenue Received | \$23,249 | \$22,912 | \$24,588 | \$12,707 | \$24,588 |
| Number of Educational Programs | 95 | 84 | 64 | 70 | 64 |

***All of the Performance Measures were impacted by the Museum gallery and store closing in December 2009 for ADA required construction. We are actively creating new exhibits and displays for Fall 2010. Benchmarks related to the Museum gallery and store are based on a return to FY 2009 levels.**

Performance Measure Explanatory Notes:

The Idaho Museum of Natural History has undergone significant changes during 2009 – 2010. These changes have included the loss of staff due to retirement, reduction in force driven by deep cuts in funding, restructuring of core museum programs, and finding other employment. Staff numbers were decreased from 13 to 9 (six with full time appointments, three ranging from .15 to .6 appointments. These reductions in an already small staff impacted the number of programs offered.

The challenging economic climate and gallery remodeling affected the numbers of K12 school groups visiting the museum and numbers of children registered in K12 programs offered through the museum. It is planned that continuing and new programs will be designed to attract Museum audiences back to the Museum during the Fall and Winter of 2010 -2011. One continuing program will be offering Museum learning experiences; both outreach and in gallery, to the 21st Century Afterschool program children through School District #25. This project works with 250 children at six different schools every month throughout the school year

Museum activity for the next one - two years will be focused on the development of strong collections areas, the development of rigorous research performed by IMNH curators, and the delivery of knowledge to Idaho's learning communities in the form of new exhibits, although because of budget reductions, we no longer have any staff dedicated to exhibits. Even so, through volunteer participation, we plan for the museum gallery to reopen in Fall 2010 with a suite of new exhibits.

For More Information Contact

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Boise State University

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

Boise State University is an institution on the rise. With an enrollment of approximately 20,000 students, a burgeoning research agenda, new buildings, and expanding degree programs, the university continues to play a crucial role in the region's economic development and famed quality of life.

U.S. News and World Report listed Boise State University as one of the top up-and-coming schools in the nation in 2009 and again in 2010. The magazine also consistently ranks the College of Engineering among the nation's top undergraduate engineering programs for public, comprehensive universities.

Idaho's metropolitan university offers studies in nearly 200 fields of interest in seven colleges: Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and Social Sciences and Public Affairs. Degrees offered include 73 master's and four doctoral programs.

Based in part on a growing reputation as one of America's high-tech hotbeds, the Treasure Valley economy has changed dramatically over the past several years, and Boise State University is matching it step for step. While safeguarding the strong teaching reputation that earned it 11 Idaho Professor of the Year awards from CASE, Boise State University also is adding a new emphasis on research to serve the region's growing economic needs.

Boise State University students can study abroad or at education centers in Coeur d'Alene, Gowen Field, Lewiston, Mountain Home, Nampa, or Twin Falls. Classes also are offered via the Internet, compressed video, microwave, cable, and computer conferencing. The university has an evening program at both the undergraduate and graduate levels, the state's largest summer session and an engaging institute for learners over age 50.

The University has approximately 3,000 full- and part-time employees, including more than 600 full-time faculty members and 1,300 professional and classified staff. It is fully accredited by the Northwest Commission on Colleges and Universities. The University will join the Mountain West Conference in 2011.

Boise State University is governed by the State Board of Education, which is statutorily designated as the Board of Trustees for the institution. In 2003, the Board appointed Dr. Robert Kustra to serve as President.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Boise State University

Performance Measurement Report

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|-----------------------------------|----------------------|----------------------|----------------------|----------------------|
| Approp: General Funds | \$76,825,700 | \$80,836,300 | \$89,148,183 | \$78,352,400 |
| Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$4,856,400 |
| Approp: Endowment Funds | \$0 | \$0 | \$0 | \$0 |
| Approp: Student Fees | \$44,221,300 | \$47,423,600 | \$50,661,117 | \$55,165,000 |
| Institutional Student Fees | \$26,231,241 | \$18,728,250 | \$30,380,097 | \$29,373,721 |
| Federal Grants & Contracts | \$58,133,999 | \$59,296,679 | \$84,068,486 | \$89,641,739 |
| State Grants & Contracts | \$7,647,024 | \$7,799,964 | \$3,246,324 | \$2,840,328 |
| Private Gifts, Grants & Contracts | \$7,378,471 | \$10,021,346 | \$13,309,333 | \$22,489,477 |
| Sales & Serv of Educ Act | \$1,800,000 | \$1,108,983 | \$0 | \$0 |
| Sales & Serv of Aux Ent | \$40,194,638 | \$42,643,084 | \$56,966,521 | \$49,268,011 |
| Indirect Costs/Other | \$16,049,705 | \$14,466,121 | \$18,679,149 | \$18,356,568 |
| Total Revenues | \$278,482,077 | \$282,324,327 | \$346,459,210 | \$350,343,644 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Instruction | \$80,185,660 | \$82,427,357 | \$87,423,171 | \$86,989,423 |
| Research | \$11,740,987 | \$13,413,787 | \$17,891,374 | \$18,088,831 |
| Public Service | \$9,714,517 | \$10,348,402 | \$12,594,255 | \$12,051,052 |
| Library | \$6,968,244 | \$7,135,544 | \$7,407,503 | \$7,160,147 |
| Student Services | \$7,427,013 | \$9,166,797 | \$10,269,955 | \$13,195,914 |
| Physical Plant | \$23,045,219 | \$14,597,502 | \$17,037,209 | \$18,189,410 |
| Institutional Support | \$23,277,272 | \$22,961,137 | \$30,496,067 | \$33,745,968 |
| Academic Support | \$14,300,067 | \$14,708,294 | \$18,854,391 | \$22,050,035 |
| Athletics | \$16,889,631 | \$19,719,525 | \$25,584,503 | \$26,312,240 |
| Auxiliary Enterprises | \$34,750,662 | \$38,371,189 | \$42,378,593 | \$38,904,476 |
| Scholarships/Fellowships | \$49,034,486 | \$50,787,808 | \$68,285,664 | \$72,646,006 |
| Other | \$2,126,500 | \$1,218,300 | \$1,900,300 | \$800,000 |
| Total Expenditure | \$279,460,258 | \$284,855,642 | \$340,122,985 | \$350,133,502 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|------------------------|-----------|------------|------------|
| 1. Enrollments: ¹ | AY2006-07 ² | AY2007-08 | AY 2008-09 | AY 2009-10 |
| Fall Enrollment Total Headcount (End of Term) | 19,223 | 20,136 | 20,384 | 21,183 |
| Undergraduate | 16,754 | 17,458 | 17,540 | 18,152 |
| Graduate | 2,469 | 2,678 | 2,844 | 3,031 |
| Spring Enrollment Total Headcount (End of Term) | 17,842 | 18,420 | 18,620 | 19,725 |
| Undergraduate | 15,376 | 15,803 | 15,868 | 16,383 |
| Graduate | 2,467 | 2,617 | 2,752 | 3,342 |
| Summer Enrollment Total Headcount (End of Term) | 5,937 | 5,926 | 6,436 | 7,481 |
| Undergraduate | 4,304 | 4,279 | 4,539 | 4,901 |
| Graduate | 1,633 | 1,647 | 1,897 | 2,580 |
| Annual Enrollment Total Headcount (End of Term headcounts; unduplicated count of students attending Su, Fa, and/or Spr) | 24,740 | 25,461 | 25,940 | 27,625 |
| Undergraduate | 20,458 | 20,997 | 20,996 | 21,564 |

Boise State University

Performance Measurement Report

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|----------|-------|-------|-------|-------|
| Graduate | 4,338 | 4,531 | 5,003 | 6,126 |
|----------|-------|-------|-------|-------|

2. Student Credit Hours (SCH) Produced:

| | AY2006-07 | AY2007-08 | AY 2008-09 | AY 2009-10 |
|--------------------------------|-----------|-----------|------------|------------|
| Fall SCH Total (End of Term) | 195,085 | 203,491 | 209,134 | 223,518 |
| Undergraduate | 183,344 | 190,820 | 194,312 | 207,242 |
| Graduate | 11,741 | 12,671 | 14,822 | 16,276 |
| Spring SCH Total (End of Term) | 181,596 | 190,452 | 197,286 | 211,137 |
| Undergraduate | 169,505 | 176,993 | 182,535 | 193,996 |
| Graduate | 12,091 | 13,459 | 14,751 | 17,141 |
| Summer SCH Total (End of Term) | 27,851 | 27,831 | 30,512 | 35,718 |
| Undergraduate | 22,024 | 21,962 | 24,218 | 26,916 |
| Graduate | 5,827 | 5,869 | 6,294 | 8,802 |
| Annual SCH Total (End of Term) | 404,532 | 421,774 | 436,932 | 470,373 |
| Undergraduate | 374,873 | 389,775 | 401,065 | 428,154 |
| Graduate | 29,659 | 31,999 | 35,867 | 42,219 |

3. Dual Enrollment ³

| | AY2006-07 | AY2007-08 | AY 2008-09 | AY 2009-10 |
|---|-----------|-----------|------------|------------|
| Student Credit Hours – 12 month academic year | 3,586 | 4,749 | 5,330 | 7,543 |
| Distinct Students – 12 month academic year | 842 | 1,097 | 1,213 | 1,599 |

4. Degrees & Certificates Awarded and # of Graduates

| Count of Awards Made ⁴ | AY2006-07 ⁵ | AY2007-08 | AY 2008-09 | AY 2009-10 |
|-----------------------------------|------------------------|-----------|------------|------------|
| Associate Degree | 319 | 296 | 292 | 287 |
| Bachelor Degree | 1813 | 1852 | 2012 | 2164 |
| Certificate - Graduate | 23 | 41 | 66 | 85 |
| Master's Degree | 440 | 482 | 482 | 547 |
| Doctorate Degree | 5 | 1 | 9 | 8 |
| Grand Total | 2600 | 2672 | 2861 | 3091 |

| Count of Distinct Students Receiving Awards | AY2006-07 | AY2007-08 | AY 2008-09 | AY 2009-10 |
|---|-----------|-----------|------------|------------|
| Associate Degree | 318 | 295 | 292 | 286 |
| Bachelor Degree | 1762 | 1776 | 1934 | 2094 |
| Certificate - Graduate | 23 | 40 | 65 | 84 |
| Master's Degree | 440 | 482 | 482 | 547 |
| Doctorate Degree | 5 | 1 | 9 | 8 |
| Grand Total | 2548 | 2594 | 2782 | 3019 |

5. Sponsored Projects Proposals and Awards ⁶

| | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|--------------|--------------|--------------|--------------|
| # of Proposals Submitted | 268 | 349 | 365 | 366 |
| # of Awards | 243 | 281 | 268 | 314 |
| \$\$ Awarded | \$26,881,138 | \$28,021,435 | \$37,072,523 | \$50,059,948 |

Boise State University

Performance Measurement Report

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|--|---------|------------|------------|------------|
| 6. Intellectual Property Disclosures | | | | |
| | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| # of Disclosures | 11 | 19 | 7 | 10 |
| 7. # of Publications and Citations of Boise State Publications (5 year span of calendar years) | | | | |
| | | CY 2003-07 | CY 2004-08 | CY 2005-09 |
| Publications by Boise State Authors | | 820 | 915 | 1,002 |
| Citations of Boise State Publications | | 1,598 | 2,218 | 2,867 |
| 8. Impact of the Idaho Small Business Development Center | | | | |
| | | CY 2007 | CY 2008 | CY 2009 |
| 3-year average yearly sales growth of ISBDC clients & all Idaho small businesses | | 41% / 9% | 38% / 8% | 13% / 1% |
| 9. Students Participating in Courses with Service Learning Component | | | | |
| | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Number of Students | 1741 | 2008 | 2073 | 2417 |
| 10. Formal Contractual Collaborations with Businesses ⁷ | | | | |
| | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Industry Sponsored Research Agreements (with Private, for-Profit entities) | 7 | 6 | 8 | 12 |

Cases Managed and/or Key Services Provided Explanatory Notes:

¹ Enrollments and student credit hours are reported as end of term numbers, not 10th day snapshot. End of term enrollment numbers better include enrollments of dual enrolled students.

² For the purposes of enrollments and credits generated, AY2006-07 refers to "Academic Year 2006-07", and consists of numbers for summer 2006, fall 2006, and spring 2007.

³ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.

⁴ The count of awards made is greater than the number of graduating students because some graduating students receive multiple awards.

⁵ For the purposes of degrees awarded, "AY 2006-07" consists of fall 2006 graduates, spring 2007 graduates, and summer 2007 graduates.

⁶ "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

⁷ This performance measure will eventually include several additional components in addition to that listed: Material Transfer Agreements, Non-Disclosure Agreements, Joint Development Agreements, Services Agreements, Facilities Use Agreements, and License Agreements.

Performance Highlights:

- Our enrollments continue to increase dramatically:
 - Total enrollment for fall 2010 reached a record 19,993 as of the 10th day of classes, a growth of 21 percent from our enrollment of 16,482 in 2000 and 48 percent from our enrollment of 13,529 in 1990.

Boise State University

Performance Measurement Report

- Graduate enrollment at 10th day of fall term has increased since fall 2007 by more than 48% to 2,644 in fall 2010.
- Ours is the only accredited concurrent enrollment program in the state at a public institution, and we've more than doubled our student credit hours produced over the last four years, to 7,543.
- Our student profile continues to change:
 - We have more freshman coming straight from high school, now 80.5%, a 10% increase from the year prior.
 - We are more geographically diverse with 14% coming from out of Idaho in 2009, compared to 9% in 2005;
 - Over 76% of our incoming freshman have a 3.0 GPA or higher and nearly 40% of our incoming freshman have a 3.5 GPA or higher.
- We surpassed the \$50 million mark in sponsored projects awards in Fiscal 2010, making Boise State the fastest growing research program in the State. This is more than a 35% increase over last year, the largest percentage increase in awards ever at Boise State. In reaching this mark, our faculty researchers tripled the number of NIH awards, and increased by 40% those from the NSF.
- Our student success continues to improve. Between fall 2007 and fall 2010, the retention rate of our first time, full-time freshmen improved from 63.5% to 68.6%.

Part II – Performance Measures

| Performance Measure | FY2007 | FY2008 | FY2009 | FY2010 | Performance Target ("Benchmark") by F2012 ⁸ |
|--|--------------------------------|--------------------|--------------------|--------------------|--|
| 1. Scholarship & Grants Per Student ⁹ | | FY2007 | FY2008 | FY2009 | |
| \$\$ per student | | \$1,570 | \$1,722 | \$1,889 | \$1,950 ¹⁰ |
| 2. Retention Rate | Fall 2006 cohort ¹¹ | Fall 2007 cohort | Fall 2008 cohort | Fall 2009 cohort | |
| % of baccalaureate-seeking, full-time, first time students who return for class fall of sophomore year | 63.5% | 63.7% | 66.4% | 68.6% | 72% ¹² |
| 3. 6-year Graduation Rate | Fall 2001 ¹² cohort | Fall 2002 cohort | Fall 2003 cohort | Fall 2004 cohort | |
| % of baccalaureate-seeking, full-time, first time students who complete program within 6 years | 24.5% | 24.3% | 26.3% | 28.1% | 28% ¹² |
| 4. Students Participating in Undergraduate Research Conference | Spring 2007 | Spring 2008 | Spring 2009 | Spring 2010 | |
| Number of participants | 226 | 290 | 461 | 510 | 550 |
| 5. Incoming Freshmen Characteristics | Fall 2006 freshmen | Fall 2007 freshmen | Fall 2008 freshmen | Fall 2009 freshmen | |
| Average HS GPA | 3.28 | 3.28 | 3.31 | 3.31 | 3.35 ¹² |
| % in top quartile of HS class | 35.0% | 35.6% | 35.6% | 35.9% | 37% ¹² |

Boise State University

Performance Measurement Report

| | | | | | |
|--|--------------|--------------|--------------|--------------|--|
| Ethnic diversity: % nonwhite | 14.5% | 13.1% | 13.1% | 16.8% | 17% ¹² |
| 6. Student FTE to Faculty FTE Ratio | FY 2007 | FY 2008 | FY 2009 | FY 2010 | |
| Ratio | 18.3 : 1 | 18.6 : 1 | 18.2 : 1 | 20.2 : 1 | 19 ¹² |
| 7. Interactions with Students of Different Beliefs and Ethnicity (NSSE) | 2004 | 2006 | 2008 | 2010 | |
| Frequency of serious conversations with students of different race or ethnicity (Averages: BSU / Urban Consortium) ¹³ | 2.32 / 2.67 | 2.4 / 2.68 | 2.42 / 2.69 | 2.47 / 2.63 | 95% of urban consortium peers rating |
| Frequency of serious conversations with students of different beliefs (Averages: BSU / Urban Consortium) ¹⁴ | 2.55 / 2.65 | 2.64 / 2.67 | 2.64 / 2.65 | 2.66 / 2.69 | Equal to urban consortium peers |
| 8. Externally Funded Research Expenditures | FY2007 | FY2008 | FY2009 | FY2010 | |
| \$\$ of Expenditures | \$9,539,139 | \$12,241,433 | \$11,201,803 | \$15,477,667 | \$17,000,000 ¹² |
| 9. Contributions to the Boise State University Foundation | FY2007 | FY2008 | FY2009 | FY2010 | |
| Total of Contributions: To Endowment, Restricted, and Unrestricted | \$12,019,504 | \$13,954,142 | \$12,131,342 | \$24,513,45 | \$175 million total by end of campaign |

Performance Measure Explanatory Notes:

⁸ Performance targets are targeted to be achieved in FY2012, three years after the above FY09 measures and two year after the above FY10 measures. Note that on August 12, 2010, the SBOE approved a proposed set of peer institutions for Boise State University. For the FY11 Performance Report, we should therefore be able to develop benchmarks based on those peers and set performance targets relative to those benchmarks.

⁹ Academic Students only; PTE students not included. Calculated as \$\$ per student FTE.

¹⁰ These are tentative performance targets, and are subject to revision once an analysis has been conducted of our newly-approved peer institutions.

¹¹ Retention for the Fall 2006 cohort is measured as the percent of the Fall 2006 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2007.

¹² 6-year graduation rate of the Fall 2001 cohort is measured as the percent of the Fall 2001 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2007 semester..

¹³ National Survey of Student Engagement question: "How often did you have serious conversations with students of a different race or ethnicity than your own?" (1=never, 2=sometimes, 3=often, 4=very often).

¹⁴ National Survey of Student Engagement question: "How often did you have serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values?" (1=never, 2=sometimes, 3=often, 4=very often)

Boise State University

Performance Measurement Report

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Special Programs—Idaho Council on Economic Education Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

For many years the Idaho Council has functioned as an Idaho State Agency / Special Program. The Idaho Council has thus been able to work closely with the State Department of Education and the universities to provide economic and financial education to Idaho schools. The Idaho Council has received for many years a special appropriation from the State of Idaho to help support this important work. The average amount of this appropriation has been \$54,800 since FY 2006. In FY 2010 the appropriation was reduced to \$47,300 and for FY 2011 it has been completely eliminated. These budget cuts have resulted in a reduction in the support and participation of the University of Idaho, Idaho State University and the College of Southern Idaho in our economic and financial education programs for Idaho students.

While the Idaho Council understands the economic challenges faced by the state, which led to the reduction and then the elimination of this important appropriation, the Council hopes to see the appropriation reinstated in future years.

The Idaho Council on Economic Education (commonly called ICEE or “The Idaho Council”) is a 501 c 3 non-profit organization hosted by Boise State University. Since 1972 the Council and its Centers have provided materials, workshops and training in economic and financial literacy education to thousands of teachers and students throughout the entire state. The Council has maintained Centers for Economic Education at the University of Idaho, Boise State University, College of Southern Idaho, and Idaho State University in order to provide training and materials to schools across the entire state.

The Council and its Centers provide K-12 school teachers and Idaho students with a multitude of educational programs in economics and personal finance to help them become better citizens, better decision makers and better eventual leaders in tomorrow’s global economy. All of the Council’s programs are directly correlated to and in support of Idaho’s Educational Achievement Standards.

One of the Council’s most popular programs is called the “International Economic Summit.” It was started at Borah High School, further developed by the Council, implemented in many high schools in Idaho and is now in demand by other states across the United States. It is a great example of “Invented in Idaho” and is becoming a major Idaho contribution to the rest of the United States. The Council sponsors and conducts 12 of these events annually throughout the state. Approximately 5,000 Idaho seniors participate in this program.

The Council also provides other programs to Idaho teachers and students including:

- The Stock Market Game
- Hands on Banking
- The Classroom Mini Economy
- Ethics in Economics
- Financial Fitness for Life
- Training for High School Economics Teachers
- AP Economics
- Middle School Economics
- Economics in Children’s Literature
- Mathematics and Economics

Core Functions/Idaho Code

The core functions of the Idaho Council on Economic Education are to:

- Train K-12 school teachers in economics, business, personal finance and entrepreneurship so they are better prepared to take these important principles to their students. These activities directly support the Idaho State Educational Achievements Standards.
- Administer and manage a variety of educational programs including the International Economic Summit, the Stock Market Game and others.

Special Programs—Idaho Council on Economic Education Performance Measurement Report

- Involve business, banking, government and other community leaders in economic education in a way that both provides Idaho students with quality learning experiences and also helps adults sharpen their understanding and skills.

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|-----------------|-----------------|-----------------|-----------------|
| General Fund | \$54,800 | \$57,500 | \$51,400 | \$47,300 |
| Total | \$54,800 | \$57,500 | \$51,400 | \$47,300 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Operating Support of the 4 Idaho Centers on Economic Education at U of I, CSI, ISU and BSU | \$54,800 | \$57,500 | \$51,400 | \$47,300 |
| Trustee/Benefit Payments | \$54,800 | 57,500 | 51,400 | \$47,300 |
| Total | \$54,800 | 57,500 | 51,400 | \$47,300 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|----------------|----------------|----------------|----------------|
| Number of Teachers Receiving Training in Economic/Financial Education | 175 | 165 | 180 | 100 |
| Number of Students Participating in Economic/Financial Programs By Council and Centers | 11,000 | 10,600 | 11,250 | 9,250 |

Performance Highlights:

1. International Economic Summit program. This popular program reached more than 4,000 Idaho students during the past year in all regions of the state. It provided these students with practical knowledge in economics, decision making, entrepreneurship, creativity, writing, debate and business. It did so in the context of international trade and development, an important goal for the state of Idaho.
2. Stock Market Game and Investor Education Program. The Idaho Department of Finance partnered with us again to provide funding and support for this valuable program.
3. China – Idaho Connection. Governor and Mrs. Otter assisted with our China program this year as well as members of the Idaho Department of Commerce staff. The Idaho Council led a delegation, in conjunction with the Governor's Trade Mission, of 28 high school and university students and teachers to China. Funding for this program did not involve state funds.
4. Federal Reserve Bank of San Francisco. This partnership brings revenue funding into Idaho, which is used for economic education of our students. The Idaho Council has strengthened and expanded our relationship with the Federal Reserve Bank of San Francisco this past year. Not only has the Fed licensed and adopted our International Economic Summit program as the country's "best educational program in international economics and globalization" but it has also implemented this Idaho-grown program in Washington, California, Oregon, Utah, Hawaii, Arizona and several other states. The Fed continues to be very supportive of the Idaho Council and our Centers. Through this partnership, Idaho's influence has expanded to 75,000 students annually outside our state.
5. Federal Reserve Bank of Boston. We expanded our opportunity to bring funding into Idaho by forming a partnership with the Boston Fed. In 2009 we trained 40 teachers from all of the New England states in our Summit program. The first New England International Economic Summit was managed by the Idaho Council in December 2009 and conducted at Bridgewater State University near Boston.

Special Programs—Idaho Council on Economic Education Performance Measurement Report

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|--|---------|---------|---------|---------|-----------|
| Number of Community Volunteers Participating in Providing Economic and Financial Education Programs to Idaho Students and Teachers | 360 | 350 | 360 | 300 | 350 |
| International Economic Summit programs conducted annually for Idaho students in all regions of the state | 8 | 9 | 10 | 10 | 10 |
| Number of student teams participating in the Investment Education and Protection programs, including the Stock Market Game | 650 | 800 | 850 | 700 | 1,500 |
| On-line investor and financial education programs offered annually | 0 | 1 | 2 | 1 | 1 |

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Part 1 – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration and Boise State University. The Idaho SBDC provides business consulting and training to Idaho's small businesses and entrepreneurs under a federal grant matched by state funds. The purpose of the Idaho SBDC is to encourage and assist the development and growth of small businesses in the state by leveraging higher education resources. Nationally, as in Idaho, over 90% of new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants and trainers that operates from the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions from Boise State University:

North Idaho College - Coeur d'Alene
Lewis-Clark State College - Lewiston
Boise State University - Boise
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

Core Functions/Idaho Code

The Idaho Small Business Development Center has two basic functions—consulting and training.

First, the Idaho SBDC provides direct one-on-one confidential business consulting to small business owners and entrepreneurs. Primary consulting is accomplished with a small core staff of professionals. Most of the professional staff has advanced degrees and five years or more of small business ownership/management experience. Business counseling is designed to provide in-depth business assistance in areas such as marketing, finance, management, production and overall business planning. The Idaho SBDC allocates sufficient resources to positively impact the individual small business' operation, a goal currently defined as 8.5 hours per consulting case. Faculty and students at each institution expand the Center's knowledge and resource base and to provide direct assistance in appropriate cases. Senior undergraduate and graduate students complete work for Idaho SBDC business consultants. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 3 – 4 hours in length and attended by 15 – 20 participants. Training covers topics such as marketing, accounting, management, finance, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material are presented by a subject-matter expert. Significant private sector contributions are made in support of Idaho SBDC workshops including registration fees, and donations for marketing, instructor fees and travel. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

Special Programs—Small Business Development Centers

Performance Measurement Report

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|------------------|------------------|------------------|------------------|
| Revenue | \$294,800 | \$302,700 | \$304,700 | \$255,800 |
| Total | \$294,800 | \$302,700 | \$304,700 | \$255,800 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$57,940 | \$60,630 | \$60,845 | \$42,633 |
| Operating Expenditures | \$236,860* | \$242,070* | \$243,855* | \$213,167* |
| Capital Outlay | 0 | 0 | 0 | 0 |
| Trustee/Benefit Payments | 0 | 0 | 0 | 0 |
| Total | \$294,800 | \$302,700 | \$304,700 | \$255,800 |

* 96% of this is subcontracts which are 100% personnel.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|----------------|----------------|----------------|----------------|
| Number of Small Businesses Receiving Consulting | 1,698 | 1,648 | 1,754 | 1,858 |
| Average Hours of Consulting Per Client | 9.9 | 10.9 | 9.3 | 9.4 |
| Number of Small Businesses Trained | 2,801 | 2,648 | 3,850 | 2,624 |
| Number of Consulting Hours (annual) | 16,205 | 18,033 | 16,356 | 17,400 |

Performance Highlights:

1. The average hours per client are one of the highest in the nation. This is one of the major factors that contribute to economic impact and growth by small businesses.
2. In the most recent SBA report on SBDC effectiveness and efficiency (June 2008), the Idaho SBDC was in the top 10% of SBDCs nationwide in all effectiveness and efficiency measures. The Center provides services at a low cost and helps businesses create significant economic growth.
3. Dr. Jim Chrisman, Mississippi State University, conducts an independent impact survey of all SBDCs in the country. According to Dr. Chrisman, the Idaho SBDC is and has been one of the top five performing SBDCs over the past 10 years.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|----------------|----------------|----------------|----------------|------------------|
| Average Sales Growth of SBDC Clients as a Percent of Sales Growth of All Idaho Small Business Sales Growth ¹ | 369% | 373% | 745% | 800% | 300% |
| Capital raised by clients | \$36,692,398 | \$38,902,209 | \$41,686,819 | \$6,500,863 | \$25,000,000 |
| Total SBDC Client Employment Growth/Jobs Saved ² | 1,827 | 1,538 | 1,175 | 927 | 750 |
| ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program ⁴ | 6.03 | 7.87 | 5.13 | 1.77 | 3.0 |
| Sales Increase of SBDC Clients over An Average Idaho Business | \$66,070,529 | \$112,768,320 | \$107,429,279 | \$11,543,008 | \$25,000,000 |
| New Business Started* ³ | - | 100 | 59 | 89 | 72 |
| Customer Satisfaction Rate (1-5) | 4.32 | 4.27 | 4.27 | 4.28 | 3.75 |

Special Programs—Small Business Development Centers

Performance Measurement Report

Performance Measure Explanatory Notes:

The last year was a tough year for all businesses in Idaho. The impacts for SBDC clients are the lowest in the 18 years that the Center has collected data. As bad as the year was, SBDC clients continued to outperform the average business in Idaho. The following are some highlights:

1. Sales—SBDC client sales were only down 0.2% versus a drop of 1.6% for the average business.
2. Employment—SBDC clients grew employment by 7.1% versus a loss of 4% for the average business in Idaho.
3. Many entrepreneurs saw opportunity in the slowdown and started a new business.
4. Taxes paid due to growth by SBDC clients were 1.77 times the overall cost of the Idaho SBDC.

* Started measuring this area in FY2007.

For More Information Contact

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Special Programs—Tech Help

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and an affiliate of the NIST/MEP system. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 2000 manufacturing specialists through the MEP system.

TechHelp's six manufacturing specialists operate out of offices in Boise, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers through product and process innovation. TechHelp provides internships to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and expose Idaho companies to talented young professionals looking to enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director reports to the Dean of the BSU College of Business & Economics and takes advisement from an Advisory Board made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least seven of whom are from manufacturing and two from the public sector. The Director appoints non-voting members with approval of the Board.

TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. TechHelp also works with local groups such as chambers of commerce and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

| Partnership | Center Role | Required/Desired of Center |
|--|--|---|
| U.S. Manufacturing Extension Partnership | MEP Center | Assist manufacturers in Idaho to be more competitive |
| U.S. Economic Development Administration | EDA University Center | Serve manufacturers in remote/distressed areas of Idaho |
| State of Idaho | Economic Development | Serve manufacturers in Idaho Participate in implementation of Science & Technology Plan with product development service |
| Idaho State Universities | Contracted Partner (outreach program for economic development) | Build University reputation through professional development activity, training and internships |
| Idaho SBDC | Informal Partnership | Cross-referrals and delivery of services |

Special Programs—Tech Help

Performance Measurement Report

| | | |
|---------------------------------|--|--|
| Idaho Department of Commerce | Procurement Technical Assistance Center (PTAC) | Increase government contracting by Idaho manufacturers |
| Idaho Department of Labor | Workforce Development Training | Provide Idaho workers with training in advanced manufacturing skills |
| Idaho Department of Agriculture | Informal Partnership | Cross-referrals and delivery of services |

Core Functions/Idaho Code

TechHelp helps Idaho manufacturers primarily through one-on-one contact with companies. This contact ranges from major collaborative projects, which usually address a fundamental challenge facing the company, to smaller "value-added" projects, which typically bring a specific improvement to some aspect of company operations. TechHelp also hosts workshops and seminars statewide focusing on topics that impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **New Product Development**
 - Eureka! Winning Ways Growth Services
 - Product Design
 - Prototyping & Testing
 - Design for Manufacturability
- **Quality Systems**
 - ISO 9000
 - Six Sigma Belt Certification
 - Statistical Process Control
 - Food Safety
- **Process Improvements**
 - Lean Manufacturing
 - Lean Enterprise Certificate Program
 - Lean Manufacturing for the Food Industry
 - Lean Manufacturing for the Wood Products Industry
 - Lean Office
 - Lean Enterprise

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|------------------|------------------|------------------|------------------|
| General Fund | \$219,744 | \$176,200 | \$174,300 | \$159,200 |
| Total | \$219,744 | \$176,200 | \$174,300 | \$159,200 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$40,000 | \$60,794 | \$0 | \$0 |
| Operating Expenditures | \$10,000 | \$15,018 | \$0 | \$0 |
| Capital Outlay | \$0 | \$0 | \$0 | \$0 |
| Trustee/Benefit Payments | \$169,744 | \$100,388 | \$174,300 | \$159,200 |
| Total | \$219,744 | \$176,200 | \$174,300 | \$159,200 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|---------|---------|---------|---------|
| Average State Cost Per Client Served | \$1,831 | \$1,191 | \$1,069 | \$1,162 |
| Manufacturers Served | 120 | 148 | 163 | 137 |

Special Programs—Tech Help

Performance Measurement Report

Performance Highlights:

- Despite the recession, TechHelp's clients reported significant improvements in employment, sales and cost savings.
- TechHelp continued to maintain perfect quarterly performance ratings of 100 from the U.S. Department of Commerce.
- TechHelp received an \$80,000 competitive grant from the Idaho Department of Agriculture to provide food safety and production efficiency training to food processors in Idaho.
- TechHelp was featured in the October 26 issue of the Idaho Business Review. The lead article – "TechHelp Makes Things Happen" – explored the challenges facing Idaho manufacturers in the current economic slowdown and how TechHelp is assisting them to innovate their products, processes and business models.
- In addition to being a partnership of the three state universities, TechHelp partnered with several other state agencies - Department of Commerce, Department of Labor, Department of Agriculture, Department of Environmental Quality, and Small Business Development Centers – to provide integrated and effective services to Idaho's manufacturing community.
- TechHelp conducted 19 workshops during the year that trained 467 attendees in lean, growth services, food safety and food processing.
- TechHelp staff and BSU student interns conducted 85 product design and prototyping projects in the BSU College of Engineering's Rapid Prototyping Laboratory for Idaho companies.

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|---|---------|---------|---------|---------|------------------------------|
| Number of Jobs Created or Retained | 724 | 379 | 799 | 261 | Exceed prior year by 5% |
| Customer Satisfaction Score (scale of 1-5) | 4.63 | 4.37* | 4.45* | 4.65* | Exceed 4.0 |
| New and Retained Client Sales | \$26.7M | \$33.5M | \$39.5M | \$19.0M | Exceed prior year by 5% |
| Client Cost Savings | \$6.6M | \$7.0M | \$17.3M | \$8.3M | Exceed prior year by 5% |
| Client Investments in Improvement | \$13.4M | \$5.5M | \$8.1M | \$5.7M | Exceed prior year by 5% |
| Federal Minimum Acceptable Impact Measures Performance Score | 100 | 100 | 100 | 100 | Exceed 85 of 100 |
| Federal \$ per Surveyable Project: Ratio of National Median** | .43 | .46 | .47 | .43 | Below national median of 1.0 |
| Bottom-line Client Impact: Ratio of National Median*** | 1.53 | 1.19 | 1.73 | 1.00 | Above national median of 1.0 |
| Net Revenue from Client Projects | \$562K | \$474K | \$392K | \$572 | Exceed prior year by 5% |
| Grant Dollars for Operations & Projects | \$916K | \$873K | \$694K | \$689K | Exceed prior year by 5% |

Performance Measure Explanatory Notes:

* The survey instrument for Customer Satisfaction Score was changed in FY 2008.

** The amount of federal dollars expended per surveyable (completed) project is a measure of efficiency. The fewer federal dollars expended per surveyable project, the more clients that a center is serving per federal dollar. The ratio compares TechHelp's federal dollars expended per surveyable project to the median amount for all

Special Programs—Tech Help

Performance Measurement Report

federal MEP centers across the country. A ratio below the national median (less than 1.0) indicates that TechHelp is more efficient than most MEP centers.

*** Bottom-line Client Impact is a calculation of client sales and savings divided by federal dollars expended. The higher the impact per federal dollar, the more effective that a center is. The ratio compares TechHelp's bottom-line client impact to the median amount for all federal MEP centers. A ratio above the national median (greater than 1.0) indicates that TechHelp is more effective than most MEP centers.

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Lewis–Clark State College

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four, public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, professional-technical programs, and community programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's main campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: North Idaho College, the University of Idaho, and Idaho State University), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, Interim President J. Anthony Fernández, assumed his duties as the College's 15th president in July 2010. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges..."*, and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

LCSC's current role and mission, assigned by the State Board of Education, directs that the College *"will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."*

LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

Lewis-Clark State College

Performance Measurement Report

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|-----------------------------------|---------------------|---------------------|---------------------|---------------------|
| Approp: General Funds | \$12,534,300 | \$13,693,700 | \$16,052,800 | \$13,467,500 |
| Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$837,300 |
| Approp: Endowment Funds | \$1,067,800 | \$1,155,000 | \$1,267,000 | \$1,330,700 |
| Approp: Student Fees | \$7,849,600 | \$8,146,700 | \$8,533,800 | \$9,516,900 |
| Institutional Student Fees | \$5,007,500 | \$4,962,800 | \$5,016,000 | \$5,002,200 |
| Federal Grants & Contracts | \$1,992,600 | \$2,100,000 | \$2,000,000 | \$6,500,000 |
| State Grants & Contracts | \$2,738,100 | \$2,400,000 | \$2,400,000 | \$3,000,000 |
| Private Gifts, Grants & Contracts | \$639,500 | \$500,000 | \$400,000 | \$100,000 |
| Sales & Serv of Educ Act | \$2,184,000 | \$2,200,000 | \$2,300,000 | \$1,300,000 |
| Sales & Serv of Aux Ent | \$792,500 | \$2,255,561 | \$2,200,941 | \$2,348,800 |
| Indirect Costs/Other | \$2,568,400 | \$2,151,125 | \$2,001,700 | \$1,960,400 |
| Total Revenues | \$37,374,300 | \$39,564,886 | \$42,172,241 | \$45,363,800 |
| Expenditure | | | | |
| Instruction | \$14,873,629 | \$15,212,871 | \$16,756,695 | \$16,784,613 |
| Research | \$322,519 | \$353,001 | \$336,461 | \$198,600 |
| Public Service | \$2,730,971 | \$2,403,171 | \$2,116,562 | \$1,675,513 |
| Library | \$962,207 | \$1,005,962 | \$2,394,019 | \$1,054,512 |
| Student Services | \$2,749,892 | \$2,974,216 | \$2,199,361 | \$2,810,234 |
| Physical Plant | \$3,098,054 | \$3,593,862 | \$3,185,555 | \$4,201,843 |
| Institutional Support | \$4,344,218 | \$4,609,174 | \$5,633,055 | \$5,082,576 |
| Academic Support | \$2,219,328 | \$2,267,821 | \$1,912,900 | \$2,042,829 |
| Athletics | \$800,483 | \$857,277 | \$900,892 | \$799,780 |
| Auxiliary Enterprises | \$4,460,300 | \$5,302,715 | \$5,486,463 | \$5,243,700 |
| Scholarships/Fellowships | \$54,200 | \$98,000 | \$93,300 | \$5,156,800 |
| Other | \$126,700 | \$191,600 | \$951,200 | \$0 |
| Total Expenditure | \$36,742,500 | \$38,869,616 | \$41,966,463 | \$45,051,000 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|----------------|----------------|----------------|----------------|
| Annual (unduplicated) Enrollment Headcount | 4,488 | 4,625 | 5,062 | 5,380 |
| - Academic | 3,441 | 3,495 | 3,584 | 3,732 |
| - Professional-Technical | 1,047 | 1,130 | 1,478 | 1,648 |
| Annual Enrollment FTE | 2,604 | 2,661 | 2811 | 2,994 |
| - Academic | 2,180 | 2,241 | 2334 | 2,496 |
| - Professional-Technical | 425 | 420 | 477 | 498 |
| Annual Student Credit Hour Production | 78,134 | 79,929 | 84,661 | 89,815 |
| - Academic | 65,390 | 67,237 | 70,356 | 74,878 |
| - Professional-Technical | 12,744 | 12,692 | 14,305 | 14,937 |
| Credit Hours Taught per Faculty FTE | 420 | 441 | 453 | 491 |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

Lewis-Clark State College

Performance Measurement Report

| | | | | |
|--|-------|-------|-------|-------|
| Degrees/Certificates Awarded | 539 | 515 | 560 | 604 |
| - Academic | 380 | 374 | 398 | 450 |
| - Professional-Technical | 159 | 141 | 162 | 154 |
| Pre-College | | | | |
| - Annual Dual Credit hours | 833 | 1,238 | 1,596 | 3,464 |
| - Annual Tech Prep hours | 1,162 | 1,727 | 1,757 | 1,670 |
| - Annual Dual Credit Headcount | 179 | 207 | 223 | 282 |
| - Annual Tech Prep Headcount | 378 | 483 | 858 | 959 |
| Enrollment-Headcount (Fall End of Term) | 3,628 | 3,883 | 4,054 | 4,303 |
| Enrollment-Full time Equivalent (Fall End of Term) | 2,625 | 2,686 | 2,826 | 3,002 |

Lewis–Clark State College

Performance Measurement Report

Performance Highlights:

Among the events that took place in FY2010 during the execution of LCSC's Plan were the following:

- NWCCU re-affirmed LCSC's accreditation, making six commendations and only one recommendation.
- Sacajawea Hall was dedicated on August 28, 2009; on schedule and within budget.
- LCSC began offering classes in Sacajawea Hall in Fall 2009.
- Completed final phase of 4th Street parking project
- LCSC received a \$250,000 grant to teach "green industry" job skills.
- LCSC quintupled its Internet bandwidth via membership in IRON.
- LC Service Corps had grant proposal accepted for inclusion in Washington Campus Compact/Learn and Serve Grant.

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|---|--|---|--|---|--|
| Scholarship Dollars Per Student FTE ¹ | | | | | |
| - Academic | \$1,278 | \$1,630 | \$1,819 | \$1,868 | \$1,943 |
| - Professional-Technical | 987 | 1,366 | 1,229 | 1,338 | 1,392 |
| Full-time Freshman (degree-seeking) Retention Rate ² | 59% | 55% | 52% | 50% | 54% |
| Graduation Rates (Percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length) ³ | 23% | 24% | 27% | 24% | 28% |
| Degrees/Certificates Awarded ⁴ | 539 | 515 | 560 | 604 | 8% increase |
| - Academic | 380 | 374 | 398 | 450 | |
| - Professional-Technical | 159 | 141 | 162 | 154 | |
| First-time licensing/certification Exam Pass Rates ⁵ | NCLEX-RN 93% (National Average=87%) NCLEX-PN 92% ⁶ ARRT 100% ⁷ PRAXIS II 94% | NCLEX-RN 92% (National Average=84%) NCLEX-PN 100% ⁶ ARRT 100% ⁷ PRAXIS II 91% | NCLEX-RN 90% (National Average=86%) NCLEX-PN 67% ⁶ ARRT 100% ⁷ PRAXIS II 91% | NCLEX-RN 80% (National Average=88%) NCLEX-PN 75% ⁶ ARRT 92% ⁷ PRAXIS II 88% | NCLEX-RN: Meet or Exceed National Average NCLEX-PN: Meet or Exceed National Average ARRT: Meet or Exceed National Average PRAXIS II 91% |
| Fall End of Term Duplicated Headcount for Students Enrolled in web, hybrid, and lecture/web enhanced courses ⁸ | 2,100 | 2,051 | 5,031 | 6,878 | 7,566 |
| Percentage of LCSC graduates employed ⁹ | 82% | 78% | 80% | 65% | 70% |

Lewis-Clark State College

Performance Measurement Report

| | | | | | |
|--|-----|--------------------------------|-----|-----|--------------------------------|
| Number of GED certificates awarded by LCSC | 463 | 481 | 495 | 489 | 500 |
| Percentage of people served by the Center for New Directions who enter an education or training program | 21% | 31% | 21% | 15% | 5% increase |
| ETS Measures of Academic Proficiency and Progress or ETS Proficiency Profile critical thinking construct ¹⁰ | n/a | 86 th Percentile | n/a | n/a | 75 th Percentile |

Performance Measure Explanatory Notes:

1. Although Foundation assets have been adversely impacted by the current economic downturn, the Foundation hopes to increase current scholarship levels, in part due to the Albertson Foundation Scholarship. The economic downturn has also stimulated demand for LCSC's programs, leading to a projected 10% enrollment increase. LCSC projects a 4% increase in scholarship dollars per FTE.
2. Increased efforts by Student Services are anticipated to yield improved freshman retention rates. Last year's retention rate was a disappointment, which resulted in a redoubled effort focusing on intervening with students who are likely to drop out.
3. This year, LCSC saw a decline in graduation rates. We anticipate a slight improvement in FY2011 due to increased efforts in improving scheduling, enhanced student advising, and streamlined graduation procedures.
4. Academic degrees and certificates awarded increased by 13%, while Professional Technical decreased by 5%. The overall increase in degrees and certificates awarded was 8%.
5. Certification and licensing exam pass rates reflect first-time test takers only. All graduates must eventually pass the exams before practicing in their field.
6. Numbers of NCLEX-PN first-time test takers for FY2007-2010 were: 2007-12; 2008-12; 2009-3; 2010-4.
7. Numbers of ARRT first-time test takers for FY2007-2010 were: 2007-3; 2008-9; 2009-12; 2010-18.
8. Distance learning course enrollment has been growing rapidly, up 36% in FY2010.
9. This value reflects the percentage of LCSC graduates who are employed within six months of graduation. It does not include graduates who have entered the military, graduate school, or are on religious mission. While LCSC continues to produce well-prepared workers, the opportunity for employment is subject to the state of the economy, which is beyond LCSC's control.
10. This test is administered every three years, which is the interval frequency recommended by the Voluntary System of Accountability for the College Portrait. The Educational Testing Service Measure of Academic Proficiency and Progress (MAPP) tests the constructs that are generally agreed to be legitimate outcomes of general education programs. Rather than testing general education components separately, MAPP provides a holistic assessment that captures the synergy that is expected from a collection of courses comprising a program. The percentile score reflects LCSC's performance in one of the major constructs compared with other Baccalaureate institutions (both public and private). LCSC administered the test in Spring 2008. The test is now called ETC Proficiency Profile, and will be administered in Spring 2011.

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Lewis–Clark State College

Performance Measurement Report

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Idaho Division of Professional-Technical Education

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The mission of the Professional-Technical Education system is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Idaho Code §33-2202 defines Professional-Technical Education as “secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges.”

The Division of Professional-Technical Education is the administrative arm of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Basic Education/GED programs, the State Wellness program, state employee training including the Certified Public Manager program, and the S.T.A.R. Motorcycle Training program.

The Division is responsible for preparing and submitting an annual budget for professional-technical education to the State Board, Governor and Legislature. Funds appropriated to the Division of Professional-Technical Education include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Professional-technical education programs are integrated into a larger, educational structure through public school districts, colleges, and universities. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, managing programs and providing leadership for student organizations.

Secondary professional-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional-technical schools, and through cooperative programs with the technical college system.

Technical college professional-technical education programs and services are delivered through the state's technical college system. Three of the technical colleges are located on the campus of community colleges, two are on the campus of four-year institutions and one is a stand-alone institution. The technical college system delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Basic Education; displaced homemaker services; and emergency services training.

The State Administrator of the Division of Professional-Technical Education is Ann Stephens. The agency has 39 FTP employees. Seven are federally funded, 29 are funded through the state general fund and 3 are funded through a dedicated fund. The Division also includes 501 technical college FTP's in its budget.

Core Functions/Idaho Code

Statutory authority for the Division of Professional-Technical Education is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish professional-technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of the Division of Professional-Technical Education (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, the Division:

- Provides statewide leadership and coordination for professional-technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of professional-technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;

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Idaho Division of Professional-Technical Education Performance Measurement Report

- Provides a state finance and accountability system for professional-technical education;
- Evaluates professional-technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates professional-technical education related activities with other agencies, officials, and organizations.

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$48,804,800 | \$51,595,000 | \$52,528,500 | \$48,211,700 |
| Economic Recovery Fund Reserve | \$1,626,300 | \$0 | \$0 | \$0 |
| Displaced Homemaker | \$170,000 | \$170,000 | \$170,000 | \$170,000 |
| Haz Mat/Waste Trans | \$69,800 | \$67,800 | \$67,800 | \$67,800 |
| Federal Grant | \$7,541,300 | \$7,423,500 | \$9,830,800 | \$9,080,600 |
| Miscellaneous Revenue Fund | \$538,700 | \$503,200 | \$233,400 | \$258,300 |
| Unrestricted Current | \$464,800 | \$456,200 | \$468,200 | \$458,000 |
| Total | \$59,215,700 | \$60,215,700 | \$63,298,700 | \$58,246,400 |
| Expenditures | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$2,657,600 | \$2,938,500 | \$2,682,200 | \$2,415,900 |
| Operating Expenditures | \$525,200 | \$582,600 | \$496,900 | \$475,600 |
| Capital Outlay | \$64,500 | \$50,400 | \$51,800 | \$0 |
| Trustee/Benefit Payments | \$18,477,300 | \$18,567,500 | \$22,190,000 | \$19,221,200 |
| Lump Sum | \$37,034,400 | \$38,074,700 | \$37,877,800 | \$36,133,700 |
| Total | \$58,759,000 | \$60,215,700 | \$63,298,700 | \$58,246,400 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|----------------------------------|----------------|----------------|----------------|
| Number of Students Enrolled in High School PTE Programs (headcount) | 83,024 | 85,240 | 86,955 | 89,322 |
| Number of Students Enrolled in Postsecondary PTE Programs (headcount) | 8,595 | 7,977 | 8,571 | 9,170 |
| Number of Adults Enrolled in Upgrade and Customized Training (headcount) | 37,358 | 44,179 | 46,748 | 46,086 |
| Number of Adults Enrolled in Statewide Fire and Emergency Services Training Programs (headcount) | 6,320 | 5,975 | 4,807 | 4,446 |
| Percentage of secondary PTE completers who achieve a positive placement or transition. | 94.35% | 93.70% | 94.83% | 93.88% |
| Number of clients served in the ABE program (headcount) | ABE transferred to SDPTE in FY09 | | 7,535 | 7,396 |
| Number of Adults Served in the Displaced Homemaker Program (Center for New Directions) | 758 | 974 | 784 | 829 |
| Technical College Expenditures per Credit Hour. | \$312 | \$296 | \$301 | \$238 |

Idaho Division of Professional-Technical Education Performance Measurement Report

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|----------------|----------------|----------------|----------------|
| Technical College Expenditures per Program Completer | \$21,452 | \$22,976 | \$25,691 | \$27,796 |

*Data for these measures have not been finalized

Performance Highlights

- **Tech Prep** – Tech Prep is one of four advanced learning opportunities recognized by the State Board of Education. The Tech Prep program develops articulation agreements between high school and college courses so high school students can earn college credits. In FY09, 12,598 high school students enrolled in Tech Prep courses, earning 12,276 college credits, and an estimated cost savings of \$1.9 million. In FY10, 13,831 high school students enrolled in Tech Prep courses, earning 13,869 college credits, and an estimated cost savings of \$2,209,609.

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|--|----------------------------------|----------------------------------|-------------|---------------|--|
| Number of PTE concentrators who take a Technical Skill Assessment (TSA) | N/A | N/A | 1821 | Not Available | Increase 10% each year |
| Number of Technical College FTE enrollments | 3808 | 4025 | 4137 | 5066 | Increase 2% each year |
| Number of ABE clients who meet their stated goal which may include a GED | ABE transferred to SDPTE in FY09 | ABE transferred to SDPTE in FY09 | 987 | 763 | Increase 2% each year |
| Percentage of Technical College PTE completers who achieve a positive placement or transition* | 95.39% | 95.99% | 93.14% | 89.96% | Placement at 90% or higher |
| Percentage of secondary PTE completers who transition to postsecondary education or training** | 60.48% | 59.51% | 62.85% | 66.15% | Exceed NCHEMS Percent of High School Graduates Going Directly to College for Idaho |

Performance Measure Explanatory Note:

- * This represents the percent of completers who attain employment, join the military, or continue their education.
- ** The overall state rate of 45.7% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School"

Idaho Division of Professional-Technical Education

Performance Measurement Report

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Eastern Idaho Technical College

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The College is a State supported technical college created in 1969 to serve citizens in its service area by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

Core Functions/Idaho Code

Eastern Idaho Technical College was created to provide professional-technical postsecondary educational opportunities. Title 33, Chapter 2208.

Revenue and Expenditures:

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010* |
|-----------------------------------|--------------------|---------------------|---------------------|---------------------|
| General Fund and Misc. Receipts | \$5,828,396 | \$6,313,904 | \$6,248,562 | \$5,811,840 |
| Grants and Contracts | \$1,878,534 | \$2,813,405 | \$2,921,137 | \$5,330,368 |
| Student Fees | \$1,417,781 | \$1,509,398 | \$1,554,161 | \$875,627 |
| Capital Grants and Appropriations | \$25,938 | \$781,634 | \$897,322 | **\$11,385,642 |
| Sales and Services | \$535,502 | \$528,329 | \$528,350 | \$422,751 |
| Other | <u>\$283,141</u> | <u>\$305,770</u> | <u>\$273,887</u> | <u>\$195,966</u> |
| Total | \$9,969,292 | \$12,252,440 | \$12,423,419 | \$24,022,194 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010* |
| Personnel Costs | \$5,802,484 | \$7,077,501 | \$7,219,501 | 7,411,267 |
| Operating Expenses | \$3,601,760 | \$3,780,507 | \$4,106,574 | \$5,613,933 |
| Capital Outlay | <u>\$545,736</u> | <u>\$960,733</u> | <u>\$940,593</u> | <u>\$11,385,642</u> |
| Total | \$9,949,980 | \$11,818,741 | \$12,266,668 | \$24,410,842 |

* Un-audited figures

** Includes Health Education Building (approximately \$10,000,000) closed in FY 2010

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|----------------|----------------|----------------|----------------|
| Annual (unduplicated) Enrollment Headcount - Professional Technical | 1,568 | 1,307 | 1,337 | 1,607 |
| Annual Enrollment FTE - Professional Technical | 576 | 591 | 573 | 650 |
| Credit Hours Taught | 17,268 | 17,744 | 17,196 | 19,505 |
| Degrees/Certificates Awarded - Professional Technical | 195 | 221 | 244 | 237 |
| Workforce Training Headcount | 9,555 | 13,896 | 12,587 | 15,584 |

Eastern Idaho Technical College

Performance Measurement Report

Performance Highlights

- Awarded \$133,000 from the U.S. Department of Labor's Green Jobs program to develop a new one-year Energy Systems Technology program and collaborate with Idaho State University's Energy Systems Technology and Education Center (ESTEC).
- Implemented a reorganization of administration to consolidate a three-Dean organizational structure into a two-Vice President structure.
- For 2010-2011 the EITC Foundation will give out \$1,173,425 in scholarships to 447 students (The College thanks the *J. A. & Katherine Albertson Foundation* for the \$1 million boost in scholarship money).
- Led all state institutions with a 72.83% *Employed/Training Related Placement rate* and an overall 93.33% *Positive Placement rate*.
- Credit student enrollment record increased 12.6% for Fall semester 2009 and 13.2% for Spring semester 2010.
- EITC web site was completely redesigned and revamped to ensure a more user-friendly navigational experience and provide a true marketing hub for the College.

Part II – Performance Measures

| # | Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|----|--|---------|---------|---------|---------|-----------|
| 1 | Instructional Dollars per Student FTE - Professional Technical | \$8,398 | \$8,223 | \$8,110 | \$8,713 | \$5,008 |
| 2 | Scholarship Dollars Per Student FTE - Professional Technical | \$1,014 | \$1,100 | \$1,250 | 2,400* | \$1,155 |
| 3A | Non-Credit Contact Hours Workforce Training (<i>including</i> INL Project) | n/a | 176,797 | 191,270 | 194,702 | 184,034 |
| 3B | Non-Credit Contact Hours Workforce Training (<i>excluding</i> INL Project) | 169,430 | 164,143 | 187,738 | 171,982 | 173,770 |
| 4 | Student Retention Rate (First year, full-time, degree-seeking, fall to fall) IPEDS | 47% | 49% | 58% | 58% | 47% |
| 5 | Graduation Rate - IPEDS | 47% | 49% | 41% | 41% | 26% |
| 6 | % of AAS and Certificate completers positively placed in employment | 91.41% | 96.37% | 90.37% | 93.20% | 90% |

*EITC received \$1,000,000 from the J.A. & Katherine Albertson Foundation

Performance Measure Benchmark Explanatory Notes:

1. Represents the average in EITC's peer group
2. Benchmark for scholarship dollars determined by matching % of tuition increase
- 3A. Based on an average from previous 2 years of performance
- 3B. Based on an average from previous 3 years of performance
4. Represents the average in EITC's IPED peer group
5. Represents the average in EITC's IPED peer group
6. Established by PTE

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North Idaho College

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

Founded in 1933, North Idaho College is a comprehensive community college located on the beautiful shores of Lake Coeur d'Alene. NIC offers more than 80 degrees and certificates in a wide spectrum of academic transfer, professional-technical, and general education programs.

NIC operates with an open-door admissions policy to meet the needs of individuals with divergent interests and abilities. NIC also plays a key role in economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

NIC's five-county service area spans more than 7,000 square miles. The college serves this vast region through outreach centers in Bonners Ferry, Silver Valley, and Ponderay; as well as through the Workforce Training Center in Post Falls and various sites throughout the five northern counties through the Internet and an extensive network of interactive video classrooms.

As one of three community colleges in the state, North Idaho College works to provide a variety of career pathways for students from fast-paced, one-credit classes to certificates and transfer degrees. NIC works closely with the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University to provide transfer options for students.

NIC offers a variety of student government and club opportunities for students with a wide range of interests and is known nationally for its competitive athletics programs. NIC is located amid the four-season beauty of North Idaho's world-famous recreation area. Outdoor activities include skiing, hiking, hunting, boating, fishing, backpacking, camping, swimming, and the ever-popular studying on the beach.

NIC's campus lies within the city limits of Coeur d'Alene, Idaho, a lakeside city with a growing population of 41,328 residents. Metropolitan amenities are close by with Spokane, Washington, a city of 198,081, just 30 minutes away and a Spokane-Coeur d'Alene metropolitan area of more than 700,000.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in professional technical courses and programs. As a part of professional technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for professional technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

North Idaho College

Performance Measurement Report

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|------------------------|---------------------|---------------------|---------------------|---------------------|
| General Funds | \$10,506,000 | \$10,933,800 | \$10,743,200 | \$9,292,700 |
| Economic Recovery | \$ | \$ | \$ | \$632,000 |
| Liquor Fund | \$150,000 | \$150,000 | \$198,100 | \$197,600 |
| Property Taxes | \$7,730,000 | \$8,473,700 | \$9,000,000 | \$12,164,500 |
| Tuition and Fees | \$8,876,400 | \$7,585,300 | \$8,076,800 | \$10,164,700 |
| County Tuition | \$902,000 | \$735,800 | \$911,900 | \$735,800 |
| Misc. Revenue | \$2,035,500 | \$1,845,200 | \$1,902,200 | \$810,000 |
| Total | \$30,199,900 | \$29,723,800 | \$30,832,200 | \$33,997,300 |
| Expenditures | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$21,392,400 | \$22,368,700 | \$23,217,700 | \$24,307,300 |
| Operating Expenditures | \$7,409,400 | \$5,873,400 | \$7,086,400 | \$9,254,300 |
| Capital Outlay | \$1,398,100 | \$1,481,700 | \$528,100 | \$436,100 |
| Total | \$30,199,900 | \$29,723,800 | \$30,832,200 | \$33,997,700 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|----------------|----------------|----------------|----------------|
| ¹ Total Population Served | 14,223 | 15,860 | 16,884 | 17,798 |
| Annual Unduplicated Enrollment Headcount | | | | |
| - Professional Technical | 713 | 733 | 742 | 843 |
| - General Studies | 5,588 | 5,377 | 5,661 | 6,768 |
| - Adult Basic Education | 1,181 | 1,341 | 1,400 | 1,481 |
| - GED | 870 | 814 | 809 | 811 |
| - Workforce Training | 5,871 | 7,595 | 8,272 | 7,895 |
| ² Total Population Served FTE | | | | 4,782 |
| ³ Annual Enrollment FTE | | | | |
| - Professional Technical | 375 | 431 | 516 | 630 |
| - General Studies | 2,833 | 2,861 | 3,080 | 3,590 |
| - Adult Basic Education | | | | 98 |
| - GED | | | | 12 |
| - Workforce Training | | | | 452 |
| ⁴ Degrees/Certificates Awarded | 581 | 526 | 583 | 643 |
| Dual Credit | | | | |
| - Total Annual Credit hours | | | 6,637 | 7,522 |
| - Total Annual Student Headcount | | | 648 | 806 |
| GED Credentials Awarded | 656 | 672 | 584 | 561 |

¹Based on Annual Unduplicated Enrollment Headcount (Professional Technical, General Studies, Adult Basic Education, GED, and Workforce Training).

²Based on Annual Enrollment FTE (Professional Technical, General Studies, Adult Basic Education, GED, and Workforce Training).

³Professional Technical and General Studies FTE is based on total credits for the year divided by 30; Adult Basic Education, GED, and Workforce Training FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

⁴Degrees/Certificates Awarded are based on awards reported to IPEDS, Completions Survey. FY 2009 number has been revised to reflect actual number reported to IPEDS, October 2009. FY 2010 number is based on awards as of August 2010.

North Idaho College

Performance Measurement Report

Performance Highlights

NIC enrollment breaks records again in 2009-2010

North Idaho College posted a 5.41% increase in overall total population served with an increase of 914 students from the previous year's enrollment of 16,884, bringing the total headcount to a record 17,798. (Not included in this count are those served by Aging and Adult Services and the Head Start Program.) Credit enrollment increased by 16.5% for fall 2009 with an increase of 803 students from the previous year's enrollment. Up even steeper in the spring, NIC posted an unprecedented 20.4% increase in credit enrollment with an increase of nearly 1,000 students. NIC is an open admission institution and all new students who applied for admission this fall were accepted. To meet the demand, instructors increased class sizes, added course sections, hired more than 20 new faculty members, and expanded teaching assignments, bringing some part-time faculty to full-time positions. Internet classes were expanded and new scheduling techniques were utilized to maximize the usage of classroom space. NIC also added several new programs in 2009-2010, including Virtual Administrative Assistant, Interdisciplinary Studies, Fire Service Technology, Computer Applications, and Business Leadership.

Workforce Training Center programs help develop workforce during economic downturn

The North Idaho College Workforce Training Center, which celebrated its 15th year in Post Falls in October 2009, is a major contributor to the economic recovery of the regions. Offerings such as certified nursing assistant training, apprenticeship programs, and the real estate pre-licensing courses are helping to meet workforce demands. Through no-cost coaching and training, the Idaho Small Business Development Center helped clients increase business revenue by \$9.7 million, creating 146 new jobs and saving an additional 109 in 2009. They also provided coaching assistance to more than 326 businesses in 2009, up from 263 in 2008.

NIC partners with library for computer job skills training

A major grant by the Women's Gift Alliance (WGA) Fund of the Idaho Community Foundation will fund equipment for a project offered by the Coeur d'Alene Public Library and North Idaho College Adult Basic Education (ABE) to boost computer skills of people looking for jobs or hoping to re-enter the workforce. The \$22,625 grant was awarded to the library in June 2010 for the Retool Box project. The project has also received a \$2,000 grant from Waste Management of Idaho and \$1,000 from the Idaho Community Foundation. The grant will fund the purchase of 20 laptops and other equipment to be used by the library for computer workshops for individuals who lack basic computer skills that might prevent them from pursuing employment.

Professional-technical program earns honors

North Idaho College's Computer Applications and Technology program was named Idaho's 2010 Postsecondary Professional-Technical Education Exemplary Program runner-up. The statewide award from the Idaho State Division of Professional-Technical Education showcases the top programs at postsecondary institutions.

NIC receives health information grant

North Idaho College has been awarded a \$625,000 grant to train health information technology professionals across the state of Idaho. The grant is part of a \$6.2 million grant awarded to a consortium of eight community colleges in a 10-state region. Community Colleges funded under this grant will establish intensive training programs that will result in a 10-credit certificate that can be completed in six months or less.

Nursing department receives \$50,000 in state funding for practical nursing training

The Idaho Workforce Development Council recently provided \$50,000 in Idaho Department of Labor Workforce Investment Act Funds to North Idaho College for practical nursing education for certified nursing assistants in rural communities as a way to help increase the number of licensed health care providers in the region. The funding will support the conversion of the lecture portion of the NIC Practical Nursing program to an online format, so it can be delivered at health care facilities where the certified nursing assistants are employed. Funding will also go toward the development and delivery of online training for onsite nurse supervisors as well as lab supplies and training materials.

NIC receives \$1 million grant from Albertsons Foundation

North Idaho College received a \$1 million Idaho Go On grant from the J.A. and Kathryn Albertson Foundation, which announced in November 2009 the distribution of \$11 million in targeted, statewide scholarships to help Idaho improve college opportunities and increase post-secondary participation and completion. The Idaho Go On program is a statewide initiative that aims to generate greater awareness and engagement in addressing Idaho's post-secondary success rate and increase opportunities for Idaho students.

North Idaho College

Performance Measurement Report

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|--|---------|---------|---------|---------|---|
| ¹ Number of course offerings at the NIC Outreach Centers and other off-campus sites | 119 | 121 | 181 | 204 | Expand credit course offerings at the NIC Outreach Centers and other off-site campus sites by 6% by 2013 |
| ² Percentage of web enhanced courses | | | | 31% | Expand number of credit courses that utilize (at minimum) a web enhanced component to 90% by 2015 |
| ³ Number of NIC ABE and NIC GED students who enroll at NIC as post secondary students | | | 133 | 157 | Increase the number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students by 10% each fiscal year |

Performance Measure Explanatory Notes:

¹ NIC Strategic Plan; Theme: Programs; Goal: Expand and improve alternative delivery of education; Objective: Expand course offerings at the NIC Outreach Centers and other off-campus sites.

²*New in FY 2010.* NIC Strategic Plan; Theme: Programs; Goal: Improve and expand educational opportunities, programs, and courses for the student population and community; Objective: Expand program offerings, and accelerate the implementation of new professional-technical and workforce training at NIC that meet the needs of students, business, and industry. Note: The definition of web-enhanced is new in FY 2010, so prior years are not included.

³ *New in FY 2010.* NIC Strategic Plan; Theme: Programs; Goal: Improve and expand educational opportunities, programs, and courses for the student population and community; Objective: Increase awareness of and access to college education and workforce training opportunities for ABE/GED students.

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College of Western Idaho

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The College of Western Idaho is Idaho's newest community college, enrolling 3,712 students at the start of the 2009-2010 academic year (2,588 FTE). CWI strives to provide quality teaching and learning that's affordable and within reach, regardless of time and distance. CWI aspires to a straight "A" approach to education; affordable, accessible, adaptable, and accountable. The approach ensures opportunities for all to excel at learning for life.

CWI offers undergraduate, professional/technical, fast-track career training, adult basic education and community education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or further study at a baccalaureate institution. CWI will prove to be an exceptional economic engine for Southwest Idaho – serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

The College of Western Idaho's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Gem County, Payette County, Valley County Washington County, and portions of Elmore and Owyhee counties. The population of the College's service area is widely dispersed geographically and is projected to increase 16% in the next ten years. The primary changes in the demographics of this population are that the proportions of Hispanic residents and residents over 65 years of age will both increase dramatically. There will also be a 19% increase in the number of residents between ages 15 and 24, the traditional college-going years. Given these changes, there will be more jobs available than workers.

The College of Western Idaho adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to the College of Western Idaho are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

The College of Western Idaho is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) professional technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

College of Western Idaho

Performance Measurement Report

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|------------------------|------------|--------------------|---------------------|---------------------|
| General Funds | \$0 | \$5,000,000 | \$4,684,600 | \$4,265,700 |
| Economic Recovery | \$0 | \$0 | \$0 | \$277,500 |
| Liquor Fund | \$0 | \$0 | \$199,300 | \$197,500 |
| Property Taxes | \$0 | \$0 | \$0 | \$5,015,100 |
| Tuition and Fees | \$0 | \$0 | \$8,236,000 | \$6,382,100 |
| County Tuition | \$0 | \$0 | \$0 | \$30,000 |
| Misc. Revenue | \$0 | \$0 | \$0 | \$0 |
| Total | \$0 | \$5,000,000 | \$13,119,900 | \$16,167,900 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$0 | \$787,900 | \$4,339,200 | \$8,754,500 |
| Operating Expenditures | \$0 | \$2,466,000 | \$7,780,700 | \$7,219,200 |
| Capital Outlay | \$0 | \$1,746,100 | \$1,000,000 | \$194,200 |
| Total | \$0 | \$5,000,000 | \$13,119,900 | \$16,167,900 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|---------|---------|--------------------------|---------|
| Annual (unduplicated) Enrollment Headcount | | | | |
| Professional Technical | * | * | * | 1,718 |
| Transfer | * | * | 1,221 | 4,422 |
| Annual Enrollment FTE | | | | |
| Professional Technical | * | * | * | 835 |
| Transfer | * | * | 722 | 2,393 |
| Credit Hours Taught per Faculty FTE | * | * | | |
| Total Credit Hours | | | 10,835 | 97,878 |
| Faculty FTE | | | 34 | 373 |
| Credit Hrs Taught by Faculty FTE | | | 319 | 262 |
| Degrees/Certificates Awarded | * | * | * | 199 |
| Dual Credit Headcount (unduplicated) | | | | |
| Total Annual Credit Hours | * | * | * | 260 |
| Total Annual Student Headcount | * | * | * | 98 |
| Tech Prep Headcount (unduplicated) | | | | |
| Total Annual Credit Hours | * | * | * | 1,293 |
| Total Annual Headcount | * | * | * | 240 |
| Workforce Training Headcount (duplicated) | * | * | **12,365 (duplicated) | 9,623 |
| ABE/ASE/ESL (unduplicated) | * | * | * | 3,130 |

* No data.

** Workforce Training and ABE/ESL were combined.

FY2009 – Summer 2008, Fall 2008, Spring 2009 (only Transfer offered first semester-Spring 2009)

FY 2010 – Summer 2009, Fall 2009, Spring 2010

College of Western Idaho

Performance Measurement Report

Performance Highlights:

- Credit enrollment reached more than 4,800 students Spring 2010
- Creation of CWI Development Department, 501(c)(3) Nonprofit Status Received
- Application for Accreditation through the Northwest Commission on Colleges and Universities was Accepted
- Dual Credit (6 local high schools) and Tech Prep Programs (53 local high schools) Implemented Across Our 10 County District Service Area
- Articulation Agreements signed with Idaho Colleges and Universities
- Creation of Student Government, 15 Clubs and Organizations Formed, Student Ambassador Program Started, 3 Student Organizations Competed at National Level
- First Graduation of Approximately 400 Students
- Development of Center for Teaching and Learning
- 44% Increase in Customized Training Through Center for Workforce Development
- Community Education offered more than 100 classes Spring 2010
- ABE launched a transition program with the assistance of the Brandt scholarship to ensure students continued on beyond achieving a GED

Part II – Performance Measures

| Performance Measure | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|--|---------|---------|------------------|--------------------|--|
| Instructional Dollars per Student FTE Professional Technical Transfer | * | * | \$15,850 | \$2,028 \$1,063 | Instructional costs per student FTE compares favorably to that of other community colleges in Idaho. |
| Scholarship Dollars per Student FTE | * | * | \$565 | \$2,713 | By 2013, increase scholarship dollars per student FTE by 10%. |
| Number of students participating in online courses.(unduplicated) | * | * | 395 | 1,585 | By 2013, on-line students will account for 20% of total credit enrollment. |
| Tuition and fees Full-time Part-time | | | \$1,416 \$118 | \$1,428 \$119 | Maintain tuition and fees at or below that of other community colleges in Idaho. |

* No information/data available

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College of Southern Idaho

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The College of Southern Idaho's mission, as a comprehensive community college, is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

CSI is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). Several of CSI's programs are also accredited by the appropriate accrediting agencies, and graduates are eligible to take the qualifying examinations of the respective state and national licensing and registration bodies and join professional organizations.

CSI's service area is defined in Idaho Code as the eight counties of the Magic and Wood River Valleys and a portion of Elmore County. CSI offers its programs and courses at the nearly 350 acre main campus in Twin Falls, as well as at the off-campus centers in Burley (The Mini-Cassia Center), Hailey (The Blaine County Center), Gooding (The Northside Center), and Jerome (Workforce Development Center). Students can choose from a wide range of transfer and professional-technical programs – more than 120 program options ranging from certificates to two-year academic and technical degrees. The College offers a growing number of online courses for students who cannot attend traditional face-to-face courses due to family or work responsibilities, and for students who prefer online learning environments as opposed to the traditional classroom. CSI has a growing and very successful dual credit program. The College shows its commitment to lifelong learning through active community education and workforce training programs. Growing partnerships with Boise State University, University of Idaho, Idaho State University, and Northwest Nazarene University also give local residents more than two dozen bachelor's and master's degree options without having to leave Twin Falls.

As embodied in the Idaho Code, the College of Southern Idaho is governed by a locally elected five member Board of Trustees. Trustees are elected from within the College District comprised of Jerome and Twin Falls counties. Revenue for the operation of the College comes from a combination of sources including tuition and fees, state appropriation, local property taxes, grants, and counties not in community college districts. Due to the recession and lower state revenues, state appropriations have decreased significantly and CSI is relying more and more on tuition and fees.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33, Idaho Code. While there is no formal divisional structure at the College, the primary functions may be categorized as: Instructional, Student Support, Financial Support, Administrative and Community Relations.

Instructional:

The primary function of the College of Southern Idaho stated in the Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code). Academic programs are submitted to the Idaho State Board of Education for approval. The State Board of Education acts under the authority granted in Article IX, Section 2 of the Idaho Constitution and Title 33, Chapter 1, Idaho Code.

Student Support:

Support for CSI students is delivered through the student services division (Admissions and Records, New Student Services, Advising, Financial Aid, Multicultural Student Services, Student Disability Services, Career and Counseling Services, Student Activities, Student Health, Child Care Center, Library/ITC) which assists students in seeking access to college programs and services, and promotes student learning, development, and success by providing future and current students with quality information, advice, support, and opportunities for social and cultural development.

Financial Support:

College of Southern Idaho

Performance Measurement Report

Also under the authority of the Trustees, financial management of the College's funds is overseen by the Business Office. This office manages the various sources of funds directed to the College, including: state appropriations, tuition and fees, local property taxes, counties not in a community college district, and grants from both public (federal, state, local) and private sources.

Administrative Support and Community Relations:

The College senior administrative team includes the President of the College, Gerald Beck, Ed.D; Executive Vice President and Chief Academic Officer, Jeff Fox, Ph.D; Vice President of Administration, Mike Mason, CPA; Vice President of Student Services/Planning and Grants Development, Edit Szanto, Ph.D.

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010* |
|------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$11,564,200 | \$12,653,900 | \$12,302,800 | \$10,875,500 |
| Economic Recovery | \$0 | \$0 | \$0 | \$730,700 |
| Liquor Fund | \$150,000 | \$150,000 | \$198,900 | \$195,000 |
| Property Taxes | \$3,707,100 | \$3,933,100 | \$4,321,900 | \$4,661,700 |
| Tuition and Fees | \$6,918,600 | \$7,044,500 | \$7,544,200 | \$8,355,000 |
| County Tuition | \$1,700,000 | \$1,600,000 | \$1,200,000 | \$1,400,000 |
| Misc Revenue | \$1,830,000 | \$1,836,200 | \$2,097,300 | \$862,300 |
| Total | \$25,869,900 | \$27,217,700 | \$27,665,100 | \$27,080,200 |
| Expenditures | FY 2007 | FY 2008 | FY 2009 | FY 2010* |
| Personnel Costs | \$17,642,500 | \$19,379,900 | \$22,203,400 | \$21,169,700 |
| Operating Expenditures | \$2,423,400 | \$3,679,800 | \$3,848,200 | \$3,967,700 |
| Capital Outlay | \$5,803,600 | \$4,158,000 | \$1,613,500 | \$1,942,800 |
| Total | \$25,869,500 | \$27,217,700 | \$27,665,100 | \$27,080,200 |

*FY10 unaudited figures

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|----------------|----------------|----------------|----------------|
| Annual (unduplicated) Enrollment Headcount* | 11,165 | 11,148 | 11,031 | 13,203 |
| Professional Technical | 1,894 | 1,901 | 2,019 | 2,392 |
| Transfer | 9,271 | 9,247 | 9,012 | 10,811 |
| Annual Enrollment FTE* | 3,541 | 3,569 | 4,264 | 5,276.3 |
| Professional Technical | 745 | 765 | 818 | 1,013.9 |
| Transfer | 2,796 | 2,804 | 3,446 | 4,262.4 |
| Degrees/Certificates Awarded | 797 | 825 | 766 | 813** |
| Workforce Training Headcount | 6,149 | 5,861 | 5,940 | 4,861 |
| Dual Credit | | | | |
| - Unduplicated Headcount | 1,559 | 1,695 | 1,967 | 2,462 |
| - Enrollments | 3,244 | 3,598 | 3,992 | 4,936 |
| - Total Credit Hours | 9,500 | 10,789 | 12,084 | 14,829 |

* Based on 10-day census

**Data as of August 2010 (not yet final)

Performance Highlights

College of Southern Idaho

Performance Measurement Report

During the Spring 2010 Regular Interim Evaluation, CSI's accreditation was reaffirmed and the College was commended for establishing and maintaining a culture of planning and assessment throughout the College; for its diligent and effective effort to provide accreditation oversight to the College of Western Idaho; and for the planning, maintenance, and construction of highly functional educational facilities to support the needs of a growing student population. CSI is already preparing for its Spring 2011 Year One Report that will address the new NWCCU standards under the new seven-year accreditation process.

College of Western Idaho (CWI) Partnership

CSI continued its partnership with the College of Western Idaho (CWI) in order to assist CWI in meeting standards for accreditation and to help CWI offer college credit instruction, certificates and degrees, and federal financial aid while seeking accredited status with the Northwest Commission on Colleges and Universities (NWCCU).

Grants

- CSI received a second Community Based Job Training (CBJT) grant from U.S. Department of Labor - \$1,995,673. The grant will enable CSI to develop the talent pool and regional programs for the advances in industry in five critical high-growth areas (law enforcement, radiological technology, dental hygiene, metal fabrication, and welding) and to implement future technologies.
- The J.A. & Kathryn Albertson Foundation awarded CSI a grant in the amount of \$1,000,000 for scholarships as part of the project entitled "Post Secondary Success Targeted Scholarships." The purpose of the scholarships is to boost post-secondary success for Idaho students and increase higher education enrollment, retention, and completion. These scholarships will help hundreds of CSI students achieve their educational goals over the next five years.
- \$450,000 IDAHO INBRE (IDeA Network of Biomedical Research Excellence) – subcontract with the University of Idaho. The INBRE grant provides CSI with funds for student research, faculty development, lab equipment in Biology and Physical Science, and outreach supplies.
- \$245,722 "Strengthening Preparedness Planning – Magic Valley Solutions" grant from the Idaho Bureau of Homeland Security will provide a secure communications infrastructure between Twin Falls and Jerome counties. The first phase of the project will provide a secure fiber optic connection between the CSI Health Sciences and Human Services (HSHS) building and St. Luke's Magic Valley Medical Center. The infrastructure will provide a means of secure communications between counties in the event of an emergency or natural disaster. When not in use for an emergency situation, the fiber connections will be used for educational and other purposes as deemed acceptable by CSI and St. Luke's.

New Health Sciences and Human Services (HSHS) Building

CSI opened its new \$21 million 72,000 square-foot Health Science and Human Services (HSHS) building that houses 17 programs and has provided the opportunity to start some new programs and expand existing ones. The building received gold Leadership in Energy and Environmental Design (LEED) certification.

CSI Foundation Scholarships and Major Gifts Campaign

During the 2009-2010 academic year the CSI Foundation provided approximately \$1,200,000 in scholarships for CSI students. The College and the CSI Foundation have completed an 18-month major gifts campaign, the first in the College's history. The "Building Our Futures Together" campaign raised over \$10,000,000 - two-thirds in cash and pledges and one-third in estates and trusts. Although the targeted areas for the campaign included the Higher Education Center at CSI and the CSI Agriculture Department, most of the funding is donor directed toward the other targeted area- scholarships.

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010* | Benchmark |
|----------------------------|------|------|------|-------|---------------|
| PERFORMANCE MEASURE REPORT | | | | | TAB 1 Page 95 |

College of Southern Idaho

Performance Measurement Report

| | | | | | |
|--|--------------|--------------|-------------|--------------|---|
| Instructional Dollars per Student FTE | \$7,086 | \$7,291 | \$7,337 | \$6,629 | Instructional costs per student FTE will compare favorably (at or below the mean) to that of our peer institutions - i.e. community colleges in Idaho. ¹ |
| - Academic | \$6,735 | \$6,994 | \$7,137 | \$6,619 | |
| - Professional Technical | \$8,648 | \$8,608 | \$8,194 | \$6,670 | |
| Scholarship Dollars Per Student FTE | \$2,225 | \$2,428 | \$2,691 | \$2,800 | Scholarship dollars per student FTE will compare favorably (at or higher than the mean) to that of our peer institutions - i.e. community colleges in Idaho. |
| Tuition and fees | | | | | Maintain tuition and fees at or below that of our peer institutions - i.e. community colleges in Idaho. |
| Full-Time | \$1,000 | \$1,050 | \$1,140 | \$1,200 | |
| Part-Time | \$100/credit | \$105/credit | \$95/credit | \$100/credit | |
| Employee Compensation Competitiveness | 92.9% | 90.4% | 90.9% | 92.2% | CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College Survey. ² |
| Total Yearly Dollar Amount Generated Through External Grants | \$3,725,570 | \$4,010,426 | \$4,082,786 | \$6,058,838 | Will submit a minimum of \$2,750,000 yearly in external grant requests with a 30% success rate. |
| Funds Raised Through the CSI Foundation | \$967,247 | \$1,312,826 | \$1,627,571 | \$1,637,676 | By 2015 achieve a minimum of 80% participation in the Foundation's internal campaign. ³ |

Performance Measure Explanatory Note:

*Based on FY10 unaudited financial figures; FY10 audited figures will be available in November 2010.

¹ Uses IPEDS Data Collection Guidelines to calculate this figure - outright grants-in-aid, scholarships, stipends, and tuition and fee waivers. It includes Pell Grants but does not include loans to students (subject to repayment), College Work-Study Program (CWS), or awards granted because of faculty or staff status. The sum of these categories is divided by the FTE.

² Each year a number of community colleges participate in the Mountain States Community College Survey. Information regarding full time employee salaries for reported positions is collected and listed in rank order. A mean and median range is determined for positions. In calculating this performance measure the College of Southern Idaho mean salary is divided by the Mountain States mean. The resulting percentage demonstrates how College of Southern Idaho salaries compare with other institutions in the Mountain States region.

³ CSI and the Foundation encourage all CSI employees to donate to the Foundation. Internal donations show commitment to the institution and our students, and also help with external fundraising. Internal participation (faculty, staff, administration) for the major gifts campaign was at 68%.
There were no SBOE required performance measures for FY10.

College of Southern Idaho

Performance Measurement Report

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Part 1 – Agency Profile

Agency Overview

The State Department of Education (SDE) manages K-12 public education in the State of Idaho and provides school districts and charter schools with the technical assistance they need to raise student achievement. The vision of the State Department of Education is to establish an innovative and flexible education system that focuses on results, inspires all students and prepares them to be successful in meeting today's challenges and tomorrow's opportunities. The Department's mission is that the State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

| Revenue | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| General Fund | 995,344,700 | 1,291,587,000 | 1,367,363,800 | 1,418,542,700 | 1,231,386,600 |
| Federal Grant | 181,974,600 | 178,123,200 | 193,007,800 | 195,782,100 | 415,321,500 |
| Dedicated Fund | <u>3,933,100</u> | <u>7,152,100</u> | <u>11,874,900</u> | <u>7,210,300</u> | <u>4,524,800</u> |
| Total | 1,181,252,400 | 1,476,862,300 | 1,572,246,500 | 1,621,535,100 | 1,651,232,900 |
| Expenditure | FY 2006 | FY 2007 | FY 2008 | | |
| Personnel Costs | 122,400 | 135,500 | 184,000 | 352,400 | 406,500 |
| Operating Expenditures | 528,200 | 933,600 | 1,090,100 | 4,708,100 | 4,992,500 |
| Capital Outlay | 4,500 | | | 26,700 | 3,500 |
| Trustee/Benefit Payments | <u>1,230,086,100</u> | <u>1,526,969,600</u> | <u>1,619,455,300</u> | <u>1,671,872,300</u> | <u>1,701,036,000</u> |
| Total | 1,230,741,200 | 1,528,038,700 | 1,620,729,400 | 1,676,959,500 | 1,706,438,500 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Number of School Districts Supported | 114 districts 24 charters | 114 districts 28 charters | 115 districts 30 charters | 115 districts 31 charters | 115 districts 36 charters |
| Number of Public School District (K12) Students | 261,907 | 267,533 | 272,058 | 275,075 | 278,522 |
| FTE Student Teacher Ratio | 18.04 | 18.11 | 18.12 | 18.20 | 18.30 |

Performance Highlights

Student achievement rose significantly in 2008-2009 school year. Two-thirds of Idaho schools made Adequate Yearly Progress (AYP) based on the Spring 2009 ISAT, compared to just one-fourth of schools that made AYP two years ago. In fact, Idaho lead the nation in the percentage of schools making AYP. Specifically, 432 public schools made AYP during the 2008-2009 school year, up from 363 schools the previous year. In the 2006-2007 school year, just 168 schools made AYP.

In FY2010, the state continued to provide \$5 million in additional funding for school districts to remediate students who struggled on the ISAT. We have seen great results from this funding as student achievement has increased

over the past two years. For FY11, the state, despite cuts to public education, pooled money for several programs including remediation, the Math Initiative, and the Reading Initiative, for a total of \$10 million.

The Idaho Middle Level Task Force, a joint effort of the State Department of Education and State Board of Education, recommended the implementation of a Middle Level Credit System by the 2010-2011 school year. The State Board unanimously approved the rule change in June 2009. The credit system will increase accountability in the middle grades and help ensure Idaho students are prepared to go on and succeed in high school. The Legislature approved the State Department's rule during the 2010 session.

The State Department of Education successfully implemented the Idaho Math Initiative during the 2008-2009, 2009-2010 school year. With \$3.9 million in funding from the Idaho Legislature, the Department began providing increased professional development for educators through the three-credit Mathematical Thinking for Instruction (MTI) course. An estimated 2,000 teachers and administrators have now completed the MTI course. In addition, the state provided Apangea Math, a web-based tutoring and instruction program, to all students in grades 5-8 this school year. Next year, the state will expand Apangea to grades 5-12. More than 35,000 students have used Apangea Math over the past year and shown significant growth from pre-quiz to post-quiz scores. As part of the Math Initiative, the Department also partnered with the Micron Foundation to distribute 45 free Family Math Night kits to schools across Idaho. Schools can use the kits to host Family Math Nights and get parents more involved in their children's education.

Superintendent of Public Instruction Tom Luna created the Teacher Performance Evaluation Task Force in 2008 to develop minimum standards for a fair, valid, and consistent teacher performance evaluation system in Idaho. The Task Force presented its recommendations to the Idaho Legislature and the Legislature approved the plan in the 2010 session. If approved, Idaho school districts and public charter schools will be required to craft their own teacher performance evaluation models based on the Charlotte Danielson Framework during the 2009-2010 school year and to be implemented in Fall 2010.

The State Department of Education secured a federal grant to continue work on the State Longitudinal Data System. The SDE has already begun to review all K-12 data collection systems at the state level, which is the first step to developing the State Longitudinal Data System. In addition, the state has developed and is in the process of implementing a unique student identifier. The SDE has created a unique teacher identifier.

Superintendent of Public Instruction Tom Luna worked closely with the Governor's office to secure \$3 million in federal stimulus funding to establish the Idaho Education Network (IEN). The Network is an innovative system that will utilize modern technology to bridge the geographical gap between rural and urban schools. Through this Network, every Idaho school will be connected with broadband technology. No matter where a school is located, the IEN will connect students and teachers through a virtual classroom that can offer dual credit for students, professional development for teachers and many other opportunities. IEN is a joint effort between the Department of Administration and the State Department of Education. The \$3 million in initial funding will be used to secure matching funds from the federal government through the e-Rate program. Every Idaho high school will be connected to IEN in the first three years.

The State Department of Education continues to increase the number of Highly Qualified Teachers statewide. With the help of school districts and charter schools across the state, Idaho has increased its number of Highly Qualified Teachers to 95.52% of teachers statewide, up from 70.3% in the 2006-2007 school year.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

Idaho Public Schools

Performance Measurement Report

Part II – Performance Measures

| Performance Measure | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | Benchmark |
|--|---------|---------|---------|---------|---------|-----------|
| Percent of Students Who Complete high school | 88.04 | 88.29 | 89.70 | 61.69 | N/A | 100% |
| Number of Highly Qualified Teachers (HQT) Teaching in Their Area of Specialty as a Percentage of the Total Teaching Population | 99.33% | 70.30% | 93.06% | 95.52% | 96.6 | 100% |
| Percentage of K-12 Students Meeting or Exceeding Idaho Standard Achievement Test (ISAT) | | | | | | |
| - Reading | 84% | 79% | 84% | 87.06% | 87.26% | 100%* |
| - Mathematics | 81% | 76% | 77% | 80.11% | 80.11% | 100%* |
| - Language Usage | 80% | 68% | 71% | 74.42% | 74.39% | 100%* |
| - Science (grades 5,7,10) | NA | 52% | 59% | 63.67% | 63.77% | 100%* |
| Number of Schools Receiving Technical Assistance | 224 | 461 | 348 | 292 | 325 | N/A |

Performance Measure Explanatory Notes:

Percent of Students Who Complete High School:

Data for FY2009 is N/A because it has not yet been calculated for the 2008-2009 school year.

Number of Highly Qualified Teachers Teaching in Their Area of Specialty as a Percentage of the Total Teaching Population:

The data for HQT teachers in Idaho decreased from FY2006 to FY2007 because, prior to 2007, a previous administration at the Idaho State Department of Education wanted an Idaho certificate/endorsement to stand as the only means necessary to meet the Highly Qualified Teacher requirement. However, this was not in compliance with federal law. The problem was fixed in 2007 under a new administration by clearly communicating with the U.S. Department of Education that the Idaho State Department of Education was committed to meeting all of the federal requirements. The SDE then created a sense of urgency for all teachers to report qualifications by means of Praxis scores, participation in an appropriately rigorous alternative route to certification or a HOUSSE rubric. Districts were also notified that this documentation must be centrally located in the event of an audit. Over the past school year, the accurate number of Highly Qualified Teachers, as defined by federal law, has increased significantly.

Percentage of K-12 Students Meeting or Exceeding Idaho Standard Achievement Test (ISAT):

The benchmark for 2014 is that students will be 100% proficient or advanced. For 2009, Idaho students met the incremental targets for math (70%) and reading (78%), and missed the target for language usage (78%). Science is only assessed in grades 5, 7, and 10; it is not currently part of the calculation and has no annual target for proficiency.

Number of Schools Receiving Technical Assistance:

The State Department of Education offers technical assistance to every public school, district and charter school in the state of Idaho through a variety of programs as well as through constant e-mail and phone communication. The data presented in this chart represents the number of schools that are offered technical assistance from the State Department of Education because they are in School Improvement status.

For More Information Contact

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Part 1 – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is one of three agencies under the oversight of the Office of the State Board of Education. Dr. Michael Graham is the Administrator of the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, State Renal Disease Program, and Extended Employment Services.

The Public Vocational Rehabilitation program is one of the oldest and most successful federal/state programs in America. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to gainful employment. The average time needed for a person to complete a rehabilitation plan and become employed is thirty-two (32) months. In FFY 2009, employment of individuals with disabilities resulted in a 293% increase in client weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services Bureau as well as the following sections: Human Resources, Program Development, Planning and Evaluation, Fiscal Operations, and Information Technology. There are also three zone managers, as well as six regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Boise Corrections, Boise Mental Health/School Work, Twin Falls, Pocatello, Idaho Falls, and Caldwell.

IDVR is comprised of 150 employees, of which 145 are full time positions serving in forty two offices throughout the state. Offices are located in Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, and Payette. There is one (1) Central Office, nine (9) Regional Offices, eleven (11) general Sub-Offices, seven (7) Mental Health Sub-Offices, eleven (11) School – Work Sub-Offices, and three (3) Corrections Sub-Offices.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 701, and is augmented by regulations promulgated and set forth at 34 CFR § 361.1.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The Division also manages state appropriated funds to assist individuals with chronic renal failure to help cover the catastrophic costs of this serious, life-threatening disease. The Division coordinates the medical management of this program, and coordinates its payments with the client's ability to pay, private insurance payments, and Medicare and Medicaid payments (Idaho Code, Chapter 23, Vocational Rehabilitation 33-2307 – 33-2308).

The Extended Employment Services (EES) program provides funding to individuals with severe disabilities who are determined unable to maintain competitive employment without on-going support. A state financial allotment is provided annually to be allocated by the EES staff to contracted Community Rehabilitation Programs who subsequently provide the long term support to eligible clients.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 13, 2010**

Vocational Rehabilitation, Idaho Division of **Performance Measurement Report**

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$8,113,600 | \$8,353,000 | \$7,903,100 | \$7,113,600 |
| Rehab Rev & Refunds | \$621,700 | \$621,700 | \$330,800 | \$651,900 |
| Federal Grant | \$15,372,370 | \$14,800,600 | \$14,513,700 | \$17,375,300 |
| ARRA | | | | \$3,037,300 |
| Miscellaneous Revenue | \$1,600,000 | \$900,000 | \$601,500 | \$944,200 |
| Total | \$25,707,670 | \$24,675,300 | \$23,349,100 | \$29,122,300 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$7,706,000 | \$8,292,700 | \$8,415,700 | \$8,411,800 |
| Operating Expenditures | \$1,486,700 | \$1,493,400 | \$1,538,900 | \$1,935,200 |
| Capital Outlay | \$309,800 | \$299,600 | \$137,100 | \$203,500 |
| Trustee/Benefit Payments | \$14,438,500 | \$12,378,300 | \$12,052,200 | \$13,312,500 |
| Total | \$23,941,000 | \$22,464,000 | \$22,143,900 | \$23,863,000 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|----------------|----------------|----------------|----------------|
| The Number of Individuals Served by Vocational Rehabilitation | 12,874 | 12,612 | 13,136 | 13,631 |
| The Number of Individuals Who Went to Work After Receiving VR Services | 1,996 | 2,120 | 2,083 | 1,857 |
| The Number of Individuals With Chronic Renal Failure Supported | 207 | 196 | 181 | 196 |

**IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis. (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year data reported.*

Performance Highlights

In an effort to enhance the transition to employment outcomes for the deaf and hard of hearing students affiliated with the Idaho Educational Services Program for the Deaf and Blind (IESDB) in Gooding, Idaho, IDVR and IESDB have initiated a financial matching arrangement. For a two year period, IDVR has agreed to finance the salaries of two IESDB counselors providing outreach services statewide to IESDB students who are eligible for IDVR services. These counselors will work in concert with IDVR counselors across the state to identify and serve students in this targeted population more efficiently and effectively by combining "pure state" resources contributed by IESDB with enhanced federal Rehabilitation Services Administration (RSA) dollars that will be made available to IDVR.

This arrangement will not only maximize the working relationship between the two programs but also provide additional financial resources that can be directly invested in client service outcomes.

The recession and subsequent loss of jobs in the market place has negatively impacted IDVR. In FY 2009 the number of successful rehabilitations dropped to 1857 from a previous high mark of 2120 two years earlier. While an outcome of 1857 successful rehabilitations is still a respectable achievement, this decline certainly reflects a need to develop a new strategy for future success.

Recently IDVR initiated a "Think Tank" strategy approach in which several of the agency's most experienced and successful counselors convened with the specific intent to develop new performance processes to be shared with all counselors and demonstrated as regional pilot projects.

Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

Currently, a 21st Century Job Club model has been formulated, utilizing updated technology, e-social networking strategies, along with traditional job development techniques to increase successful job placements for hard to place clients in the market place. The new model will be launched in July of 2010 in the Boise metropolitan area.

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|--|-------------|-------------|-------------|-------------|------------------|
| Number of Individuals Exiting the VR Program Who Achieved an Employment Outcome | 1996 | 2120 | 2083 | 1857 | 2083 |
| Percentage of Individuals Who Exit the VR Program After Receiving Services Who Are Determined to Have Achieved an Employment Outcome | 59.0% | 65.5% | 65.9% | 64.8% | 55.8% |
| Average Hourly Earnings of Individuals Exiting the VR Program Who Achieved an Employment Outcome During the Current Year | \$9.22 | \$9.81 | \$10.04 | \$10.24 | \$10.15 |
| Number of Individuals Involved With the Correctional System Exiting the VR Program Who Achieved an Employment Outcome | 337 | 419 | 481 | 461 | 485 |
| Percentage of Community Supported Employment clients served through the Extended Employment Services program | 52% | 53% | 52.18% | 53.49% | 53% |

Performance Measure Explanatory Notes:

The benchmark of 55.8% for individuals who exit the VR program after receiving services who are determined to have achieved an employment outcome is a minimum requirement of the agency set by the Federal Rehabilitation Services Administration.

**IDVR is primarily a federally funded program that assesses performance on a Federal Fiscal Year basis. (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year data reported.*

For More Information Contact

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Idaho Public Television

Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system and new media provider based in the capital city of Boise with additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over the next 45 years, IdahoPTV has expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five (5) digital transmitters and 40 repeaters (translators). We are currently working on installing six (6) DTV fill-in repeaters to serve the areas of Emmett, Boise front/Harris Ranch, Glens Ferry, Idaho City, Bellevue, and eastern Pocatello. IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based content creation and distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. We continue to work to finish the statewide conversion of all of our facilities to digital.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV has benefited from the financial support of the Friends of Idaho Public Television, Inc., an affiliated not-for-profit support organization. As directed by FCC guidelines, our constituents are the people of Idaho, as well as those in portions of six surrounding states and Canada. Private donations provide more than 63% of our yearly operating budget, or \$4.4 million from over 23,000 individuals, foundations and companies in our rural service areas. State of Idaho support provides approximately 23% of our operating budget and is directed specifically toward the maintenance and administration of the statewide delivery system. The remaining 14% of our operating budget comes in the form of a yearly grant from the Corporation for Public Broadcasting, a private corporation funded by Congress. IdahoPTV's comprehensive audit is conducted yearly by the Legislative Auditor, Legislative Services.

As of July 1, 2010, IdahoPTV is staffed with 54 full-time employees primarily in the network operations center in Boise, with branch facilities in Moscow and Pocatello.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users.

During FY 2010, IdahoPTV distributed nationally *Yellowstone Land to Life* through the Public Broadcasting Service (PBS) and *Kevin Kirk & Onomatopoeia in Concert* through the National Educational Telecommunications Association (NETA).

IdahoPTV produces a number of on-going series and specials including:

Outdoor Idaho
Dialogue (weekly, live public affairs program)
The Idaho Debates (primary and statewide election coverage)
Governor's State of the State Address/
Governor's State of the Budget Address (live)
Ron's Picks
The Buzz on IdahoPTV

Idaho Reports (coverage of the Idaho Legislature)
D4K Dialogue for Kids (educational science program for grade school students)
Idaho Legislature Live (gavel-to-gavel live coverage of the Idaho House, Senate and Joint Finance-Appropriations Committee)
INL Scholastic Tournament
Hymns of Thanksgiving

Also produced are other one-time programs including:

Capitol of Light
Yellowstone's Cascade Corner
Barbara Morgan: No Limits
Assassination: Idaho's Trial of the Century

Wooden Boats, Wondrous Lakes
Outdoor Idaho: Through the Years
Idaho: An Aerial Tapestry
Kevin Kirk & Onomatopoeia in Concert

Idaho Public Television

Performance Measurement Report

Our community outreach ranges from locally produced events and workshops to children's events such as science and technology workshops, program screenings and discussions, science camps, a literacy contest and educator workshops.

The staff is led by Peter W. Morrill, General Manager; Ron Pisaneschi, Director of Content; Toni Ward, Director of Finance; Rich Van Genderen, Director of Technology; Sandy Streiff, Director of Communications and a Director of Marketing/Development (open).

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

The mission of IdahoPTV is to meet the needs and reflect the interests of our various audiences. We do this by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Revenue and Expenditures

| Revenue | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$1,824,200 | \$2,518,700 | \$2,187,700 | \$1,518,800 |
| Dedicated Fund | \$0 | \$0 | \$0 | \$0 |
| Miscellaneous Fund | \$865,800 | \$949,200 | \$1,008,400 | \$972,600 |
| Total | \$2,690,000 | \$3,467,900 | \$3,196,100 | \$2,491,400 |
| Expenditure | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
| Personnel Costs | \$1,744,700 | \$1,890,000 | \$1,993,700 | \$1,794,200 |
| Operating Exp. | \$779,700 | \$815,100 | \$731,600 | \$697,200 |
| Capital Outlay | \$165,600 | \$762,800 | \$470,800 | \$0 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$2,690,000 | \$3,467,900 | \$3,196,100 | \$2,491,400 |

FY 2010 reflects holdbacks.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|-----------|-----------|-----------|------------|
| Channel Hours for Children (under the age of 12) | 13,102 | 13,148 | 14,012 | 14,281 |
| Channel Hours for Ethnic Minorities | 4,951 | 5,012 | 5,242 | 5,153 |
| Channel Hours for Learners | 10,722 | 10,745 | 12,420 | 13,197 |
| Number of Visitors to idahopty.org | 2,035,877 | 2,543,027 | 3,581,741 | *1,228,364 |
| Public Affairs Channel Hours | 12,912 | 11,040 | 11,568 | 11,717 |
| Idaho Specific Channel hours | 2,937 | 3,235 | 3,246 | 2,635 |

*New software used to measure visitors to idahopty.org Web site for FY 2010.

Idaho Public Television

Performance Measurement Report

Performance Highlights:

During calendar year 2009 –

- 400 attempted and completed phone calls and 1,500 e-mails from students to the D4K science call-in show that airs monthly during the school year.
- 718,024 page views to the D4K Web site during 307,152 visits, with 14,740 videos viewed.
- 1,163 hours of overnight educational television, including 138 hours of professional development for teachers, as well as resources for K-12 classrooms, made instructional materials available to schools throughout the state.
- 882 kindergarten-third grade students contributed entries for the annual Reading Rainbow Young Writers and Illustrators Contest, 36 received a regional certificate for first, second or third place in their grade.
- 939 people in Boise, Pocatello, Nampa and Caldwell attended the Community Cinema events to preview free screenings of INDEPENDENT LENS films followed by discussions of thought-provoking social issues featured in the films.
- 791 days-worth of live video streams on the IDAHO LEGISLATURE LIVE Web site; with 55,135 page views.
- 49 national and regional awards were received for programs produced by IdahoPTV, including 1 regional Emmy award.

Part II – Performance Measures

| Performance Measure | 2007 | 2008 | 2009 | 2010 | Benchmark |
|---|-------------|-------------|-------------|-------------|-------------|
| Number of awards for IdahoPTV media and services. | 49 | 40 | 53 | 71 | 35 |
| Number of DTV channel hours of transmission. | 137,240 | 137,240 | 137,240 | 137,240 | 137,240 |
| Number of transmitters broadcasting a DTV signal. | 5 | 5 | 5 | 5 | 5 of 5 |
| Number of DTV-ready translators (DTT). | 15 of 37 | 21 of 39 | 39 of 39 | 38 of 40 | 40 of 40 |
| Number of licensed DTV fill-in translators (DTS). | 0 | 0 | 0 | 3 of 7 | 1 of 7 |
| Percentage of Idaho's population within our DTV signal coverage area. | 73.1% | 73.1% | 73.1% | 93% | 73.1% |
| Number of IdahoPTV channel hours of Idaho-specific educational and informational programming. | 2,937 | 3,235 | 3,246 | 2,635 | 2,273 |
| Total number of hours of educational programming. | * | * | 17,921 | 23,113 | 7,664 |
| Total FTE in content delivery and distribution. | 15.68 | 17.51 | 16.06 | 20.14 | <31.57 |
| Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines. | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes |

Performance Measure Explanatory Notes:

* This was a new performance measure in FY2009, which data had not previously been collected.

The FY2010 matrix applies to the FY2010 SBOE and IdahoPTV strategic plans and does not reflect the changes for FY2011.

Idaho Public Television

Performance Measurement Report

For More Information Contact

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**STATE BOARD OF EDUCATION
OCTOBER 14, 2010**

SUBJECT

Distinguished Schools/Additional Yearly Growth Awards

REFERENCE

| | |
|--------------|---|
| October 2008 | Board presented Distinguished School awards to three (3) schools and Additional Yearly Growth awards to 15 schools. |
| October 2009 | Board presented Distinguished School awards to four (4) schools and Additional Yearly Growth awards to 53 schools. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.

BACKGROUND/DISCUSSION

The Federal No Child Left Behind Act (NCLB) provides that the state education agency (SEA) shall present and honor those schools whose achievements warrant, based on criteria set forth relative to testing.

Scores from The Idaho Standards Achievement Test ISAT are used to compute Adequate Yearly Progress (AYP) and in turn, Distinguished Schools and Additional Yearly Progress Awards. The Idaho State Board of Education (SBOE) is the SEA for Idaho and began to implement the recognition of these schools in 2007. Each school that earns the Distinguished School or Additional Yearly Progress Award is invited to be honored by the Board at its October meeting.

The Idaho Standards Achievement Test (ISAT) is an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness. The ISAT is administered to students in grades 3-8 and 10 to provide ongoing monitoring of individual, school, district, and state progress. The 10th grade ISAT in reading, language usage, and mathematics is required for high school graduation. Proficiency on the 10th grade ISAT verifies that an Idaho student has met Idaho standards in reading, language usage, and mathematics.

ATTACHMENTS

Attachment 1 – List of Schools Receiving Awards

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board commend each of the Idaho schools who have earned the Distinguished School Award and the Additional Yearly Growth award. Staff is also coordinating certificates commemorating this accomplishment to each of the designated schools and will present those to the schools on behalf of the Board for those schools which cannot personally attend the October 14, 2010 Board meeting.

**STATE BOARD OF EDUCATION
OCTOBER 14, 2010**

BOARD ACTION

This item is an informational item only. Any action is at the Board's discretion.

**STATE BOARD OF EDUCATION
OCTOBER 14, 2010**

2010 Idaho Distinguished Schools

- Peregrine Elementary School, Meridian Joint School District #2
- Whittier Elementary School, Boise Independent School District #1

2010 Idaho Additional Yearly Growth Schools

- Hailey Elementary School, Blaine County Joint School District #61 (2 awards)
- Mountain View Elementary, Cassia County Joint School District #151
- Peregrine Elementary School, Meridian Joint School District #2
- Whittier Elementary School, Boise Independent School District #1
- Priest River Lamanna High School, West Bonner County District #83 (2 awards)
- Horizon Elementary School, Jerome County School District #262
- Downey Elementary School, Marsh Valley School District #21
- Jefferson Elementary School, Pocatello/Chubbuck School District #25
- Winton Elementary School, Coeur d'Alene School District #271

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**CONSENT AGENDA
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | BAHR-SECTION I BOISE STATE UNIVERSITY New Positions | Motion to approve |
| 2 | BAHR-SECTION I IDAHO STATE UNIVERSITY New Positions | Motion to approve |
| 3 | BAHR-SECTION I UNIVERSITY OF IDAHO New Positions | Motion to approve |
| 4 | BAHR-SECTION I LEWIS-CLARK STATE COLLEGE New Positions & Change to Position | Motion to approve |
| 5 | BAHR-SECTION I EASTERN IDAHO TECHNICAL COLLEGE Change to Position | Motion to approve |
| 6 | BAHR-SECTION II FY 2010 Carryover Funds | Motion to approve |
| 7 | IRSA – QUARTERLY REPORT: PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTOR | Motion to approve |
| 8 | PPGAC – ALCOHOL PERMITS ISSUED BY UNIVERSITY PRESIDENTS | Motion to approve |

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**CONSENT AGENDA
OCTOBER 14, 2010**

BOISE STATE UNIVERSITY

SUBJECT

New positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.

BACKGROUND/DISCUSSION

Boise State University requests approval to:

- Establish five (5) faculty positions (5.0 FTE) supported by appropriated funds.
- Establish one (1) professional staff position (1.0 FTE) supported by local funds.
- Establish two (2) classified staff positions (2.0 FTE) supported by appropriated funds.
- Increase the term of two (2) classified staff positions (2.0 FTE) supported by appropriated funds, and increase the term of two (2) classified staff positions (2.0 FTE) supported by local funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University for eight (8) new positions (8.0 FTE) supported by appropriated and local funds and to increase the term of four (4) positions (4.0 FTE) supported by appropriated and local funds.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

**CONSENT AGENDA
OCTOBER 14, 2010**

NEW POSITIONS

| | |
|-------------------------------|--|
| Position Title | Assistant Professor, International Relations/ Comparative Politics |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$60,000 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Political Science Department |
| Duties and Responsibilities | Provide instruction for courses; conduct research in creative or scholarly work; provide community service. |
| Justification of Position | Position required to continue to build the doctoral program in public policy and increase the capacity for research through the public policy center. |

| | |
|-------------------------------|---|
| Position Title | Lecturer |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$37,004 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Theatre Arts Department |
| Duties and Responsibilities | Provide instruction for Theatre Arts courses; may serve on governance committees. |
| Justification of Position | Ongoing initiative to convert adjunct faculty positions to permanent lecturer positions. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|--|
| Position Title | Lecturer |
| Type of Position | Faculty |
| FTE | 2 Positions / 1.0 FTE each |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$37,000 each |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Department of Literacy |
| Duties and Responsibilities | Provide course instruction; may serve on governance committees. |
| Justification of Position | Ongoing initiative to convert adjunct faculty positions to permanent lecturer positions. |

| | |
|-------------------------------|---|
| Position Title | Lecturer |
| Type of Position | Faculty |
| FTE | 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$37,000 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Anthropology Department |
| Duties and Responsibilities | Provide course instruction; may serve on governance committees. |
| Justification of Position | Reorganization of department's curriculum resulted in movement of core offerings to large capacity classrooms. Additional lecturer will allow offering classes at these levels and facilitate scheduling. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|---|
| Position Title | Host Reporter, NPR's Morning Edition |
| Type of Position | Professional |
| FTE | 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$40,000 |
| Funding Source | Local |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Boise State Public Radio |
| Duties and Responsibilities | Host local segments of National Public Radio's "Morning Edition" program; gather, write, prepare and deliver newscasts. |
| Justification of Position | Converting temporary on-going position to regular status to meet program coverage needs. |

| | |
|-------------------------------|---|
| Position Title | Office Specialist 2 |
| Type of Position | Classified |
| FTE | 1.0 FTE |
| Term of Appointment | 9 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$15,241 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Nursing Department |
| Duties and Responsibilities | Provide customer service, correspondence and documentation, and record keeping functions. |
| Justification of Position | Addition of the Master's program and RN to BS on-line completion option and requires additional clerical support. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|---|
| Position Title | Landscape Technician |
| Type of Position | Classified |
| FTE | 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | \$18,720 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Facilities, Operations and Maintenance |
| Duties and Responsibilities | Perform landscape maintenance duties including equipment operation and minor repair of sprinkler systems. |
| Justification of Position | Addition of properties in the expansion area and opening of new facilities has resulted in a substantial increase in the amount of landscape area to be maintained. |

**CONSENT AGENDA
OCTOBER 14, 2010**

CHANGE IN POSITIONS

| | |
|-------------------------------|---|
| Position Title | Custodian |
| Type of Position | Classified |
| FTE | Change from .625 to 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | Change from \$11,700 to \$18,720 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Facilities, Operations and Maintenance |
| Duties and Responsibilities | Perform heavy-duty cleaning and related maintenance work in an assigned area or building complex. |
| Justification of Position | Additional custodial support needed for coverage of major classroom buildings in the afternoons and evenings. |

| | |
|-------------------------------|---|
| Position Title | Custodian |
| Type of Position | Classified |
| FTE | Change from .5 to 1.0 FTE |
| Term of Appointment | 12 Months |
| Effective Date | 10/17/2010 |
| Salary Range | Change from \$9,360 to \$18,720 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Facilities, Operations and Maintenance |
| Duties and Responsibilities | Perform heavy-duty cleaning and related maintenance work in an assigned area or building complex. |
| Justification of Position | Custodial services coverage needed for the new Yanke Research Park facility. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|--|
| Position Title | Office Specialist 1 |
| Type of Position | Classified |
| FTE | 1.0 FTE |
| Term of Appointment | Change from 10 Months to 11 Months |
| Effective Date | 10/17/2010 |
| Salary Range | Change from \$17,243 to \$18,975 |
| Funding Source | Local |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Intercollegiate Athletics |
| Duties and Responsibilities | Provide routine clerical support functions for the BOAS tennis and soccer center. |
| Justification of Position | Growth in workload due to increasing sports, venues, and additional student athletes requires additional support time. |

| | |
|-------------------------------|---|
| Position Title | Athletic Equipment Manager |
| Type of Position | Classified |
| FTE | 1.0 FTE |
| Term of Appointment | Change from 10 Months to 11 Months |
| Effective Date | 10/17/2010 |
| Salary Range | Change from \$21,507 to \$23,666 |
| Funding Source | Local |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Intercollegiate Athletics |
| Duties and Responsibilities | Issue, inventory and maintain athletic clothing and equipment; work with coaches to maintain team equipment for practices and competitions. |
| Justification of Position | Growth in workload due to increasing sports, venues, and additional student athletes requires additional support time. |

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**CONSENT AGENDA
OCTOBER 14, 2010**

IDAHO STATE UNIVERSITY

SUBJECT

New positions and change to position

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.

BACKGROUND/DISCUSSION

Idaho State University requests approval to:

- Establish five (5) new faculty positions (5.0 FTE) supported by grant funds.
- Establish three (3) new professional staff positions (2.5 FTE) supported by local and appropriated funds.
- Change the duties, responsibilities and title on one (1) faculty position (1.0 FTE) supported by state, local, and grant funds.

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University for eight (8) new positions (7.5 FTE) and a title change on one (1) faculty position (1.0 FTE) supported by grant, local and appropriated funds.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

**CONSENT AGENDA
OCTOBER 14, 2010**

NEW POSITIONS

| | |
|-------------------------------|---|
| Position Title | Assistant Professor |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 9 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$70,000.00 |
| Funding Source | Grant Funds |
| New or Reallocation | New |
| Area/Department of Assignment | Geosciences |
| Duties and Responsibilities | Teach courses and develop a vigorous, externally-funded research program in hydrology (water science) and geospatial analysis. |
| Justification of Position | To provide additional support for the expansion of expertise in research and instruction in water resources and fulfill the requirements of the statewide NSF EPSCoR Research Infrastructure Improvement project. |

| | |
|-------------------------------|--|
| Position Title | Assistant Professor |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 9 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$68,304.00 |
| Funding Source | Grant Funds |
| New or Reallocation | New |
| Area/Department of Assignment | Biological Sciences |
| Duties and Responsibilities | Responsibilities focus on physicochemical processes of soils, in the context of ecosystem responses to climate change, requiring expertise in biogeochemistry, soil hydrology, soil crust development, and other aspects of pedogenesis and contemporary surficial processes of semi-natural or wildlands. |
| Justification of Position | To provide support for interdisciplinary research on the environment and to fulfill the requirements of the NSF EPSCoR grant. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|--|
| Position Title | Nuclear Operations Instructor |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 10 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$75,000.00 |
| Funding Source | Grant Funds |
| New or Reallocation | New |
| Area/Department of Assignment | Energy Systems Technology & Education Center, College of Technology |
| Duties and Responsibilities | Coordinate and instruct in both theory and laboratory courses; coordinate adjunct laboratory instructors; coordinate laboratory resources for the Nuclear Operations Course offered under the BEA Nuclear Ops contract; and advise students. |
| Justification of Position | To provide instructional support for the Nuclear Operations Technology program and to fulfill the requirements of the BEA Nuclear Ops contract. |

| | |
|-------------------------------|--|
| Position Title | Renewable Energy Instructor |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 10 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$65,000.00 |
| Funding Source | Grant Funds |
| New or Reallocation | New |
| Area/Department of Assignment | Energy Systems Technology & Education Center, College of Technology |
| Duties and Responsibilities | Instruction for the renewable energy course offered under the SESP grant; teach laboratory content; coordinate adjunct laboratory instructors; coordinate laboratory resources; and advise students. |
| Justification of Position | To provide additional support to fulfill the requirements of the Idaho Department of Labor SESP grant. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|---|
| Position Title | Renewable Energy Lab Instructor |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 11 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$43,000.00 |
| Funding Source | Grant Funds |
| New or Reallocation | New |
| Area/Department of Assignment | Energy Systems Technology & Education Center, College of Technology |
| Duties and Responsibilities | Laboratory instruction for the renewable energy course offered under the SESP grant; maintenance of laboratory equipment; and assist in student recruiting. |
| Justification of Position | To provide additional support to fulfill the requirements of the Idaho Department of Labor SESP grant. |

| | |
|-------------------------------|---|
| Position Title | Counseling and Testing Center Coordinator |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$48,007.00 |
| Funding Source | Local Funds |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | ISU-Meridian |
| Duties and Responsibilities | Maintain testing center; supervise delivery of computer based exams; ensure that operations and performance meet the standard of Prometric; plan weekly staff schedules; hire, train, and supervise Test Center Administrators; protect security of all software and testing documents. |
| Justification of Position | To provide support needed for operation of the Prometric Testing Center at the ISU Meridian campus. |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|--|
| Position Title | Staff Auditor |
| Type of Position | Non-Classified |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$47,000.00 |
| Funding Source | State Funds |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | University Risk and Compliance |
| Duties and Responsibilities | Assist in conducting audits, reviews, investigations and consultative services; perform specific audit procedures; develop and communicate findings and recommendations; prepare audit work papers and comprehensive written reports; follow-up to determine adequacy of corrective actions; and special studies and projects as assigned. |
| Justification of Position | To provide additional support as recommended by the State Board of Education Audit Committee. |

| | |
|-------------------------------|--|
| Position Title | Assistant Tennis Coach |
| Type of Position | Non-Classified |
| FTE | .50 |
| Term of Appointment | 12 month |
| Effective Date | October 18, 2010 |
| Salary Range | \$12,012.00 |
| Funding Source | Local Funds |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Men's and Women's Tennis, Athletic Department |
| Duties and Responsibilities | Assist Head Coach in all aspects of a Division 1 Tennis Program, including scheduling practice sessions, team meetings, dual matches, and road trips; budgeting; fundraising; community work; and recruiting new student-athletes. |
| Justification of Position | To provide support for the men's and women's tennis program. The duties of this position have been previously performed by temporary, part-time employees. |

**CONSENT AGENDA
OCTOBER 14, 2010**

CHANGE to POSITION

| | |
|-------------------------------|---|
| Position Title | Change duties, responsibilities and title from Professor and Department Chair to Professor, Associate Director of CAES and Technology Transfer Officer (PCN 1296) |
| Type of Position | Faculty |
| FTE | 1.0 |
| Term of Appointment | 12 month |
| Effective Date | October 18, 2010 |
| Salary Range | Change from \$148,345.00 to \$150,009.60 |
| Funding Source | State, Local, and Grant Funds |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | College of Science and Engineering |
| Duties and Responsibilities | Conduct engineering research; communicate with CAES Director, faculty, staff, and students concerning CAES operations and research opportunities; assist personnel with invention disclosures, patents, licensing technology, and business startups; educate personnel about technology transfer opportunities and processes. |
| Justification of Position | Reorganization to accommodate CAES and Technology Transfer. |

**CONSENT AGENDA
OCTOBER 14, 2010**

UNIVERSITY OF IDAHO

SUBJECT

New positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.B.3.

BACKGROUND/DISCUSSION

The University of Idaho requests approval to:

- Establish seven (7) new faculty positions (8.0 FTE) supported by appropriated and non-appropriated funds.
- Establish one (1) classified position (1.0 FTE) supported by appropriated funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to establish eight (8) new positions (8.0 FTE) supported by appropriated and non-appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
OCTOBER 14, 2010**

NEW POSITIONS

| | |
|-------------------------------|--|
| Position Title | Assistant Professor |
| Type of Position | Faculty |
| FTE | 1.0 FTE (1560 hours/year) |
| Term of Appointment | Academic Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$70,012.80 |
| Funding Source | Appropriated and Non Appropriated funds |
| New or Reallocation | Reactivation of funds |
| Area/Department of Assignment | College of Engineering/Idaho Falls/Mechanical Engineering |
| Duties | Responsible for instruction in the Nuclear Engineering Program |
| Justification | To accommodate the number of student enrollment in Idaho Falls and necessary for accreditation |

| | |
|-------------------------------|--|
| Position Title | Assistant/Associate Professor |
| Type of Position | Faculty |
| FTE | 1.0 FTE (1560 hours/year) |
| Term of Appointment | Academic Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$75,004.80 |
| Funding Source | Appropriated and Non Appropriated funds |
| New or Reallocation | Reactivation of funds |
| Area/Department of Assignment | College of Engineering/Idaho Falls/Engineering and Technology Management Program |
| Duties | Responsible for instruction in the Industrial Technology Program |
| Justification | To accommodate the number of student enrollment in Idaho Falls and necessary for accreditation |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|--|
| Position Title | Instructor |
| Type of Position | Non Tenure Track Faculty |
| FTE | 1.0 FTE (1560 hours/year) |
| Term of Appointment | Academic Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$50,003.20 |
| Funding Source | Appropriated funds |
| New or Reallocation | New |
| Reactivation of | |
| Area/Department of Assignment | College of Law/Legal Research & Writing |
| Duties | Responsible for instruction of legal writing skills to first year law students |
| Justification | New position funded by law fees |

| | |
|-------------------------------|--|
| Position Title | Associate Professor |
| Type of Position | Faculty |
| FTE | 1.0 FTE (1560 hours/year) |
| Term of Appointment | Academic Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$90,001.60 |
| Funding Source | Appropriated funds |
| New or Reallocation | New |
| Reactivation of | |
| Area/Department of Assignment | College of Law/Third Year Program/Boise |
| Duties | Responsible for instruction in the Third Year Program in Boise |
| Justification | Faculty needed to start new programs in Boise |

| | |
|-------------------------------|---|
| Position Title | Assistant Professor |
| Type of Position | Faculty |
| FTE | 1.0 FTE (1560 hours/year) |
| Term of Appointment | Academic Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$53,019.20 |
| Funding Source | Appropriated funds |
| New or Reallocation | New |
| Reactivation of | |
| Area/Department of Assignment | College of Law/Third Year Program/Boise |
| Duties | Responsible for instruction in the Third Year Program in Boise in the law library |
| Justification | Faculty needed to start new programs in Boise |

**CONSENT AGENDA
OCTOBER 14, 2010**

| | |
|-------------------------------|--|
| Position Title | Associate Professor |
| Type of Position | Faculty |
| FTE | 1.0 FTE (1560 hours/year) |
| Term of Appointment | Academic Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$90,001.60 |
| Funding Source | Appropriated funds |
| New or Reallocation | New |
| Reactivation of | |
| Area/Department of Assignment | College of Law/Third Year Program/Moscow |
| Duties | Responsible for instruction in the Third Year Program in Moscow |
| Justification | Faculty needed to keep Moscow program equitable |
| | |
| Position Title | Computer Studio Director |
| Type of Position | Exempt |
| FTE | 1.0 FTE (2080 hours/year) |
| Term of Appointment | Fiscal Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$90,001.60 |
| Funding Source | Appropriated funds |
| New or Reallocation | New/Reallocation of existing funds |
| Reactivation of | |
| Area/Department of Assignment | College of Art & Architecture/Computer Studio |
| Duties | Designing, creating and managing a technologically advanced environment to support and lead academic units |
| Justification | Position needed for success of college |
| | |
| Position Title | Library Assistant 2 |
| Type of Position | Classified |
| FTE | 1.0 FTE (2080 hours/year) |
| Term of Appointment | Fiscal Year |
| Effective Date | November 1, 2010 |
| Salary Range | \$29,993.60 |
| Funding Source | Appropriated funds |
| New or Reallocation | New/Reallocation of existing funds |
| Reactivation of | |
| Area/Department of Assignment | College of Law/Boise Law Center |
| Duties | Paraprofessional library work related to the Water Center Law Library and support for Boise Law Administration and Faculty |
| Justification | Staff needed to support new programs in Boise |

**CONSENT AGENDA
OCTOBER 14, 2010**

LEWIS-CLARK STATE COLLEGE

SUBJECT

New positions and information on a change to an existing position

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.

BACKGROUND/DISCUSSION

Lewis-Clark State College requests approval to:

- Establish two (2) new positions (1.40 FTE) supported by grant funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

In addition to two new positions, the Board is put on notice that LCSC's current athletic director will also be assuming the duties of baseball coach for the 2010-2011 year. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to establish two (2) new positions (1.40 FTE) supported by grant funds.

Moved by _____ Seconded by _____ Carried Yes____ No____

**CONSENT AGENDA
OCTOBER 14, 2010**

NEW POSITIONS

| | |
|-------------------------------|--|
| Position Title | Office Specialist II |
| Type of Position | Classified Staff |
| FTE | .70 |
| Term of Appointment | 12 months |
| Effective Date | 10/1/2010 |
| Salary Range | \$14,225 |
| Funding Source | Federal Grant |
| Area/Department of Assignment | Lewis-Clark Service Corps--Boise |
| Duties and Responsibilities | Provide a variety of office, program and AmeriCorps member support. |
| Justification of Position | Because of expansion of this Federally-funded program, additional staff is needed to meet the ratio required by Grant. |
| | |
| Position Title | Office Specialist II |
| Type of Position | Classified Staff |
| FTE | .70 |
| Term of Appointment | 12 months |
| Effective Date | 10/1/2010 |
| Salary Range | \$14,225 |
| Funding Source | Federal Grant |
| Area/Department of Assignment | Lewis-Clark Service Corps--Lewiston |
| Duties and Responsibilities | Provide a variety of office, program and AmeriCorps member support. |
| Justification of Position | Because of expansion of this Federally-funded program, additional staff is needed to meet the ratio required by Grant. |

**CONSENT AGENDA
OCTOBER 14, 2010**

INFORMATIONAL ITEM

| | |
|-------------------------------|--|
| Position Title | Athletic Director |
| Type of Position | Professional |
| FTE | 1.0 |
| Term of Appointment | 9 months |
| Effective Date | 9/1/2010-6/30/2010 |
| Salary Range | \$17,250 (payment in addition to salary) |
| Funding Source | Appropriated Funds |
| Area/Department of Assignment | Athletics |
| Justification of Position | Gary Picone, LCSC Athletic Director, has agreed to assume the duties of head baseball coach for the remainder of FY 2010-2011 while retaining most of his duties as AD, after the retirement of previous baseball coach. Salary savings from (retired) baseball coach position will be used to provide Gary with a "Payment in Addition" of \$17,250 for his services as baseball coach for the remainder of the year, this is in addition to his annual salary of \$69,994 as AD. |

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**CONSENT AGENDA
OCTOBER 14, 2010**

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Change to position

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3

BACKGROUND/DISCUSSION

Eastern Idaho Technical College requests approval to:

- Change one (1) position (1.0 FTE) supported by appropriated funds

IMPACT

Once approved, the position can be allocated in the State Employee Information System.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Eastern Idaho Technical College to change one (1) position (1.0 FTE) supported by appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
OCTOBER 14, 2010**

CHANGE POSITION

| | |
|-------------------------------|--|
| Position Title | Change from Maintenance and Operations Supervisor to Building Facility Foreman |
| Type of Position | Classified Position |
| FTE | 1.0 FTE |
| Term of Employment | 1 Year |
| Effective Date | November 1, 2010 |
| Annual Salary | Change from \$54,000 to \$34,000 |
| Funding Source | Appropriated |
| New or Reallocation | Reallocation |
| Area/Department of Assignment | Maintenance |
| Duties and Responsibilities | Supervise the maintenance department. |
| Justification of Position | This position is being changed in line with the restructure of College. |

**CONSENT AGENDA
OCTOBER 14, 2010**

SUBJECT

Request to Carry Over FY 2010 Authorized Unspent Funds into FY 2011

APPLICABLE STATUTES, RULE OR POLICY

State Board of Education Governing Policies & Procedures, Section V.C.1.b. and V.C.1.d.

BACKGROUND / DISCUSSION

The agencies and institutions noted below received legislative carryover spending authority for non-General Funds in FY 2011 under appropriation bills for the College and Universities (SB1419) and Health Programs (SB1438). The institutions and agencies request approval to carry over authorized but unspent non-General Funds from FY 2010, to be expended in FY 2011.

Board Policy V.C.1.b(2) provides that "Certain special account monies, such as direct federal appropriations, state endowment income and trust accounts, and miscellaneous receipts, are the subject of continuing or perpetual spending authority." Board Policy V.C.1.d states "the institutions, school and agencies under the governance of the Board must not expend, encumber, or otherwise use monies under their direct control without the specific or general approval by the State Board of Education or the Board of Regents of the University of Idaho...."

The ability to carry over funds from one fiscal year to another is very valuable in managing institution or agency budget planning across fiscal years. Expenditures can be strategically planned instead of attempting to spend all funds by the end of a particular fiscal year. The institutions and agencies have identified the funds available to be carried over and the planned expenditure of these funds. Since carry over revenues are one-time, the expenditures must be limited to one-time items.

IMPACT

Approval will authorize an increase in spending authority for FY 2011 so the institutions and agencies can expend the funds. These expenditure plans are included in the FY 2011 institutional operating budgets.

ATTACHMENTS

| | |
|---------------------------|--------|
| Boise State University | Page 3 |
| Idaho State University | Page 4 |
| University of Idaho | Page 5 |
| Lewis-Clark State College | Page 7 |

**CONSENT AGENDA
OCTOBER 14, 2010**

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the information provided by the institutions, and recommends approval of carryover spending authority, as authorized by legislative appropriation.

BOARD ACTION

I move to approve the requests by Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, Idaho Dental Education Program, UI Agricultural Research and Extension Service, and WWAMI Medical Education Program, to carry over authorized but unspent non-General Funds in the amounts specified in the agenda materials from FY 2010 to FY 2011 and to be used for non-recurring expenditures.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
OCTOBER 14, 2010**

BOISE STATE UNIVERSITY

General Education

The source of funds carried over are: Student Fees: \$23,212,087; Federal Stimulus Funds (ARRA): \$1,045,696. **TOTAL: \$24,257,783.**

All carryover funds will be used for non-recurring expenses as follows:

| | |
|---|--------------------------|
| Encumbered Funds as of 6/30/2010 These are purchase orders issued and commitments made as of June 30, although the goods or services were not received as of June 30, 2010. | 432,107 |
| HERC & TIG - projects spanning multiple years | 662,204 |
| Academic Departments – Instructional support, accreditation costs, and adjunct funding | 2,500,000 |
| Academic Reserves | 1,500,000 |
| Physical Plant -on-going approved safety, ADA and maintenance projects as of July 2010 | 1,500,000 |
| Library | 35,265 |
| Student Services | 855,954 |
| Research start-up and grant matching funds | 1,100,000 |
| Institutional Support -primarily infrastructure support | 1,880,000 |
| Remodel costs for teaching laboratories, office space and Yanke Research Center | 4,000,000 |
| Furniture, Fixtures and Equip for new academic spaces in FY11 and FY12 | 2,050,000 |
| IT infrastructure, software, system upgrades and licensing costs | 1,500,000 |
| Property acquisitions | 1,196,557 |
| General reserve for emergencies - one-time funds | 4,000,000 |
| CAES and instructional salaries (Federal Stimulus Funds (ARRA)) | <u>1,045,696</u> |
| TOTAL | <u>24,257,783</u> |

**CONSENT AGENDA
OCTOBER 14, 2010**

IDAHO STATE UNIVERSITY

General Education

The sources of funds carried over are: Student Fees: \$12,244,230.

All carryover funds will be used for non-recurring expense as summarized:

| | |
|---|--------------|
| Accounts Payable and Encumbered Funds as of 6/30/10 | \$ 1,438,697 |
|---|--------------|

| | |
|--------------|------------|
| HERC and TIG | \$ 317,674 |
|--------------|------------|

Research & Technology grants and projects are made for a two or three year period. Carryover is necessary to complete those grants and projects.

Other Carryover Funds

| | |
|---------------------------------------|------------|
| Library Materials | \$ 298,656 |
| ERP Project | 1,336,511 |
| Student Internships | 300,000 |
| Faculty Research Projects | 400,012 |
| Equipment Replacement | 1,765,000 |
| Information Technology Infrastructure | 700,000 |
| Facility Repair/Upgrade | 1,000,000 |
| General Institutional Reserve | 4,687,680 |

| | |
|-----------------------------|--------------|
| Total Other Carryover Funds | \$10,487,859 |
|-----------------------------|--------------|

| | |
|--|---------------------|
| Total General Education Carryover | \$12,244,230 |
|--|---------------------|

Idaho Dental Education Program

The sources of funds carried over are: Student Fees \$238,344; **Total \$238,344.**

All carryover funds will be used for non-recurring expense as summarized:

Planned expenditures for uncommitted funds are:

| | |
|---------------------------------|-----------|
| Instructional Support/Equipment | \$238,344 |
|---------------------------------|-----------|

| | |
|-----------------------------|-------------------|
| Total IDEP Carryover | \$ 238,344 |
|-----------------------------|-------------------|

**CONSENT AGENDA
OCTOBER 14, 2010**

UNIVERSITY OF IDAHO

General Education

The sources of funds carried over are: Student Fees and Miscellaneous Receipts: \$15,730,900 and Federal Stimulus Funds (ARRA): \$308,800. **TOTAL: \$16,039,700**

All carryover funds will be used for non-recurring expenses as follows:

| | |
|--|------------------|
| Encumbered Funds as of 6/30/10 | \$291,700 |
| Purchase orders issued and commitments made, but goods not received as of 6/30/10 | |
| HERC, TIG, EPSCoR Projects | 489,100 |
| Academic Departments/Academic Reserves | 6,717,800 |
| Strategic Initiatives | 1,731,300 |
| Library | 376,700 |
| Research start-up and grant matching funds | 675,800 |
| CAES (Federal Stimulus Funds (ARRA)) | 308,800 |
| University outreach | 1,429,400 |
| Institutional support | 800,200 |
| Facilities | 861,100 |
| Information Technology | 126,800 |
| Enrollment initiatives | 176,000 |
| Student Services | 369,800 |
| Financial Aid/Student Assistance | 118,200 |
| General Reserve | 1,567,000 |
| Total carryover including encumbrances | \$16,039,700 |

**CONSENT AGENDA
OCTOBER 14, 2010**

UNIVERSITY OF IDAHO

Agricultural Research and Extension Service

The source of funds carried over is: Federal Formula Funds: \$3,986,765.

All carryover funds will be used for non-recurring expenses as follows:

| | |
|--|-------------|
| Encumbered Funds as of 6/30/10 | \$15,305 |
| Purchase orders issued and commitments made, but goods not received as of 6/30/10 | |
| Faculty and staff salaries | 2,929,562 |
| Department operating support | 591,898 |
| Office/Lab Construction (Kimberly) | 450,000 |
| Total carryover including encumbrances | \$3,986,765 |

UI Special Programs and Health Programs

WWAMI Medical Education:

The source of funds carried over is: Miscellaneous Receipts: \$344,300.

All carryover funds will be used for non-recurring expenses as follows:

| | |
|--|-----------|
| New faculty start-up support | \$130,000 |
| Trustee and Benefit actual cost differential | 82,000 |
| Temporary position salary and fringe | 90,000 |
| Capital construction design and planning | 30,000 |
| Reserve | 12,300 |
| Total carryover | \$344,300 |

**CONSENT AGENDA
OCTOBER 14, 2010**

LEWIS-CLARK STATE COLLEGE

General Education

The source of funds carried over is: Student Fees \$960,400.

All carryover funds will be used for non-recurring expenses.

| | |
|--|-------------------|
| Encumbered Funds as of 6/30/2010 | \$ 214,888 |
| Purchase orders issued and commitments made, goods and services not yet received as of 6/30/2010. | |
| Other Carryover Funds | \$ 745,512 |
| Total Carryover | \$ 960,400 |

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**CONSENT AGENDA
OCTOBER 14, 2010**

SUBJECT

Quarterly Report: Programs and Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.4.a and b.(2), 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. Board policy also requires Executive Director approval for "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.

In accordance with Board policy III.G.4.b.(2), "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, etc. from Idaho's public colleges and universities that were approved between June 2010 and September 2010 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the
Executive Director

Page 3

BOARD ACTION

I move to accept the Quarterly Report on Programs and Changes approved by the Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
OCTOBER 14, 2010**

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**CONSENT AGENDA
OCTOBER 14, 2010**

**Academic Programs
Approved by Executive Director
June 2010 – September 2010**

| Boise State University | |
|--|--|
| Discontinue BS, Supply Chain Management | |
| Discontinue BA, BS Marketing | |
| Discontinue BS, Information Technology Management | |
| Discontinue BA, BS, International Business | |
| Discontinue BA/BS Human Resource Management | |
| Discontinue BA/BS General Business | |
| Discontinue BS/BA Finance | |
| Discontinue BA/BS Accountancy/Finance | |
| Discontinue BA/BS, Entrepreneurship Management | |
| Discontinue BA/BS, Accountancy | |
| Bifurcation of Master of Education in Special Education into two degrees: | |
| • Master of Education in Special Education – continue to require a project or comprehensive exam | |
| • Master in Teaching in Special Education – would require field experience/internship credit | |
| New Graduate Certificate – Family Studies | |
| Change Name of Department of Nursing to School of Nursing | |
| New Graduate Certificate – Consulting Teacher Endorsement | |

| Idaho State University | |
|---|--|
| Discontinue Secondary Education, Special Education Teaching Major and Minor | |
| Discontinuation of the following AA and AS degrees: | |
| • AA, Art | |
| • AS, Biology | |
| • AS, Chemistry | |
| • AA, Communication and Rhetorical Studies | |
| • AA, English | |
| • AS, Geology | |
| • AA, German | |
| • AA, History | |
| • AA, Japanese | |
| • AA, Latin | |
| • AA, Spanish | |
| • AA, French | |
| • AS, Political Science | |
| Discontinue Minor in Russian | |

| University of Idaho | |
|---|--|
| Discontinue Master of Economics, MS Economics | |
| Change title of MS in Recreation to MS in Movement and Leisure Sciences | |
| Change name of Soil and Water Engineering Option to Eco-Hydrological Engineering | |
| Discontinue Certificate Program in Communication Systems | |
| Discontinue Arboriculture & Urban Forestry Minor | |
| Discontinue BA in Classical Studies | |
| Discontinue Minor in Latin and BA in Latin | |
| Discontinue Minor in Greek | |
| Other Non-substantive Changes (does not require approval but is required to notify OSBE per policy III.G.) | |
| Rename Production/Operations Management major to Operations Management | |

**CONSENT AGENDA
OCTOBER 14, 2010**

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

| Program Activity | Institution |
|---|--------------------|
| Convert Accounting Technology option to a stand-alone program titled Applied Accounting to offer an Advanced Technical Certificate and an AAS degree | CWI |
| Convert Administrative Office Technology option to a stand-alone program titled Administrative Support to offer a Postsecondary Technical Certificate, Technical Certificate, Advanced Technical Certificate, and an AAS degree | CWI |
| Convert Legal Office Technology option to a stand-alone program titled Legal Administrative Support to offer an Advanced Technical Certificate and an AAS degree | CWI |
| Inactivate the Business Technology program | CWI |
| Convert Computer Support Specialist option to stand-alone program titled Computer Support Specialist to offer a Technical Certificate, Advanced Technical Certificate, and an AAS degree | CWI |
| Convert Information Security and Digital Forensics option to stand-alone program titled Information Security and Digital Forensics to offer an Advanced Technical Certificate, AAS | CWI |
| Convert Internetworking and Communication Technologies option to a stand-alone program titled Internetworking and Communication Technologies to offer a Postsecondary Technical Certificate, Advanced Technical Certificate, and an AAS degree | CWI |
| Merge Information Technology Technician and Networking Administration options and convert them to a stand-alone program titled Network Administration to offer a Technical Certificate, Advanced Technical Certificate, and AAS degree | CWI |
| Convert Web Development option to stand-alone program titled Web Development to offer an Advanced Technical Certificate and AAS degree | CWI |
| Discontinue Web Development ,Advanced Technical Certificate | LCSC |
| Discontinue Web Authoring , Technical Certificate | LCSC |
| New Paramedic Program - Non credit program will be offered through Workforce Training with option of obtaining credits for the program through Workforce Training non-credit to credit transcription process. | LCSC |

**CONSENT AGENDA
OCTOBER 14, 2010**

SUBJECT

Alcohol Permits Approved by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

The last update presented to the Board was at the August, 2010 Board meeting. Since that meeting, Board staff has received thirty-five (35) permits from Boise State University, ten (10) permits from Idaho State University and eighteen (18) permits from the University of Idaho.

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

ATTACHMENTS

List of Approved Permits by Institution

page 3

BOARD ACTION

A motion to accept the report as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**CONSENT AGENDA
OCTOBER 14, 2010**

| APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY July 2010 – January 2011 | | |
|--|---------------------|-------------------------------|
| EVENT | LOCATION | DATE (S) |
| Basque Presidential Luncheon | Stueckle Sky Center | 7/30/10 |
| Cabela's Western Regional Manager's Mtg | Stueckle Sky Center | 8/2/10 |
| Western Power Sports Awards Banquet | Stueckle Sky Center | 8/13/10 |
| Boise State Broncos Inc Annual Shareholders Mtg | Stueckle Sky Center | 8/21/10 |
| Pacific NW Mortgage Lenders cocktails & awards dinner | Stueckle Sky Center | 8/24/10 |
| Bronco Primetime | Stueckle Sky Center | 8/28, 9/16, 10/21, 11/18/2010 |
| Evening on the Blue | Bronco Stadium | 8/27/10 |
| Micron PAC Event | Stueckle Sky Center | 8/30/10 |
| KHITS Birthday Bash-KC & the Sunshine Band | Taco Bell Arena | 9/8/10 |
| Simplot Food Group National Sales Mtg | Stueckle Sky Center | 9/8/10 |
| Early Literacy Conference | SUB | 9/20/10 |
| Brad Paisley H20 Tour | Taco Bell Arena | 9/23/10 |
| Corporate Retirement Party | Stueckle Sky Center | 9/23/10 |
| The Color Purple | Morrison Center | 9/25/10 |
| Assistance League 30 th Anniversary Celebration | Stueckle Sky Center | 9/27/10 |
| Capitol Dist Customer Vendor Forum | Stueckle Sky Center | 9/30/10 |
| BSU Women's Tennis Booster Social | Stueckle Sky Center | 9/30/10 |
| Amer Conference for Irish Studies, Welcoming Reception | SUB | 10/1/10 |
| Pre-Banquet Reception-Council of Programs in Tech & Sci Communication | Jordan Ballroom | 10/1/10 |
| Amer Conference for Irish Studies, Banquet | SUB | 10/2/10 |
| Autumn Romance Boise Philharmonic | Morrison Center | 10/2/10 |
| Philharmonic Opening Night Gala | Stueckle Sky Center | 10/2/10 |
| Welcome Reception BVEP Exec Director Clark Frause | Stueckle Sky Center | 10/5/10 |

**CONSENT AGENDA
OCTOBER 14, 2010**

| EVENT | LOCATION | DATE (S) |
|--|---------------------|-----------------|
| Trey McIntyre Project Fall Performance | Morrison Center | 10/13/10 |
| Serving Up Wishes – social hour, dinner & auction | Stueckle Sky Center | 10/18/10 |
| A Night at the Movies/John Williams Boise Philharmonic | Morrison Center | 10/23/10 |
| St Lukes President's Awards Dinner | Stueckle Sky Center | 10/28/10 |
| Friends of Nursing Fundraiser | Stueckle Sky Center | 11/4/10 |
| Cirque de Soleil Alergia | Taco Bell Arena | 11/4-7/10 |
| Gordon Lightfoot Concert | Morrison Center | 11/8/10 |
| Daniel Tosh Comedy | Morrison Center | 11/17/10 |
| Triumph of the Human Spirit-Boise Philharmonic | Morrison Center | 11/20/10 |
| Radio City Music Hall Rockettes Christmas Spectacular | Taco Bell Arena | 12/21-22/10 |
| Military Dining Out Formal Dinner | SUB | 1/29/11 |
| Loaves & Fishes Gala | Stueckle Sky Center | 1/29/11 |

**CONSENT AGENDA
OCTOBER 14, 2010**

| APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY September 2010 – April 2011 | | |
|---|----------------------------------|--|
| EVENT | LOCATION | DATE (S) |
| College of Arts & Letters Convocation | SPAC Rotunda | 9/9/10 |
| COE Alumni Picnic | COE Partnership School Play Area | 9/9/10 |
| Sec of Energy Community Reception | CAES Idaho Falls | 9/13/10 |
| CAES/ISU Alumni Gathering | CAES Idaho Falls | 9/22/10 |
| ISU Foundation Fall Board Dinner | SPAC Rotunda | 9/23/10 |
| Homecoming Lunch | SPAC Rotunda | 9/25/10 |
| Idaho State Civic Symphony Concert | SPAC Rotunda | 10/1/10 |
| Theatre/Dance ISU 80 th Celebration | SPAC Promenade | 10/8/10 |
| Women's Basketball Crab Feed | SUB | 11/3/10 |
| Idaho State Civic Symphony Concert | SPAC Rotunda | 11/12 & 12/10/2010 & 02/11, 04/22 & 04/23/2011 |

**CONSENT AGENDA
OCTOBER 14, 2010**

| APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO August 2010 - December 2010 | | |
|--|------------------------------------|---|
| EVENT | LOCATION | DATE (S) |
| College of Education Reception | 2825 Robinson Park Road, Moscow | 8/17/10 |
| President's Faculty & Staff Welcome Reception | 1026 Nez Perce Drive, Moscow | 8/25/10 |
| Faculty Gathering | Commons | 8/27/10 |
| Learfield Pre-Game Corporate Hospitality Tent | North Field & Law School | 9/2 & 9/18, 10/23, 11/6 & 11/12, & 12/4/2010 |
| Auditorium Chamber Music Series Reception | Albertson Food Court | 9/14/10 |
| Friends Annual Meeting | Prichard Art Gallery | 9/16/10 |
| Athletics Hall of Fame | University Inn BW | 9/17/10 |
| Quarterback Club Social | SprinTurf | 9/17/10 |
| Athletics Hall of Fame Social & Dinner | SUB | 9/17/10 |
| Dad's Weekend Beer Tasting | CDA Brewing Company | 9/18/10 |
| David Giese Awards in the Arts Reception | Water Center, Boise | 9/24/10 |
| Dueling Pianos | SUB | 9/27/10 |
| Women's Leadership Conference | Commons | 10/8/10 |
| Haddock Performance Hall Grand Re-Opening | Haddock Hall | 10/9/10 |
| University Gala | SUB | 10/21/10 |
| Faculty Gathering for Interdisciplinary Collaboration | Clearwater/Whitewater Rooms | 10/22/10 |
| IBEST-COBRE External Advisory Committee Meeting | Commons | 10/30/10 |
| Faculty Gathering Network | UI Commons | 12/09/10 |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | LEWIS-CLARK STATE COLLEGE ANNUAL REPORT | Information Item |
| 2 | PRESIDENTS' COUNCIL REPORT | Information Item |
| 3 | IDAHO COMMISSION ON HISPANIC AFFAIRS – 3 YR COMPREHENSIVE EDUCATION PLAN | Information Item |
| 4 | LEGISLATIVE PROCESS | Information Item |
| 5 | LEGISLATION 2011 | Motion to Approve |
| 6 | BOARD POLICY I.E. – 1ST READING | Motion to Approve |
| 7 | BOARD POLICY I.J. – 1ST READING | Motion to Approve |
| 8 | IDAHO STATE UNIVERSITY – FACULTY GOVERNANCE | Information Item |

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

SUBJECT

Lewis-Clark State College (LCSC) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for LCSC to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Interim President Fernandez will provide a 15-minute overview of LCSC's progress in carrying out the College's strategic plan. An outline of points to be covered is provided in Attachment 1.

IMPACT

LCSC's strategic plan, based on its assigned role and mission from the State Board and supportive of the State Board's own strategic plan, drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Outline of LCSC Progress Report

Page 2

BOARD ACTION

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

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LCSC Progress Report

Tony Fernández
October 14, 2010

LCSC's Role/Mission

- Baccalaureate College-Diverse (Carnegie classification)
- Our heritage as a Normal School- a teaching institution since 1893
- Small-college atmosphere, personal interaction between faculty and students, applied learning that supports the state and local economy
- Accessible/affordable portal to higher education

LCSC Role/Mission

LCSC is a regional state college offering undergraduate instruction in:

- The liberal arts and sciences
- Professional areas tailored to the educational needs of Idaho
- Applied technical programs which support the state and local economy
- Other educational programs designed to meet the needs of Idahoans.

Role/Mission

.Three-part mission:

- Academic Programs
- Professional-Technical Programs
- Community Programs

Primary Emphasis Areas

-Educating People for the Economy-

- Business (1974)
- Criminal Justice (1976)
- Nursing (1965)
- Professional-Technical Education (1965)
- Social Work (1991)
- Teacher Education (1893)
- Arts & Sciences Core (1893)

LCSC Strategic Plan: Background

- LCSC's Strategic Plan continues to:
 - Draw goals from SBOE Strategic Plan
 - Integrate planning-budgeting-assessment process
 - Focus role/mission: mission drives programs
 - Align organizational structure to mission
 - Be driven by integrated planning teams
- This integrated planning process helps LCSC provide high-quality, accessible, and efficient programs in a period of growing demand

LCSC Strategic Planning Process

- Phase I: Unit Action Plan preparation
- Phase II: Functional Area Review Groups convene and prioritize requests
- Phase III: President and VPs review committee reports
- Phase IV: Committee chair reports to President and VPs
- Phase V: Prioritization of planning requests and testimony to State Legislature
- Phase VI: Finalization of plans and budget submission

Strategic Plan Initiatives

- PG-9: Faculty & Staff Compensation
- PG-11: Faculty Instructional Workload
- PG-15: NWCCU Accreditation
- PG-19: Demand-Based Course Scheduling
- PG-29: Coeur d'Alene Planning
- PG-48: General Education Core Review
- PG-58: Textbook Costs
- PG-60: Collaborative Programs
- PG-63: Strategic Enrollment Management



2009 Accreditation Visit

"...an institution that really has it all together."

- The Visiting Team commends Lewis-Clark State College for
 - "... the exceptional improvement since the 1999 visit in the process of planning and budgeting that is both effective and transparent to the campus."
 - "...the way faculty at Lewis-Clark State College have embraced distance learning to better serve the region through programs such as: the Center at Coeur D'Alene, the Pathways to Alternative Certification and Endorsements (PACE), the Management Degree Online, and the Online RN to BSN program."
 - "...the visionary and dynamic leadership of this institution which is clearly well-regarded and respected both within the institution and beyond."



Commendations (cont.)

- "... the faculty and staff of Lewis-Clark State College genuinely care about students and student success, and demonstrate an impressive level of collegiality among themselves as well as a deep commitment to this institution."
- "... the Trustees of the State Board of Education for their strong, thoughtful, informed support for Lewis-Clark State College and its unique tripartite mission to serve this region."
- "...the quality and maintenance of the physical plant and the extremely attractive appearance of the campus. We congratulate the College on the many new and improved facilities since the last team visit including the newest addition, Sacajawea Hall."



Recommendation:

"The Visiting Team recommends that Lewis-Clark State College continue to develop measurable learning objectives and appropriate assessment measurements consistently across the curriculum and use the results to improve teaching and learning at the College. At the same time, we recommend that they do so as part of the ongoing review of the General Education Curriculum (Standard 2.B.3)"

Specialized Accreditation

- BSN accreditation by the Commission on Collegiate Nursing Education (CCNE) September 20-22
- Teacher Education- National Council for the Accreditation of Teacher Education (2012)
- Medical Assistant-Commission on Accreditation of Allied Health Education Programs (2014)
- Practical Nursing-Idaho Board of Nursing (2014)
- Social Work Education-Council on Social Work Education (2014)
- Business Division-International Assembly of Collegiate Business Education (2017)

Instruction

- Over the past year, LCSC delivered quality programs in each of our six assigned emphasis areas
- Academic credit hour production in FY10 was 75,220 hours
- Record enrollment in Distance Learning courses (duplicated headcount 6,755)
- 604 degrees conferred last year
- Improved retention for first-time, full-time students from 49% in Fall 2001 to 54% in Fall 2010

Instruction

- NCLEX-RN first –time pass rate= 80%
- Rad. Tech. pass rate = 92%
- Solid performance on teacher Praxis exams: 88% first-time pass rate
- Social Work Licensure first-time pass rate=90% (national pass rate=79%)
- PACE program (accelerated teacher certification initiative)
- Professional-Technical programs are meeting workforce needs (Placement Rate= 91%)

LCSC Coeur d'Alene

-Educating People for the Coeur d'Alene Economy-

- Enrollment up 8.3%
- New classrooms at NIC
- Applied Science
- Business Administration
- Communications
- Interdisciplinary Studies
- Justice Studies
- Nursing (BSN)
- PACE (accelerated teacher certification)
- Social Work (BSW)

Outreach

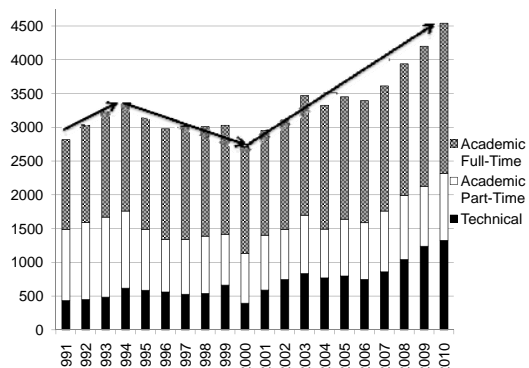
- Community programs mission provided non-credit courses reaching thousands of citizens in the region
- ISBDC provided approximately 2,000 hours of customized training to support economic development throughout Region II
- Small Business Development Center (SBDC) served approximately 200 client businesses throughout the region, to support economic development
 - Provided approximately 2,400 consulting hours
 - Helped small businesses acquire and execute \$3 Million in loans



Outreach

- LCSC ABE/GED programs produce 400-500 graduates each year, making us one of Idaho's largest high school programs
- Excellent collaboration with Department of Correction
 - Robust GED programs with Cottonwood (NICI) and Orofino (ICIO)
 - Special Education programs for inmates
 - Basic literacy and ESL classes
 - Family/Parenting Education for inmates/families
 - Education during incarceration has a dramatic impact on recidivism rates
 - LCSC supports Idaho Correctional Industries
 - Red Shirt program reduces recidivism and provides employment skills
- Budget Impacts:
 - Kooskia outreach center closed
 - Family Education closed

Enrollment



Enrollment

- In Fall 2010 LCSC has:
 - 4,542 Total enrollment
 - 68% increase in headcount since Fall 2000
 - Total FTE 3,225
 - Native American enrollment down-maybe
 - Freshman enrollment up 5%
 - Pre-College enrollment up 10%
 - International enrollment down 8%

Athletics

- Women's Basketball -Conference Tournament Championship
- Volleyball –Conference Tournament Championships
- Women's Track/Field – 4 Athletes to National Championship
- Men's and Women's Tennis- District Title & Qualified for Nationals
- Men's and Women's Cross Country-Conference Championship
- Baseball- program best regular season record (47-3)
- FY2010 cuts= \$91,000
- FY 2011 cuts= \$61,000

Finance

- LCSC runs a lean and practical operation focused on professions that promote economic development. Realistic planning and aggressive management help us cope with the combined impact of:
 - Increased enrollment
 - Increased costs
 - Decreased funding from State
- Over the past decade, LCSC has taken the steps necessary to sustain our mission

FY12 Budget Request

MCO Requests

| | |
|--|-------------|
| • Change in Employee Compensation (1%) | \$173,000 |
| • Inflation Adjustments | \$238,000 |
| • Replacement Capital Outlay | \$1,150,000 |
| • Enrollment Workload Adjustment | \$944,000 |

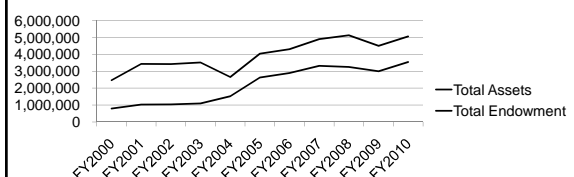
Line Items (Enhancements)

| | |
|--|-----------|
| • Occupancy Costs (Sacajawea Hall) | \$489,000 |
| • Biology and Education program growth | \$577,000 |

Research, Grants, and Contracts

- Total grants growth from \$3.3M in FY01 to \$12.0 M in FY10
- Providing vital support for primary mission areas:
 - High School Participation (ETS)
 - LCSC participation in the IDEA Network for Biomedical Research Excellence (INBRE) grant
 - Nursing and Health Sciences (Hispanic & Native American scholarships)
 - Professional-Technical (workforce training)

Advancement



- LCSC Foundation assets grew from \$1.6M in FY01 to \$5.1M in FY10

Personnel

- Loyal and committed faculty and staff, with low turnover rate
- Merit, market, and salary compression issues
- Salaries lag peer institutions

LCSC Students

- School/ community involvement
- LCSC's impact on students
- Communication with students
- Benefits of LCSC

In Conclusion

- LCSC supports the goals of the State Board: A Well Educated Citizenry, Critical Thinking and Innovation, and , Transparent Accountability. LCSC is also working toward improved quantitative benchmarks.
- Especially important in these economic times, LCSC provides Idaho taxpayers with excellent return on investment
- LCSC is an engine for economic and human development within the region

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

SUBJECT

Presidents' Council Report

BACKGROUND/ DISCUSSION

President Burton Waite, President of Eastern Idaho Technical College and current Chair of the Presidents' Council with give the bi-monthly report for the Presidents' Council.

The Idaho Higher Education Presidents' Council met On September 7 in Boise at noon. Richard Westerberg, Board President, joined the meeting by conference call.

Items Covered:

- Discussed and approved a tentative meeting schedule. Some of those meetings will be done by Video Conference to allow us to reduce our travel and also allow us to evaluate the effectiveness of meeting using that technology.
- Discussed a plan for the legislative luncheon that has historically been held in the early part of each year. We decided that the presidents would submit names of possible speakers to the entire group and then at the next meeting we would decide whom we should pursue.
- Discussed the creation of an endowment for the Performing Arts in cooperation with the Idaho Humanities Council where there would be an Artist in Residence who would perform at the campuses of the institutions of higher education throughout the state.
- Selena Grace provided information on the board's graduation policy and the student longitudinal data system. The president's had a discussion about these items and they were referred to CAAP to bring forth recommendations.
- Dr. Rush discussed the new way that late items submitted to the State Board meeting agenda would be handled in the future. All late items will be placed at the end of the agenda. The board would then be able to move an item at their discretion.
- Discussed the submission of campus security plans to the Board.
- Discussed two legislative items that have been approved for submission this coming session. The first deals with the confidentiality of donor records and the president's are to submit feedback to the board. The second deals with a change in the (ORP) optional retirement plan rate for the two year institutions. The recommendation is that the rate corresponds with the PERSI rate.

Our next meeting will be October 5 at 9:00 a.m. in Boise. Governor Otter will be joining us for part of that meeting.

BOARD ACTION

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

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IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Three Year Comprehensive Education Plan

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency providing services to the Hispanic Community and serving as a liaison between the community and government entities. Working toward economic, educational, and social equality, the Commission identifies and monitors programs and legislation, and researches problems and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other organizations concerning issues facing the State's Hispanic population.

Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs will present the commission's three (3) year comprehensive education plan to the Board and answer any questions the Board may have regarding the plan or implementation.

The "Idaho Summit on Educational Excellence About Hispanic Affairs" provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho's Hispanic community and possible solutions. "Bridging the Educational Gap for Hispanic Students in Idaho: 3 Year Comprehensive Plan" is the follow up report on the recommendations and finding of the Summit.

ATTACHMENTS

Attachment 1 – 3 Year Comprehensive Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Commission on Hispanic Affairs three year comprehensive plan looks at proficiency in elementary and secondary education, high school dropout rates, and go to college rates for Idaho's Hispanic populations. The report identifies a number of strategies for bridging the education gap for Hispanic students.

This three year comprehensive plan is in alignment with the Boards strategic plan goal of a well educated citizenry and the objective's outlined therein. Addressing this education gap will potentially increase the success rate for this population of students, resulting in the overall increase in the state's high school graduation rate, go to college rate, and postsecondary completion rate (60% goal).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

BOARD ACTION

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

Bridging the Educational Gap for Hispanic Students in Idaho

3 Year Comprehensive Plan



Follow up from recommendations and findings
“Idaho Summit on Educational Excellence
About Hispanic Students”

Prepared by

Idaho Commission on Hispanic Affairs

in partnership with

Galen Louis, Ph.D., Idaho State University

Lisa Salazar, MPH, Idaho State University

Idaho State Department of Education

Safe and Drug Free Schools

Acknowledgements

The “Idaho Summit on Educational Excellence About Hispanic Affairs” provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho’s Hispanic community and possible solutions.

This document Bridging the Educational Gap for Hispanic Students in Idaho work plan is a follow up to the tasks and challenges that seeks to move the ideas provided from that forum and the subsequent White Paper, into a plan for action. The success of the report can be attributed to the many partner agencies, staff members that collaborated and contributed their time, energy, and expertise to this project. Their commitment and dedication to furthering interagency efforts that focus on the needs of Hispanic families in Idaho, is very much appreciated.

Education is undoubtedly a tool for empowerment and it is that tool that the Idaho Commission on Hispanic Affairs will seek to champion for Hispanics in Idaho. This report will be used as model to map the issues and present it to policy makers at the state legislature. This is the beginning for the Commission in addressing the issues and the objectives for education:

- Target organizations and education experts and find ways to maximize resources and push for more positive, fundamental, and systemic change;
- Increase awareness of the dire needs and challenges that face Hispanic students;
- Promote more parental involvement and encourage parents to instill the values of education in their future;

The Idaho Commission on Hispanic Affairs (ICHA) maintained its coordinating role by inviting and convening key stakeholders to develop tangible and practical plans to meet the challenge of closing the education achievement gap.

Special thanks to Galen Louis, Ph.D. Idaho State University and Lisa Salazar, MPH, Idaho State University.

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Problem Statement

The Hispanic population is the fastest growing ethnic minority in Idaho, representing eleven percent of Idaho's total population. Despite eight years of "No Child Left Behind," the statistics show that Hispanic students in Idaho lag far behind their White counterparts in acquiring proficiency in the basic areas of Reading, Math and Language Use in all grade levels as measured by the Idaho Standard Achievement Test (ISAT). Mirroring national trends, the high school drop-out rate for Idaho Hispanic students is higher than for white students, and the representation of Hispanic students in our institutions of higher education is disproportionately low (Idaho Commission on Hispanic Affairs 2007, Seidman 2005, Carter 2006, Brown, Santiago & Lopez 2003).

While there is adequate documentation of the above problems and many commendable efforts in addressing them here in Idaho, there has not been a comprehensive approach of addressing them. The "Idaho Summit on Educational Excellence About Hispanic Students " was organized by the Idaho Commission on Hispanic Affairs (ICHA) to act as a catalyst to reexamine these issues. However many of the issues that were talked about in regards to Hispanic education are the same ones that were discussed decades ago. Margie Gonzalez, Executive Director of the Idaho Commission on Hispanic Affairs opened the meeting by explicitly saying that the purpose of the conference was to "move one step beyond the discussion and start moving toward recommendations, accountability and resolutions for action."

Purpose of this Work Plan

The “Idaho Summit on Educational Excellence About Hispanic Students” provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho’s Hispanic community and possible solutions. The key word here is “solutions.” The conference centered about successful programs and concepts that could be replicated. Tom Luna, Idaho’s Superintendent of Education said in his keynote address about solutions that “ quite frankly this is not easy and probably ought not be easy because what we are dealing with is so critical, the children and the future.”

And so, this work plan paper is a follow up to the tasks and challenges that seeks to move the ideas provided from that forum and the subsequent White Paper Report, into a plan for action.



Work Plan Goals

If taken in its entirety, the task of bridging the education gap for Hispanic students appears overwhelming. The education gap spans all age groups of Hispanics in Idaho. For grades 3, 4, 7 and 8 Hispanic students that were below “basic” level of proficiency were more than double that of white students in the areas of Reading, Math, and Language Usage (ISAT 2008). Although there has been continued improvement in the past ten years, more than one in twenty Hispanic teenagers dropped out of Idaho public high schools in the 2006-2007 academic year (Idaho State Department of Education). It is estimated that in the 3 year period of 2005 to 2007, 87.4% of Idaho adults over the age of 25 have earned a high school diploma or GED. Meanwhile, only 29.94% of Hispanics in that same category have. While 23.6% of Idaho adults over the age of 25 are graduates of a four year higher education institution, only 7.3% of Hispanic adults over 25 are in this category (American Factfinder- US Census Bureau 2008).

The Idaho Commission on Hispanic Affairs (ICHA) maintained its coordinating role by inviting and convening key stakeholders to develop tangible and practical plans to meet the challenge of closing the education achievement gap. A list of the work group is attached as Appendix A. They met in Boise, Idaho for four six-hours work sessions plus numerous hours of offsite phone meetings to produce this document. It should be noted that this valuable contribution of time was strictly voluntary.

Five areas of concentration were identified to segment the work plan into viable, yet coordinated efforts. They were:

- ✦ Standards and Accountability
- ✦ Programmatic Initiatives
- ✦ Pipeline: Teacher Training
- ✦ Pipeline: Community Empowerment
- ✦ Pipeline: Infrastructure

Work Plan Objectives

The overall objectives for this project are summarized below. In the Appendix B, you will have a detailed work plan with assignments, performance indicators and a timeline with expected dates of completion.

STANDARDS AND ACCOUNTABILITY

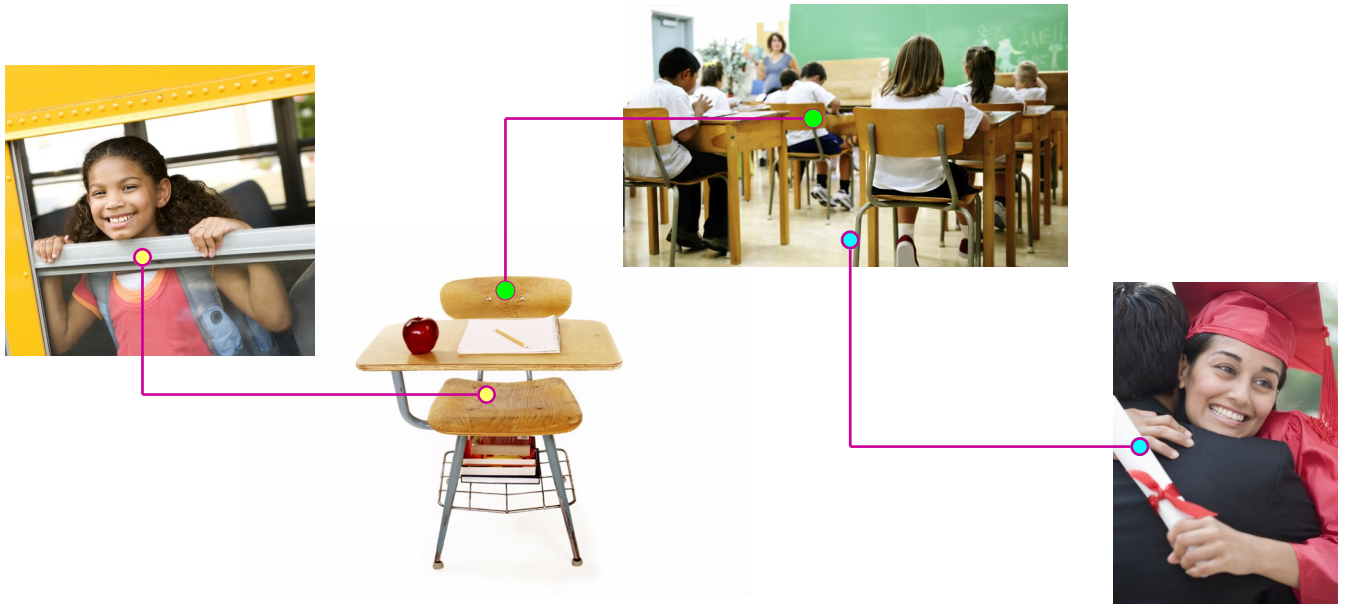
- 1.1.1: Identify highly qualified candidates for a train-the-trainer model of professional development
- 1.1.2: Provide regional trainings to all identified candidates to become trainers in their respective districts
- 1.1.3: After initial regional training, provide on-going support via webinars
- 1.1.4: Include oversight of standards implementation in State Monitoring Reviews of district LEP programs
- 1.2.1: Hold a State sponsored biannual LEP-Migrant Conference
- 1.2.2: Annually review district LEP Plans and provide feedback to the districts to strengthen plans
- 1.2.3: Develop a mechanism by which a district can request technical assistance
- 1.2.4: Provide a series of webinars on meeting the linguistic, academic and cultural needs of Latino and/or LEP students
- 1.2.5: District visits for technical assistance and monitoring
- 1.3.1: Establish unique student ID numbers for longitudinal monitoring
- 1.3.2: Make the “Longitudinal Data System” live and available to all school districts
- 1.3.3: Produce the first annual report using the Longitudinal Data System

PROGRAMMATIC INITIATIVES

- 2.1.1: Prepare a review of literature and 'best practices' regarding research on second language acquisition and assessments of ELL programs
- 2.1.2: Make readily available the compendium compiled in above step to teachers and administrators throughout the state
- 2.2.1: Compile a concise point-by-point statement on how we could improve NCLB for ELL students
- 2.2.2: Disseminate information to local superintendents, school personnel and other interested parties on NCLB revisions
- 2.3.1: Prepare a review of literature and 'best practices' regarding out-of-classroom programs
- 2.3.2: Make readily available the compendium compiled in above step to teachers and administrators throughout the state
- 2.4.1: Assemble enrollment requirements, financial aid information, and general orientation data
- 2.4.2: Solicit current students or recent graduates for testimonials
- 2.4.3: Create a CD about what it takes to get into and stay in college, including costs, opportunities and social support
- 2.4.4: Distribute to Idaho higher education institutions so that they can use along with other recruitment efforts
- 2.4.5: Post the CD presentation on a website

TEACHER TRAINING

- 3.1.1: Establish a contact list of school leaders with interest in ELL and Bilingual education
- 3.1.2: Send survey to school leaders around the state to assess interest and need
- 3.1.3: Establish a cadre of trainers involved with Migrant education, ESL and other local coordinators
- 3.1.4: Give a presentation to the Idaho Association of School Principals
- 3.2.1: Identify or create a quality seminar/workshop focused on objective
- 3.2.2: Identify and recruit quality trainers
- 3.2.3: Identify location and logistics (Program planning)
- 3.2.4: Partner with a college or university to offer credit for the training
- 3.2.5: Deliver Professional Development



COMMUNITY EMPOWERMENT

- 4.1.1: Establish Definition of CWI for application
- 4.1.2: Establish and convene a CWI workgroup to create the three year module
- 4.1.3: Establish 3-year plan for submission
- 4.1.4: Apply to the SDE as an SES provider – application process closes May 1, 2010 (list is published August 1)
- 4.2.1: Establish baseline for federally funded adult basic education (ABE) programs for Hispanic communities in Idaho (categorized by adult basic education and workforce training)
- 4.2.2: Establish baseline for privately funded basic education programs for Hispanic communities in Idaho
- 4.2.3: Assess programmatic and resource opportunities for feasibility and willingness of each provider for expansion (survey)
- 4.2.4: Marketing Information about ABE and student services to the Advanced Learning Partnerships (Including media plan)
- 4.3.1 Convene stakeholders to develop a pilot study and evaluation plan (Coordination with existing programs such as MALDEF)
- 4.3.2 Identify pilot site and securing approval
- 4.3.3 Implement Plan
- 4.3.4 Evaluate and disseminate findings from pilot test.



INFRASTRUCTURE

- 5.1.1 Compile a listing of pre-college enrichment programs. Put these into a compendium with annotations, key findings and contact information, if available
- 5.1.2 Develop a training module for pre-college counselors and employees of Hispanic –serving organizations to access programs
- 5.2.1 Solicit and inform all qualified or potential Hispanic Serving Institutions (HSI) to become informed about the application criteria and process
- 5.2.2 Advertise and schedule trainings to all current and potential HSI
- 5.2.3 Implement training curriculum
- 5.3.1 Identify & rank all Vocational & Technical Programs (VTP) in Idaho for serving communities of color in terms of staffing, programs, etc.
- 5.3.2 Review admission & graduation data of VTP to evaluate the accessibility of students of color
- 5.3.3 Request all VTP to provide annual recruitment information to Idaho Latino Organizations
- 5.3.4 Develop a plan to increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by April 2011
- 5.4.1. Establish a baseline of how many Hispanic students are currently enrolled in the teaching professions in Idaho universities
- 5.4.2. Set up a network of teachers and community workers in middle and high schools and community organizations trained to identify and work with students to develop future educators
- 5.4.3 Administer a statewide or regional conference or seminars for advanced students (who are considering teaching as an option)





INFRASTRUCTURE, cont.

- 5.5.1 Review Latino student enrollment at all universities/colleges to determine those closest to HSI standard
- 5.5.2 Assess current levels of external and internal funding for teacher training
- 5.5.3 Review existing and potential funding for teacher development and training for those working with Latino students
- 5.5.4 Establish a grant writing strategy and apply for grants

Historical Trends and Expected Outcomes

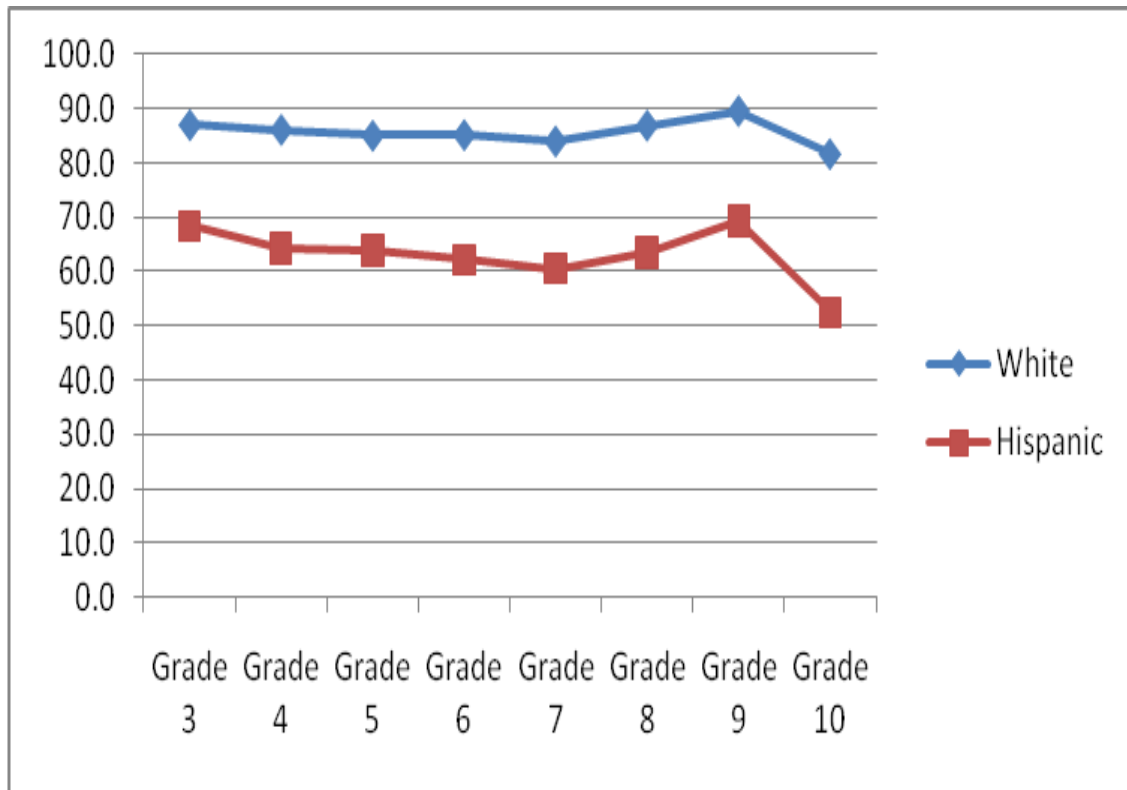
When Idaho's Superintendent of Education Tom Luna addressed this workgroup on June 8, 2009, he charged the group with not only closing the educational achievement gap between Hispanic and White students in Idaho; he stated that our goal should be to take measures to eliminate that gap completely. With that understanding we quantified the gap as it exists today.

And while the objectives we have outlined are important process oriented measures, the impact of our activities must necessarily be seen through the reduction of the gap. Tom Luna, asked the Task Force to provide an historical depiction of Idaho's performance by subject area and by grade level for the past six years to provide a baseline from which to measure progress. The Idaho Standard Achievement Test (ISAT) measures student ability in four areas: Reading, Mathematics, Language and Science. Results are broken down in four levels of student performance: Below Basic, Basic, Proficient and Advanced. The ISAT is administered twice a year and for consistency, the numbers reported are from the spring semester administration.

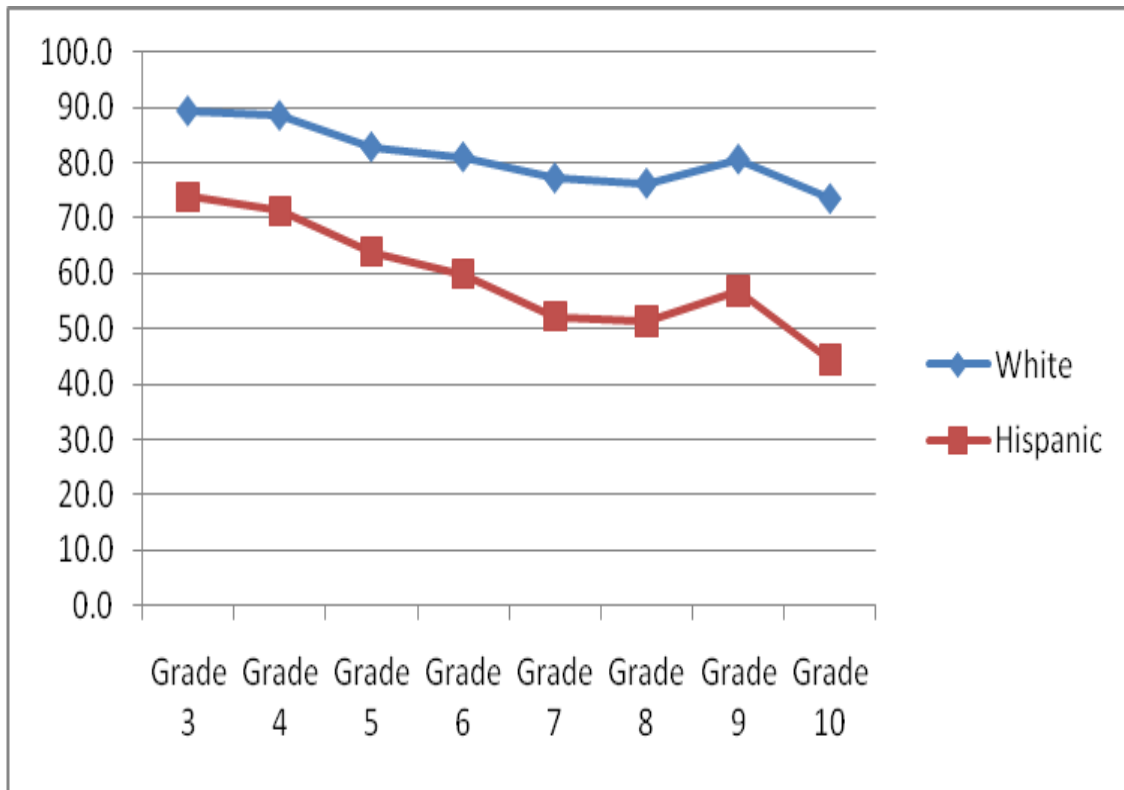
The next four charts depict the average percent of student achievement for the period 2004 through 2009 by grade, by race/ethnicity. It looks at the percent of students who perform at the Proficient and Advanced levels. You will see that for that time period the gap between White and Hispanic students has not fluctuated together, but the gap remained nearly constant over the grade levels.

We have also attached as Appendix C a set of graphs that is a more detailed depiction of the gaps by grade, by subject, by race/ethnicity, by year over the period 2004 through 2009.

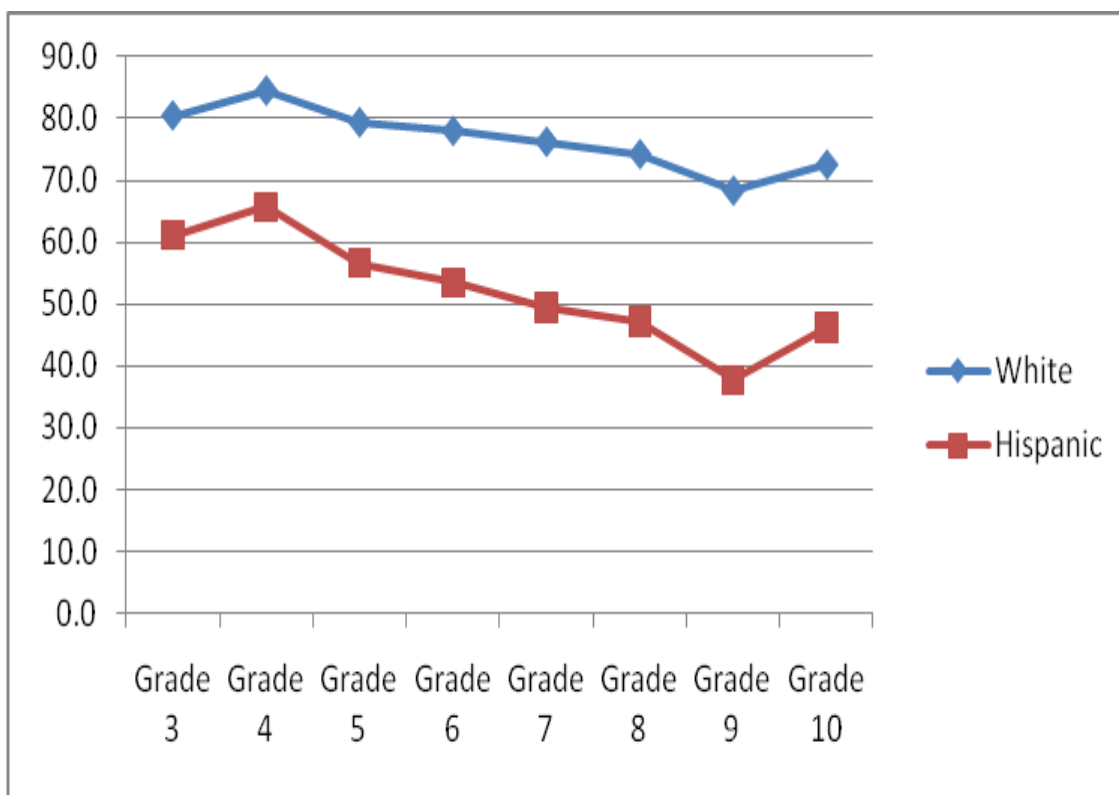
READING: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



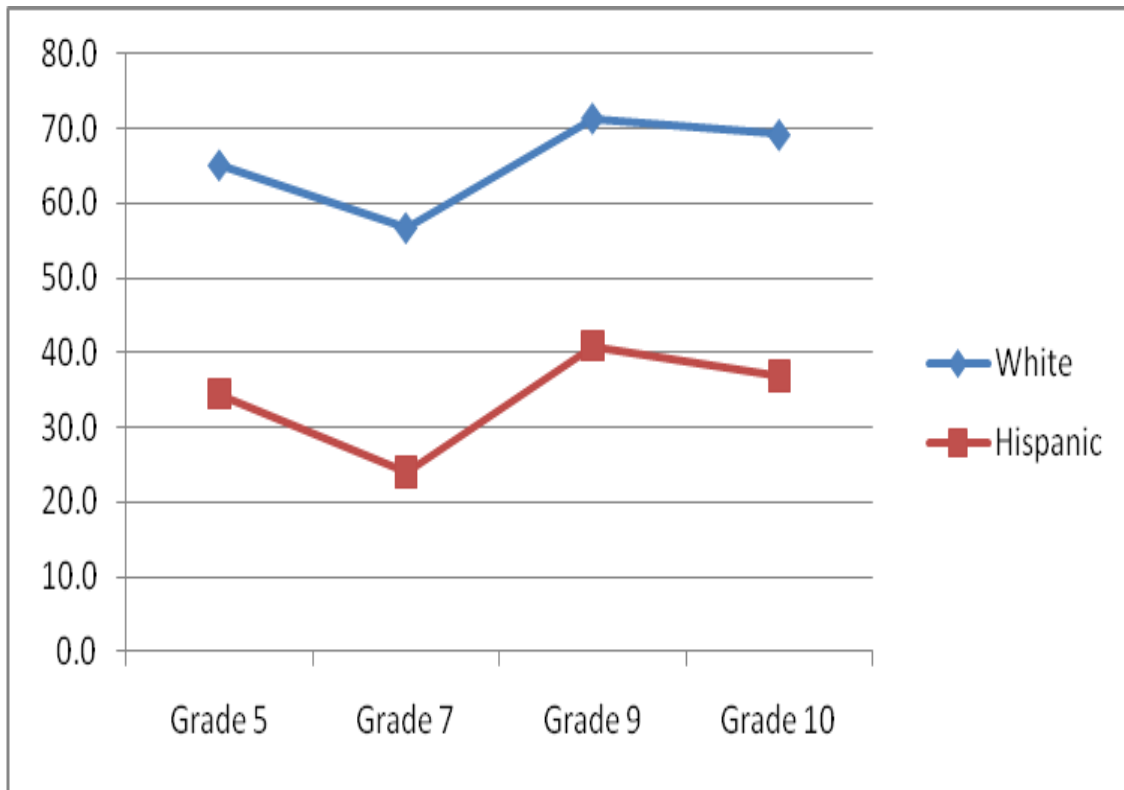
MATH: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



**LANGUAGE: Average Percent “Proficient” or “Advanced”
for 2004-2009 by Ethnicity**



SCIENCE: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



The Road Ahead

The State Department of Education has established achievement goals for the next three years independent of this specific study. A fuller description of this can be found at the following website (accessed 3.2.2010). Like our study, the goals depict the percent of students that should be in the Proficient or Advanced levels of achievement.

| | 2008-09 2009-10 | 2010-11 2011-12 | 2012-13 | 2013-14 |
|----------------|----------------------------|----------------------------|----------------|----------------|
| Reading | 85.6 % | 90.4 % | 95.2 % | 100 % |
| Language Usage | 75.1% | 83.4 % | 91.7 % | 100 % |
| Mathematics | 83.0% | 88.7 % | 94.3 % | 100 % |

<http://www.sde.idaho.gov/site/assessment/ISAT/docs/accountability/Current%20AYP%20Targets%20January%202010%20NEW!.pdf>



While the above represents overall goals, we feel that it is important that grade level achievements must be met in concert with the above goals.

The following tables show the current status of where our students are at this point in time. You will note that in many cases the goals for White students have been met. Yet, for Hispanics the gap persists.

| | | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-----------------|----------|------|------|------|------|------|------|------|
| READING | | | | | | | | |
| Grade 3 | White | n/a | 89.6 | 87.4 | 85.0 | 84.5 | 85.9 | 89.6 |
| | Hispanic | n/a | 72.4 | 67.9 | 66.8 | 62.5 | 66.5 | 74.1 |
| Grade 4 | White | 79.8 | 85.7 | 89.3 | 87.7 | 84.4 | 86.5 | 89.4 |
| | Hispanic | 50.3 | 62.7 | 71.1 | 69.7 | 60.6 | 64.2 | 71.5 |
| Grade 5 | White | n/a | n/a | 80.0 | 86.0 | 82.8 | 87.2 | 89.1 |
| | Hispanic | n/a | n/a | 52.4 | 65.5 | 56.7 | 69.9 | 74.6 |
| Grade 6 | White | n/a | n/a | 84.8 | 85.7 | 81.5 | 85.2 | 88.6 |
| | Hispanic | n/a | n/a | 58.2 | 62.5 | 54.2 | 63.6 | 72.4 |
| Grade 7 | White | n/a | 77.2 | 84.2 | 88.5 | 81.1 | 84.6 | 88.4 |
| | Hispanic | n/a | 51.6 | 59.6 | 67.7 | 55.3 | 59.7 | 69.5 |
| Grade 8 | White | 77.8 | 85.5 | 85.3 | 86.6 | 88.8 | 90.9 | 93.4 |
| | Hispanic | 43.8 | 57.7 | 60.4 | 57.5 | 68.7 | 74.4 | 81.4 |
| Grade 9 | White | n/a | n/a | n/a | n/a | 90.3 | 88.9 | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | 71.7 | 67.0 | n/a |
| Grade 10 | White | 79.0 | 81.8 | 87.8 | 86.7 | 82.3 | 88.9 | 64.9 |
| | Hispanic | 40.7 | 45.5 | 58.7 | 59.7 | 55.0 | 67.0 | 40.8 |



| | | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-----------------|----------|------|------|------|------|------|------|------|
| MATH | | | | | | | | |
| Grade 3 | White | n/a | 88.8 | 85.6 | 93.6 | 89.1 | 90.0 | 89.5 |
| | Hispanic | n/a | 72.9 | 65.0 | 82.0 | 73.6 | 75.0 | 74.6 |
| Grade 4 | White | 80.6 | 86.6 | 92.5 | 92.2 | 85.2 | 87.2 | 88.1 |
| | Hispanic | 58.0 | 67.6 | 71.5 | 77.4 | 65.2 | 71.5 | 74.5 |
| Grade 5 | White | n/a | n/a | 84.1 | 90.7 | 76.7 | 81.8 | 81.4 |
| | Hispanic | n/a | n/a | 66.8 | 74.7 | 54.2 | 60.3 | 63.5 |
| Grade 6 | White | n/a | n/a | 74.9 | 88.5 | 79.1 | 81.0 | 82.1 |
| | Hispanic | n/a | n/a | 59.3 | 72.1 | 51.4 | 57.7 | 59.2 |
| Grade 7 | White | n/a | 72.6 | 79.3 | 79.5 | 74.2 | 78.9 | 79.4 |
| | Hispanic | n/a | 46.5 | 54.1 | 56.0 | 48.4 | 54.0 | 54.3 |
| Grade 8 | White | 56.5 | 70.1 | 72.8 | 75.4 | 75.6 | 81.9 | 82.1 |
| | Hispanic | 24.9 | 38.9 | 46.3 | 50.5 | 50.8 | 62.4 | 59.4 |
| Grade 9 | White | n/a | n/a | n/a | n/a | 81.3 | 80.1 | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | 56.2 | 57.3 | n/a |
| Grade 10 | White | 75.0 | 73.9 | 87.8 | 74.8 | 76.2 | 80.1 | 48.6 |
| | Hispanic | 42.5 | 43.5 | 42.3 | 44.9 | 49.5 | 57.3 | 29.3 |

| | | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-----------------|----------|------|------|------|------|------|------|------|
| LANGUAGE | | | | | | | | |
| Grade 3 | White | n/a | 90.6 | 84.3 | 86.3 | 69.9 | 74.1 | 77.5 |
| | Hispanic | n/a | 76.3 | 66.4 | 70.1 | 49.6 | 49.1 | 55.1 |
| Grade 4 | White | 83.3 | 91.0 | 85.9 | 81.5 | 82.5 | 81.5 | 84.1 |
| | Hispanic | 58.8 | 78.3 | 66.5 | 59.7 | 67.4 | 59.7 | 62.4 |
| Grade 5 | White | n/a | n/a | 82.5 | 82.3 | 73.2 | 78.1 | 80.6 |
| | Hispanic | n/a | n/a | 60.1 | 60.3 | 45.8 | 55.3 | 61.6 |
| Grade 6 | White | n/a | n/a | 82.6 | 82.0 | 71.9 | 75.8 | 77.6 |
| | Hispanic | n/a | n/a | 59.3 | 59.0 | 43.8 | 51.0 | 54.4 |
| Grade 7 | White | n/a | 75.0 | 81.3 | 81.7 | 69.8 | 73.9 | 75.6 |
| | Hispanic | n/a | 49.1 | 57.0 | 58.2 | 40.1 | 42.7 | 49.3 |
| Grade 8 | White | 74.5 | 76.1 | 77.1 | 78.9 | 66.5 | 71.1 | 75.8 |
| | Hispanic | 45.5 | 50.3 | 53.0 | 53.0 | 36.5 | 42.5 | 48.2 |
| Grade 9 | White | n/a | n/a | n/a | n/a | 63.7 | 73.1 | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | 31.2 | 44.2 | n/a |
| Grade 10 | White | 77.9 | 84.1 | 81.3 | 83.5 | 68.1 | 73.1 | 45.3 |
| | Hispanic | 45.5 | 54.9 | 55.1 | 57.8 | 38.1 | 44.2 | 26.8 |

**“Our progress as a nation can be no swifter than our progress in education.
The human mind is our fundamental resource.” – John F. Kennedy**

| | | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-----------------|----------|------|------|------|------|------|------|------|
| SCIENCE | | | | | | | | |
| Grade 3 | White | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Grade 4 | White | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Grade 5 | White | n/a | n/a | n/a | n/a | 58.3 | 65.4 | 71.8 |
| | Hispanic | n/a | n/a | n/a | n/a | 27.9 | 33.5 | 42.0 |
| Grade 6 | White | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Grade 7 | White | n/a | n/a | n/a | n/a | 52.6 | 56.4 | 61.3 |
| | Hispanic | n/a | n/a | n/a | n/a | 21.5 | 21.9 | 28.4 |
| Grade 8 | White | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Grade 9 | White | n/a | n/a | n/a | n/a | n/a | 71.4 | n/a |
| | Hispanic | n/a | n/a | n/a | n/a | n/a | 40.9 | n/a |
| Grade 10 | White | n/a | n/a | n/a | n/a | 62.4 | 71.4 | 73.8 |
| | Hispanic | n/a | n/a | n/a | n/a | 28.5 | 40.9 | 41.2 |



Appendix A: List of Work Group Members

Office of the Governor

Tammy Perkins

Idaho State Department of Education

Nick Smith

Dr. Fernanda Brendefur

Mary Jane Oatman-Wak Wak

Mary Lou Wells

Matt McCarter

Joan MacMillan

Idaho Commission on Hispanic Affairs

Margie Gonzalez

Lymaris Blackmon

Juan Saldaña

Legislators

Senator Bert Brackett

Representative Donna Pence

City of Nampa

Sharla Arledge

Other Members

Rudy Peña, Consultant

Lisa Salazar, Idaho State University

Dr. Al Sanchez, Northwest Nazarene University

Terry Blom, College of Western Idaho

Rhonda Birnie, Jerome School District #261

Dr. Carolyn Hondo, Burley Senior High School

Mary Gutierrez, Nampa School District #131

Sonia Galaviz, Nampa School District #131

Ruben Lugo, Head Start Community Council of Idaho

Sam Byrd, Community and Justice Center

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves--and be free.”

Cesar Chavez



APPENDIX B

Standards and Accountability: Goal Area 1

| Objective 1: 100% of all districts serving LEP/ELL students will be trained on standards of effective implementation and use of the Idaho English Language Development Math, Science and Language Arts standards through a cadre of trained specialists by December 2011. | | | | | |
|--|---|--|--|---|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 1.1.1: Identify highly qualified candidates for a train-the-trainer model of professional development. | The standards exist but implementation and use of standards could be strengthened in most districts. | There will be a list of people who are invited and have accepted the invitation to be a TOT. | State LEP Coordinator, District Federal Program Directors | April 2010 & Annually | |
| 1.1.2: Provide regional trainings to all identified candidates to become trainers in their respective districts. | To provide direct support to all educators as they work towards effectively implementing the standards. | Consultant from WestEd will be hired, agendas, ppt presentations, sign-in sheets, purchase orders, etc. | State LEP Coordinator, WestEd Consultant | April 2010 & Annually | |
| 1.1.3: After initial regional training, provide at least one supportive follow up seminar a year. | To provide direct support to all districts as they work towards effectively implementing the standards. | There will be an archive of webinars and participant lists. | State LEP Coordinator, WestEd Consultant | July 31 2011 & Annually thereafter | |
| 1.1.4: Include oversight of standards implementation in State Monitoring Reviews of district LEP programs. | To help ensure the success of LEP programs and students. | It will be included in the initial and final monitoring reports. | State Monitoring Team(s) | April 2010 & Annually (with positive feedback from Feds.) | |

APPENDIX B

Standards and Accountability: Goal Area 1

| Objective 2: We will provide technical assistance to every district that requests help to create and implement effective programs serving Latino and/or LEP students. | | | | | |
|--|--|---|--|---|--|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 1.2.1: Hold a State sponsored biannual LEP-Migrant Conference. | Provide networking opportunities and professional development for educators and community members. | Program agenda, conference evaluations, etc. | State LEP and State Migrant Coordinators | Annually Every July | |
| 1.2.2: Annually review district LEP Plans and provide feedback to the districts to strengthen plans. | Peer feedback and suggestions allow for growth in a variety of areas. | Final approval of plans given by State LEP Coordinator. | State LEP Coordinator and reviewers | Annually Every July | |
| 1.2.3: Develop a mechanism by which a district can request technical assistance | This formalize the process and also provide a reporting paper trail for district requests. | A written request from that has been sent out to districts. | State LEP | Annually stating July 2011 | |
| 1.2.4: Provide a series of webinars on meeting the linguistic, academic and cultural needs of Latino and/or LEP students. | Ongoing professional development is required by law and it is an important component of teacher quality. | There will be an archive of webinars and participant lists. | State LEP Coordinator and other experts in the field | September 2010 | |
| 1.2.5: District visits for technical assistance and monitoring | To help ensure the success of LEP programs and students. | It will be included in the initial and final monitoring reports. | State LEP Coordinator | Annually | |

APPENDIX B

Standards and Accountability: Goal Area 1

| Objective 3: Improve the accuracy of Drop Out reporting and Student progress with a consistent and statewide program for K-12 by December 2011. | | | | | |
|--|---|--|--------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 1.3.1: Establish unique student ID numbers for longitudinal monitoring | This allows the ability to track student progress and program records regardless of what Idaho school they may be in. | All student is in the Idaho public schools system has a unique identifier assigned to them | State SDE | December 2009 | December 2009 |
| 1.3.2: Make the “Longitudinal Data System” live and available to all school districts | While data tracking and monitoring is performed at the state level, the entry of data and maintenance of records is at the local level. | Implementation of the system on a statewide basis | State SDE | January 2013 | |
| 1.3.3: Produce the first annual report using the LDS | Dissemination of data and establishing a new baseline for dropouts using this more consistent definition | Written annual report | State SDE | January 2013 | |



“The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education.”

Martin Luther King Jr.

APPENDIX B

Programmatic Initiatives Goal Area 2

| Objective #1: Create and disseminate a fact-based compendium of best practices and prior research on second language acquisition and research on assessments of ELL programs by February 2010. | | | | | |
|---|---|--|--------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 2.1.1 Prepare a review of literature and 'best practices' regarding research on second language acquisition and assessments of ELL programs. | Evidenced-based programs have a higher probability of success. Also, we can learn from other evaluated endeavors. | Research reports and articles will be reviewed and major findings highlighted in comprehensive report. | Dr. Carolyn Hondo | March 2010 | March 2010 |
| 2.1.2 Make readily available the compendium compiled in above step to teachers and administrators throughout the state. | Makes best-practice programs more readily available to districts and administration. | Report will be put "on line" for universal access. | Dr. Carolyn Hondo | July 2010 | |

APPENDIX B

Programmatic Initiatives Goal Area 2

| Objective #2: Develop and administer an Informational Curriculum on NCLB issues and AYP process for ELL students by November 2010. (Priority population is federal and state officials and policy makers) | | | | | |
|---|---|--|---------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 2.2.1 Compile a concise point-by-point statement on how we could improve NCLB for ELL students. | This effort will be to make recommendations to Superintendent Tom Luna as he enters his role as Idaho's federal liaison on NCLB | Written statement, talking points and recommendations. | Nick Smith | October 2009 | October 2009 |
| 2.2.2 Disseminate information to local superintendents, school personnel and other interested parties on NCLB revisions | This effort will be to articulate the revisions of NCLB and Superintendent Tom Luna | Fact Sheet | Director of NCLB Programs | November 2010 | |

APPENDIX B

Programmatic Initiatives Goal Area 2

| Objective #3: Create and disseminate a fact-based compendium of ‘out-of-classroom’ programs that will showcase Hispanic youth through additional opportunities at all levels (community/education) by July 2011. | | | | | |
|---|---|--|--------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 2.3.1 Prepare a review of literature and ‘best practices’ regarding out-of-classroom programs. | Evidenced-based programs have a higher probability of success. Also, we can learn from other evaluated endeavors. | Research reports and articles will be reviewed and major findings highlighted in comprehensive report. These should include: <ul style="list-style-type: none"> • peer mentorships/ community mentorships • internships • leadership opportunities AP-Hispanic Placement pilots bring students to college campus programs. | Lisa Salazar | September 2010 | |
| 2.3.2 Make readily available the compendium compiled in above step to teachers and administrators throughout the state. | Makes best-practice programs more readily available to districts and administration. | Report will be put “on line” for universal access. | Lisa Salazar | October 2010 | |

APPENDIX B

Programmatic Initiatives Goal Area 2

| Objective 4: Develop and implement a Bilingual recruitment aid in the form of a CD for Idaho colleges by November 2010 (AKA, "Gear Up for Hispanic Parents") | | | | | |
|---|---|--|--------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 2.4.1: Assemble enrollment requirements, financial aid information, and general orientation data | General data needed for dissemination. The best source is from the universities themselves. | Spreadsheet of data by institution | Lisa Salazar | August 2010 | |
| 2.4.2: Solicit current students or recent graduates for testimonials | Role modeling is effective in creating the vision for self-efficacy | Written or video-taped testimonials about college life | ICHA | September 2010 | |
| 2.4.3: Create a CD about what it takes to get into and stay in college, including costs, opportunities and social support | More cost efficient and cost effective that travel. Provides the basic need to know items about college | Produced CD | SDE/ICHA | January 2011 | |
| 2.4.4: Distribute to Idaho higher education institutions so that they can use along with other recruitment efforts | Each institution can personalize with their own face-to-face presentations | 100% distribution | SDE | March 2011 | |
| 2.4.5: Post the CD presentation on a website | Greater and continued access for all | Established URL | SDE | April 2011 | |



**“The secret in education lies in
respecting the student.”**

Ralph Waldo Emerson

APPENDIX B

Action Plan-Teacher Training Goal Area 3

| Objective 3.1: Identify and assess need and openness to professional development opportunities of school leaders for ESL, bilingual and multicultural education by August 2010. | | | | | |
|---|---|--|---|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 3.1.1 Establish a contact list of school leaders with interest in ELL and Bilingual education | This will be a comprehensive list of “movers and shakers” for future policy efforts. | Consolidated list | Dr. Fernanda Brendefur | June 2010 | |
| 3.1.2 Send survey to school leaders around the state to assess interest and need. | By doing this, we are identifying school leaders that would be receptive to professional development training | Number of surveys sent and completion rate. | ICHA | August 2010 | |
| 3.1.3 Establish a cadre of trainers involved with Migrant education, ESL and other local coordinators. | This group will be the “Teacher Training Team” | | Rhonda Birnie | October 2010 | |
| 3.1.4 Give a presentation to the Idaho Association of School Principals. | This is part of the marketing plan for professional training | Actual delivery of presentation and outcome evaluation report | Rhonda Birnie, Teacher Training Team & ICHA | August 2010 | |

APPENDIX B

Action Plan-Teacher Training Goal Area 3

| Objective 3.2: Deliver two quality professional development workshops to school leaders in the areas of ESL, bilingual and multicultural education by December 2011. | | | | | |
|---|---|---|------------------------------|--|--|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 3.2.1 Identify or create a quality seminar/workshop focused on objective. | A quality seminar is critical to meaningful professional development that will ignite change in school leaders. | An agreed upon curricula that has specific learning objectives and an evaluation component | ICHA Teacher Training Team | October 2010 | |
| 3.2.2 Identify and recruit quality trainers. | Knowledgeable experts are critical to meaningful, quality professional development that will ignite change in school leaders. | Determination of how many trainers and the recruitment are required to deliver the approved curriculum and a tangible list with roles for each of the recruits. | ICHA Teacher Training Team | January 2011 | |
| 3.2.3 Identify location and logistics. (Program planning) | Necessary to a quality program. | Two sites for implementation including a budget | ICHA Teacher Training Team | March 2011 | |
| 3.2.4 Partner with a college or university to offer credit for the training. | Credits will encourage leaders to take the seminar if they are undecided. | Credits secured | ICHA | March 2011 | |
| 3.2.5 Deliver Professional Development. | Quality training for leaders is essential if they are to initiate and support change in their schools. | Delivery of two workshops and Pre/Post evaluations, feedback forms, interviews | Teacher Training Team | December 2011 | |

**“Teaching is of more importance
than urging.”**

Martin Luther King Jr.



APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

| Objective 4.1: Establish College of Western Idaho (CWI) as a low Supplemental Education Service (SES) provider by May 2010 | | | | | |
|--|---|--|----------------------|---|---------------------------------------|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 4.1.1: Establish Definition of CWI for application | SES Providers need to be specific on dimensions of program for accountability | Minimum Definitions include: <ul style="list-style-type: none"> • Grade levels served • # of students served • Max # students served • Geographic location of services • Population served • Time of Service • Instructor/Student ratio • Model of delivery • Cost • Contact person | Terry Blom | December 2010 | |
| 4.1.2: Establish and convene a CWI workgroup to create the three year module | This is an integral part to the submission. A community based group would add validity to the goals and objectives of this program | <ul style="list-style-type: none"> • Roster of participants agendas and minutes of meetings | Terry Blom | January 2011 | |

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

| Objective 4.1: Establish College of Western Idaho (CWI) as a low SES provider in Education Regions 2, 3 and 4 by May 2010, cont. | | | | | |
|--|--|--|----------------------|---|---------------------------------------|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 4.1.3: Establish 3-year plan for submission. | This is the implementation of the plan ASSUMING SES status is acquired. Specific targets to be met and needs must be defined for accountability and resource allocation. | A written plan with SMART Objectives. | Terry Blom | April 2011 | |
| 4.1.4: Apply to the SDE as an SES provider – application process closes May 1, 2010 (list is published August 1) | Students receiving SES with strong ELL supports and targeted for Latino students will raise their academic achievement | CWI is listed as an SES provider for Ada and Canyon Counties. | Terry Blom | May 2011 | |

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

| Objective 4.2: Increase support for basic adult education and workforce competence programs across the federal government and increase support for private adult education programs that benefit Hispanics by 10% by May 2010. | | | | | |
|---|---|---|--------------------------------|--|--|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators:# of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 4.2.1: Establish baseline for federally funded adult basic education (ABE) programs for Hispanic communities in Idaho (categorized by basic adult ed. And workforce training) | Baseline required from which objective can be measured. This information is basically for CWI | At a minimum: <ul style="list-style-type: none"> • Number of programs • Number of participants • Amount of federal dollars | Parent Involvement Coordinator | October 2010 | |
| 4.2.2: Establish baseline for privately funded basic education programs for Hispanic communities in Idaho | Baseline required from which objective can be measured. This information would include private and non-profit organizations | At a minimum: <ul style="list-style-type: none"> • Number of programs • Number of participants • Amount of private dollars | Parent Involvement Coordinator | October 2010 | |
| 4.2.3: Assess programmatic and resource opportunities for feasibility and willingness of each provider for expansion (survey) | Programs must either be shovel-ready or willing to put themselves on the line for expansion and re-source allocation | Selection of targeted programs for expansion of services and budgets. | ICHA and ISU | March 2011 | |
| 4.2.4: Market Information about ABE and student services to the Advanced Learning Partnerships (Including media plan. | Flowing information through districts will increase the people taking advantage of these services. | ALP members will have an understanding of services available to their populations as measured by survey or workshop evaluation. | ICHA and ISU | March 2011 | |

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

| Objective 4.3: Develop and implement a K-12 Family Involvement Plan as a pilot by December 2011. | | | | | |
|--|--|--|--|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 4.3.1 Convene stakeholders to develop a pilot study and evaluation plan (Coordination with existing programs such as MALDEF) | Community participation of stakeholders in a plan is essential for effectiveness and buy-in | * Roster of participants * Agendas and minutes of meetings * Copy or Written Plan | Migrant Coordinator, Parent Involvement Coordinator and ICHA | | January 2011 |
| 4.3.2 Identify pilot site and securing approval | This will be a year 1 pilot and requires buy in from the community | Site selected and necessary/ appropriate MOU's and/or agreements set up | Migrant Coordinator, Parent Involvement Coordinator and ICHA | | June 2011 |
| 4.3.3 Implement Plan | This is the "doing" part of the objective. Implementation is usually the easiest part if the planning was done thoroughly. | Documentation of execution of plan | Migrant Coordinator, Parent Involvement Coordinator and ICHA | | August 2011 |
| 4.3.4 Evaluate and disseminate findings from pilot test. | The plan would be to adjust any practices for full effectiveness before marketing for replication | Evaluation report and dissemination to stakeholders | Migrant Coordinator, Parent Involvement Coordinator and ICHA | | December 2011 |



**“You cannot help men
permanently by doing for them
what they could do for
themselves.”**

Abraham Lincoln

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

| Objective 5.1: Create and distribute a compendium of current pre-college enrichment programs (especially those dealing with Science, Math, Technology, and Engineering) available to Hispanic youth by February 2010. | | | | | |
|--|--|--|--------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 5.1.1 Compile a listing of pre-college enrichment programs. Put these into a compendium with annotations, key findings and contact information, if available | To bring the findings of current research and best or promising practice to light. This is so we can establish an “evidenced-based” pathway toward action. | A compendium that is written and publishable in both hard copy and electronic media suitable for posting on websites or email distribution. | Lisa Salazar | September 2010 | |
| 5.1.2 Develop a training module for pre-college counselors and employees of Hispanic – serving organizations to access programs | This will provide a vehicle to move the findings of research and past practice into an actionable position for replication in Idaho. | A written training module that can be replicated in its deliverability and an evaluation component of its effectiveness. | ICHA & CWI | January 2011 | |

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

| Objective 5.2: Deliver an evidenced-based curriculum (based on 5.1) to all current and potential Hispanic Serving Institutions and agencies for the purpose of training providers by March 10, 2011 | | | | | |
|--|---|--|--------------------------|--|---|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 5.2.1 Solicit and inform all qualified or potential HSI to become informed about the application criteria and process for HSI. | Although most Idaho institutions of higher education are not currently qualified to apply, the changing demographics of Idaho indicate that they may soon be. We need to start building infrastructure now. | Contacts made to all Idaho institutions of higher education | ICHA & CWI | May 2010 | |
| 5.2.2 Advertise and schedule trainings to all current and potential HSI. | There needs to be a proactive marketing campaign that can reach and enable providers for wanting to take this curriculum | Distribution plan Measurement of reach | ICHA & CWI | January 2011 | |
| 5.2.3 Implement training curriculum | Prepare individuals to encourage and assist students to in applying to programs | Number of Completed training | ICHA & CWI | March 2011 | |

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

| Objective 5.3: Increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by October 2012. | | | | | |
|---|---|---|----------------------|---|---------------------------------------|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 5.3.1 Identify & rank all vocational & Technical programs (VTP) in Idaho for serving communities of color in terms of staffing, programs, etc. (Let's talk) | Among Latino communities very little attention is given to these programs. We tend to only give attention to college or completion of high schools. | Document which shows current enrollment and graduation rates in VTP program in Idaho. This will serve as a baseline. | Al Sanchez | July 2010 | |
| 5.3.2 Review admission & graduation data of VTP to evaluate the accessibility of students of color. | Last time I reviewed this data, it did not appear that the VTP were doing very well in either admission or graduating students of color. | Summary Report of findings including number of applicants vs. number of accepted enrollees by race/ethnicity | Al Sanchez | July 2010 | |
| 5.3.3 Request all VTP to provide annual recruitment information to Idaho Latino Organizations | By establishing this basic link with the Latino communities & institutions, both will give high attention to the availability of this resource. | Annual report on recruitment information with 90% participation of VTP institutions | ICHA & ISU | November 2010 | |
| 5.3.4 Develop a plan to increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by April 2011. | This is an outcome measure that can describe the success of our efforts | Summative report for all participating VTP organizations | ICHA & ISU | October 2012 | |

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

| Objective 5.4: Increase the number of Hispanic students enrolled in teaching professions courses at Idaho universities by 10% by 2012. | | | | | |
|---|--|---|------------------------------|--|--|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 5.4.1. Establish a baseline of how many Hispanic students are currently enrolled in the teaching professions in Idaho universities | This will be the measurement from which we can evaluate our success | Completed summary report for enrollment for Fall 2010 | ICHA | December 2010 | |
| 5.4.2. Set up a network of teachers and community workers in middle and high schools and community organizations trained to Identify and work with students to develop future educators | To provide mentors at the local level and an introduction to actual teaching under controlled conditions for identified students | 50 trained individuals | Educators & Universities | September 2011 | |
| 5.4.3 Administer a State wide or regional conference or seminars for advanced students (who are considering teaching as an option) | To compare local experiences, give additional skills, provide inspiration and positive reinforcement | Successful conference | ICHA | June 2011 | |

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

| Objective 5.5: Increase external funding by 10% to Hispanic Serving Institutions (HSI) for teacher development and training to meet the education workforce needs of the pre-school and K-12 education system by April 2011. | | | | | |
|---|--|--|--------------------------|---|--|
| Action Step (WHAT) Will you do? | Impact or Difference (WHY) Are you doing it? | Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. | Who is the Leader | Due Date (WHEN) When Will it be completed | Actual Date Completed (REALITY) |
| 5.5.1 Review Latino student enrollment at all universities/colleges to determine those closest to HSI standard | To determine which post-secondary institutions can meet workforce needs | See 5.4.1 | Lisa Salazar & ICHA | Fall 2010 | |
| 5.5.2 Assess current levels of external and internal funding for teacher training | This will serve as a baseline from which we can measure our progress | Summary report for Fall 2009 academic year | Lisa Salazar & ICHA | Fall 2010 | |
| 5.5.3 Review existing and potential funding for teacher development and training for those working with Latino students | To see if there is money and where there could be potential funds | List of possible grant opportunities to pursue | Lisa Salazar & ICHA | Fall 2010 | |
| 5.5.4 Establish a grant writing strategy and apply for grants. | This will be the direct outcome measure for the possibility of increased funding | Three grant applications | Lisa Salazar & ICHA | October 2012 | |

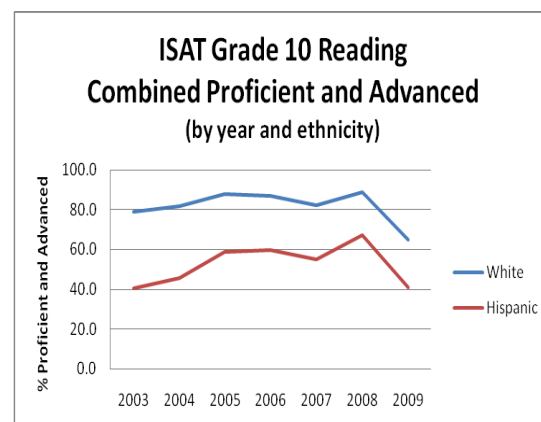
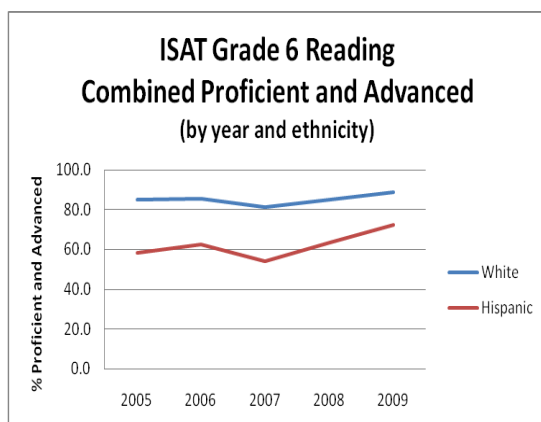
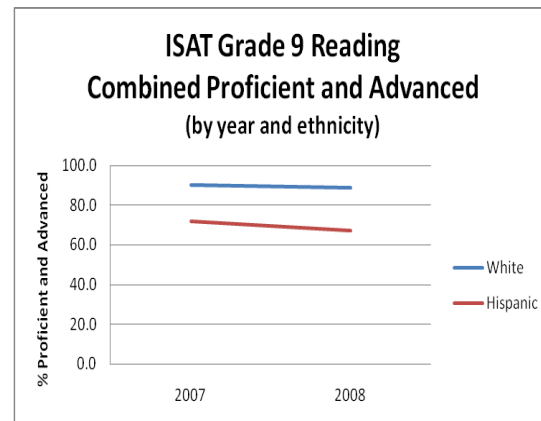
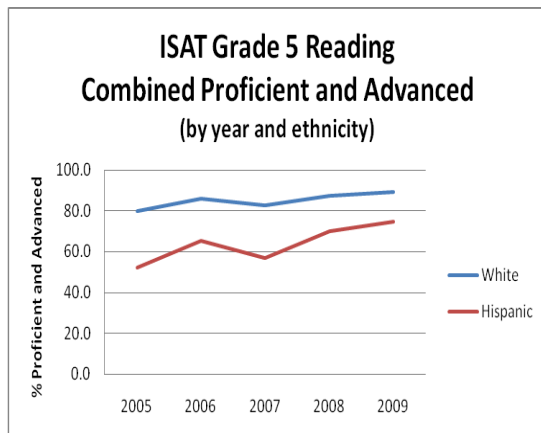
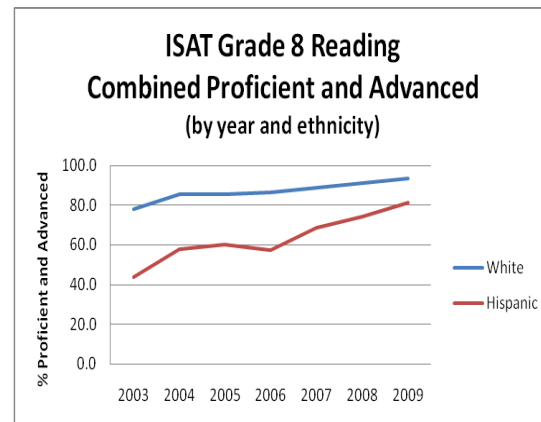
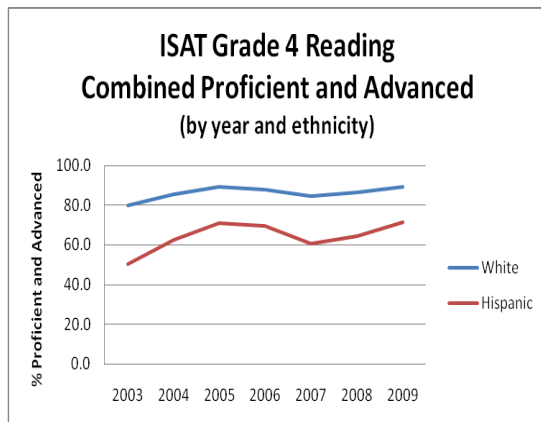
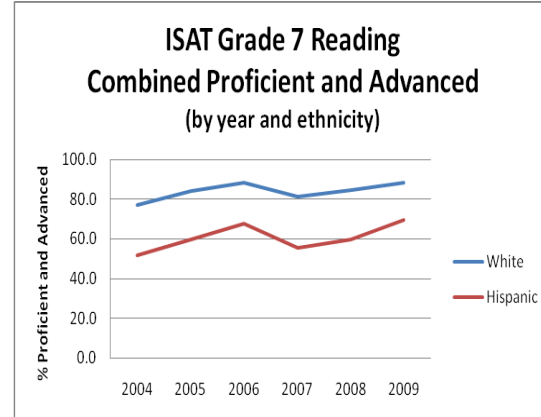
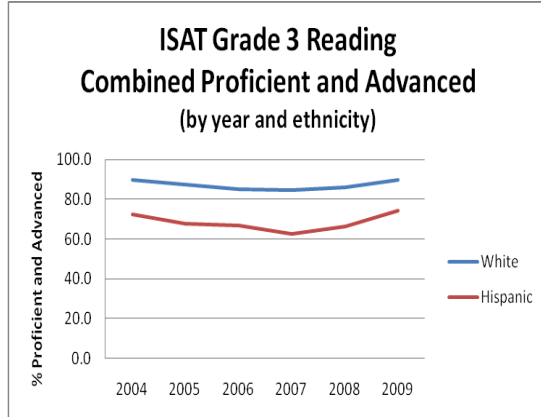
“Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?”

Cesar Chavez



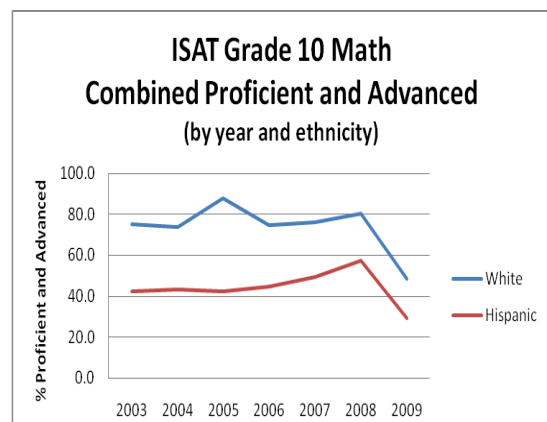
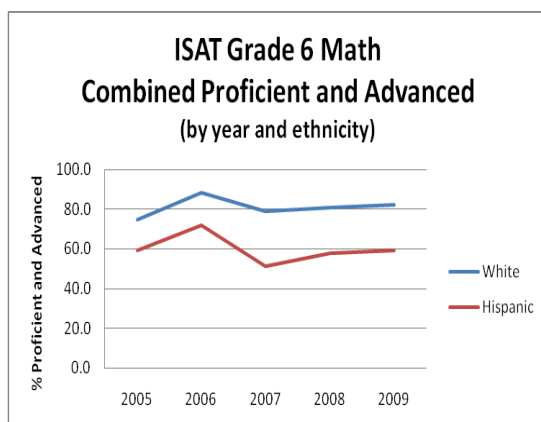
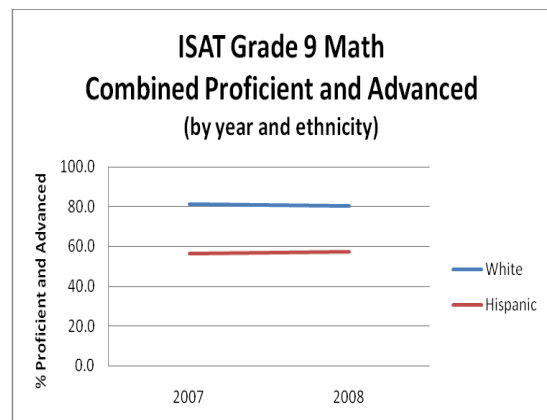
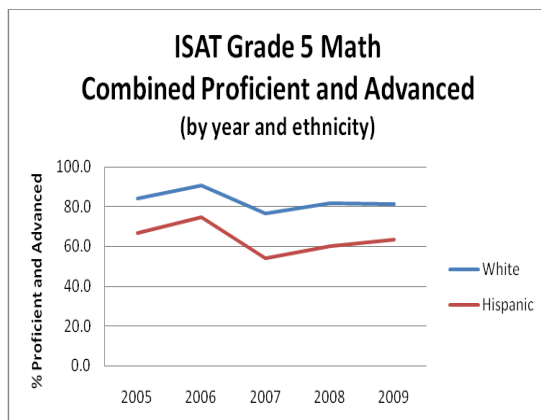
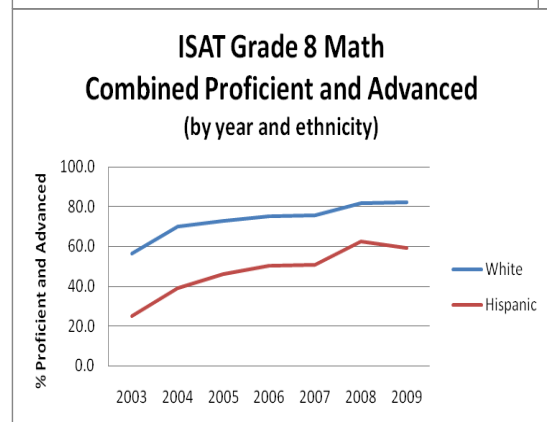
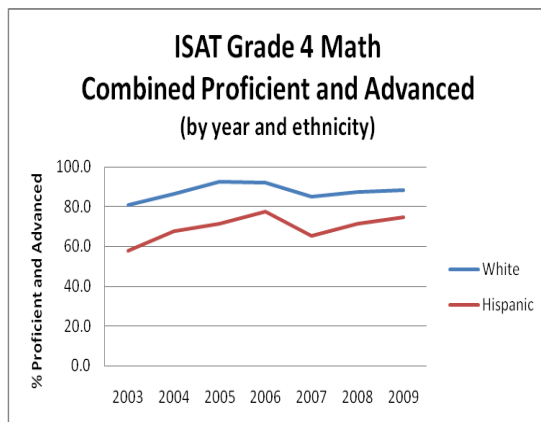
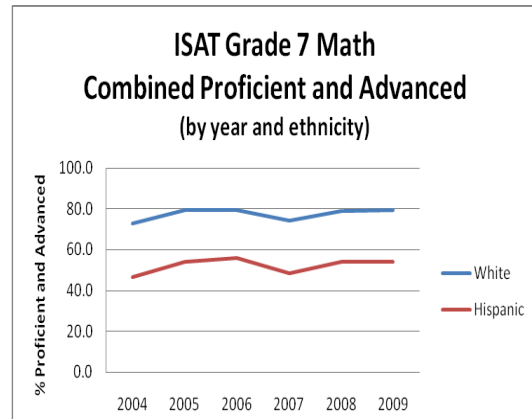
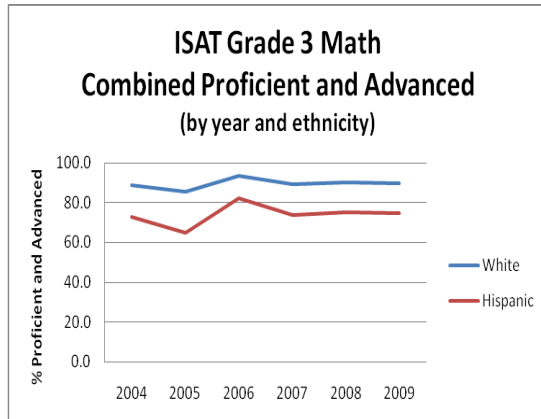
Year by Year Performance by Grade

Subject: Reading



Year by Year Performance by Grade

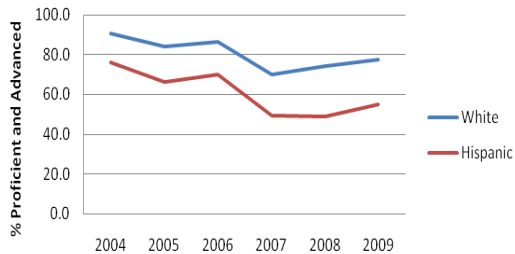
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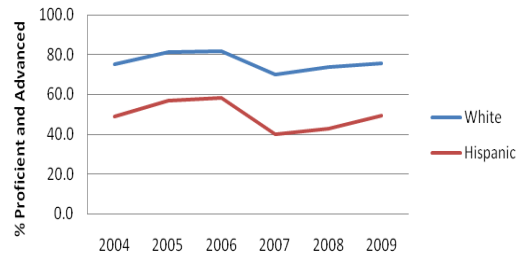
Year by Year Performance by Grade

Subject: Language

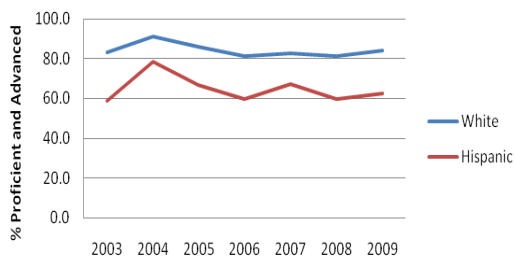
ISAT Grade 3 Language
Combined Proficient and Advanced
(by year and ethnicity)



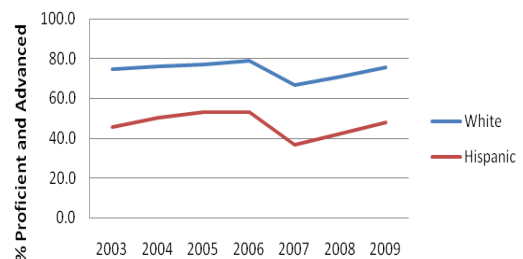
ISAT Grade 7 Language
Combined Proficient and Advanced
(by year and ethnicity)



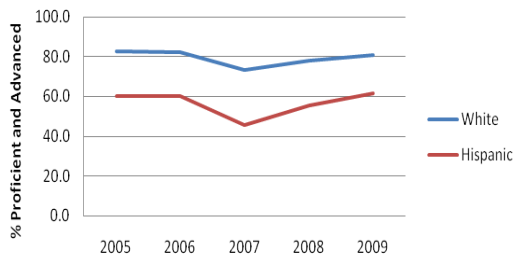
ISAT Grade 4 Language
Combined Proficient and Advanced
(by year and ethnicity)



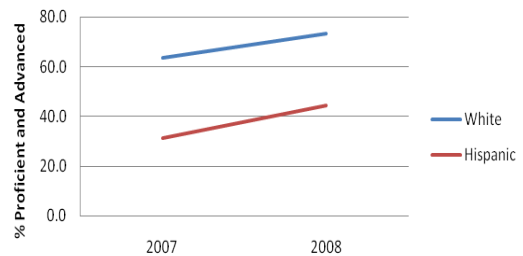
ISAT Grade 8 Language
Combined Proficient and Advanced
(by year and ethnicity)



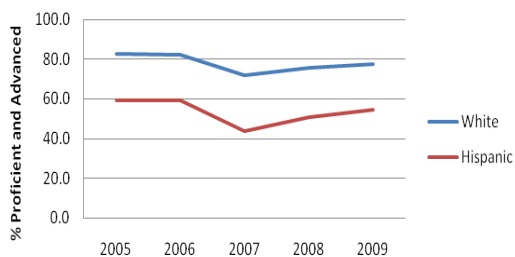
ISAT Grade 5 Language
Combined Proficient and Advanced
(by year and ethnicity)



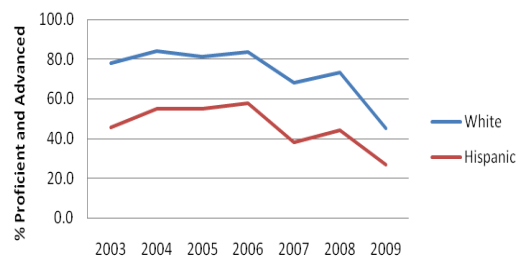
ISAT Grade 9 Language
Combined Proficient and Advanced
(by year and ethnicity)



ISAT Grade 6 Language
Combined Proficient and Advanced
(by year and ethnicity)

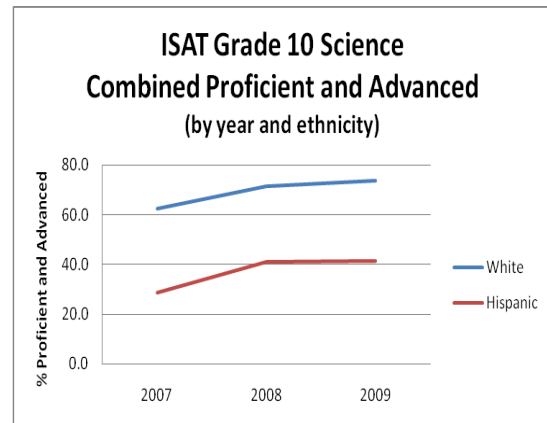
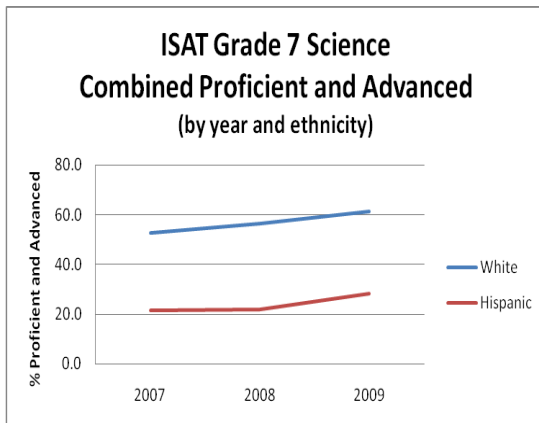
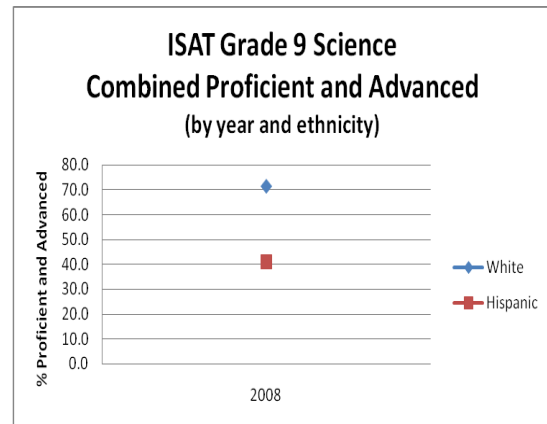
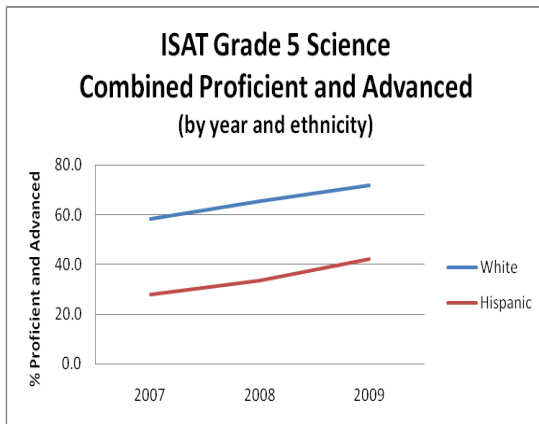


ISAT Grade 10 Language
Combined Proficient and Advanced
(by year and ethnicity)



Year by Year Performance by Grade

Subject: Science



“The only thing that interferes with my learning is my education.”

Albert Einstein



Idaho Commission on Hispanic Affairs

Established 1987

C.L. “Butch” Otter
Governor

Juan Álvarez
Chair

Margie Gonzalez
Executive Director

“Working toward
economic, social,
legal and political
equality for Hispanics
in Idaho”

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Estela M. De González

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Senator Les Bock

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

SUBJECT

Intersession Legislative Review Process

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VI.A.4.d.

BACKGROUND/DISCUSSION

Each year during the legislative session proposed legislation comes forward effecting education in the State of Idaho. Often different groups ask for the Board's endorsement or position on said legislation during the session. Due to the timeliness of many of these items, it is impractical for a special meeting to be called each time a piece of legislation is brought forward that impacts education in Idaho.

In past years, the Executive Committee reviewed mid-session legislation and any position given has been from the Executive Committee and not the Board as a whole or no position has been taken at all on the legislation. The full Board is then updated at the next regular Board meeting on any relevant legislation that has come forward. There is no official policy or procedure for handling these legislative items during the session. Prior to the start of the upcoming legislative session Board staff would like direction on the procedure to be used regarding the review of education related legislation.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board give the Board's Executive Committee or its designee the ability to evaluate and endorse or oppose legislation that comes forward during the session. Any items that are brought forward will be reported to the Board at the next scheduled Board meeting.

BOARD ACTION

I move to direct staff to present education related legislation that comes forward during a legislative session to the Board's Executive Committee, which shall be authorized to review and state the board's position with respect to such legislation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Legislation for the 2011 Legislative Session

REFERENCE

June 2010

The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

As an agency of the Governor, the State Board of Education is required to submit electronically all proposed legislation to the Division of Financial Management (DFM) for the Governor's approval. The Board approved the following legislative ideas and authorized the Executive Director to submit additional ideas as necessary to the Governor's office through the Division of Financial Management at the June 2010 Board meeting:

- **University of Idaho Tuition Fees** - If the Constitutional amendment is approved permitting the University of Idaho to set fees for tuition; then this legislation will be to revise Idaho Code sections 33-3717 and 33-3717A to allow the University of Idaho to implement tuition fees in the same fashion as the other state higher education institutions.
- **Legislation Clarifying the Confidential Status of Private Donor Information Gathered by Higher Education Institutions** – Disapproved by Governor's Office.
- **College ORP Contribution Rate** - This suggested change to statute would increase the ORP contribution made by community colleges and Eastern Idaho Technical College, effective July 1, 2011, from 7.81% to an amount equal to the contribution currently made by the state to employee PERSI accounts.
- **Community College Out-Of-District Tuition** – pulled by sponsor
- **Postsecondary Institution and Proprietary School Registration Enforcement** - This legislation would amend section 33-2409, Idaho Code to include specific enforcement options in relation to the registration of postsecondary institutions and proprietary schools.

Additionally, at the June meeting the Board directed staff to submit a legislative idea changing the section of code prohibiting contract staff working with the Board office for six (6) months or more to hold tenure at a state college or university.

As part of the zero-based budgeting process Board staff identified three additional sections of Idaho Code that were out of date and needed updating.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Section 33-3008, Idaho Code, allows for Idaho State University (ISU) to maintain a training or model school. ISU does not maintain a training school and given the stringent federal and state regulation regarding the education of elementary and secondary students it would not be cost effective to do so.
- Section 33-1271, Idaho Code, specifies that the State Board of Education should retain copies of negotiated agreements made by the school district, this information is currently being kept by the school districts, the Board office does not have the space or the staff available to accommodate the records management necessary to maintain these agreements at the Board office, the suggested language removes this language while leaving the language requiring that these records be maintained at the school district office.
- Section 33-1218, Idaho Code allows that the State Board of Education may set uniform sick leave regulations for Idaho's public school districts. The management of leave for school district employees is appropriately left at the local level. The proposed change would remove the language allowing the Board to set these regulations.

ATTACHMENT

| | |
|---|---------|
| Attachment 1 – UI Tuition Legislation | Page 5 |
| Attachment 2 – College ORP Contribution Rate | Page 7 |
| Attachment 3 – Postsecondary Institution and Proprietary School Registration Enforcement | Page 9 |
| Attachment 4 – OSBE Contractor Status | Page 15 |
| Attachment 5 – ISU Training School | Page 16 |
| Attachment 6 – District Negotiated Agreements | Page 17 |
| Attachment 7 – District Sick Leave Regulations | Page 18 |

IMPACT

Any Legislation not approved by the Board will be withdrawn from the Governor's legislative process. The Board office will continue to work with the Governor's Office, the Division of Financial Management and Legislative Services to finalize legislation prior to the start of the legislative session.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed and recommends approval of the attached legislative language. Additional changes may be necessary as the Board Office works with the various governmental entities prior to finalizing proposed legislative changes.

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BOARD ACTION

I move to approve the proposed changes to section 33-3717 and 33-3717A, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-107B, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to Title 33, Chapter 24, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-102A, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-3008, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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I move to approve the proposed changes to section 33-1271, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-1218, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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AN ACT

1 RELATING TO TUITION AT THE UNIVERSITY OF IDAHO; REPEALING SECTION
2 33-3717, IDAHO CODE; AMENDING SECTION 33-3717A RELATING TO FEES
3 AT STATE COLLEGES AND UNIVERSITIES TO ELIMINATE THE EXEMPTION
4 FOR THE UNIVERSITY OF IDAHO; AND DECLARING AN EMERGENCY.
5

6 Be It Enacted by the Legislature of the State of Idaho:
7

8 SECTION 1. That Section 33-3717, Idaho Code, be, and the same is hereby
9 repealed.
10

11 SECTION 2. That Section 33-3717A, Idaho Code, be, and the same is hereby
12 amended to read as follows:
13

14 33-3717A. FEES AT STATE COLLEGES AND UNIVERSITIES ~~OTHER THAN~~
15 ~~THE UNIVERSITY OF IDAHO~~. (1) The state board of education and the board of regents
16 of the university of Idaho may prescribe fees, including tuition fees, for resident and
17 nonresident students enrolled in all state colleges and universities ~~other than the~~
18 ~~university of Idaho~~. For purposes of this section, said fees, including tuition fees, may be
19 used for any and all educational costs at the state colleges and universities including,
20 but not limited to, costs associated with:

- 21 (a) Academic services;
- 22 (b) Instruction;
- 23 (c) The construction, maintenance and operation of buildings and facilities;
- 24 (d) Student services; or
- 25 (e) Institutional support.

26 The state board of education also may prescribe fees for all students for any additional
27 charges that are necessary for the proper operation of each institution.

28 (2) A resident student is a student who meets the residency requirements imposed by
29 section 33- 3717B, Idaho Code.

30 (3) Nothing contained in this section shall prevent the state board of education from
31 waiving fees, including tuition fees, to be paid by nonresident students, as defined in
32 section 33-3717C, Idaho Code, who are enrolled in the state colleges and universities.

33 (4) Nothing contained in this section shall apply to community colleges now or
34 hereafter established pursuant to chapter 21, title 33, Idaho Code, or to postsecondary
35 professional-technical schools now or hereafter established and not connected to or a
36 part of a state college or university.
37

38 SECTION 3. An emergency existing therefor, which emergency is hereby
39 declared to exist, this act shall be in full force and effect on and after its passage and
40 approval.
41

STATEMENT OF PURPOSE

RS _____

1 The purpose of this legislation is to grant the State Board of Education the authority to set
2 fees, including tuition fees, for all resident and nonresident students attending the
3 University of Idaho. This legislation is in response to voter approval of SJR 101 in the
4 2010 general election to allow the University of Idaho to charge tuition fees and tuition,
5 consistent with authority currently provided for the state's other higher education
6 institutions. The purpose of this legislation is not to increase student fees. Rather, it is
7 designed to clarify the purposes for which those funds may be used. The reason this
8 legislation is needed is that the current law restricts the ability of the University of Idaho to
9 charge tuition. Since the fees collected from the students cannot be used for instructional
10 costs, the students cannot have their fees used to support core instructional activities, i.e.,
11 faculty salaries, additional faculty, library support, etc.
12
13

14 FISCAL NOTE
15

16 Under current law, University of Idaho student fees only can be used for designated
17 purposes. The intent of this legislation is not designed to increase student fees, but rather
18 to provide greater flexibility to the University of Idaho with respect to the use of fees to
19 fund educational and instructional costs. This legislative proposal is not intended to
20 increase student fees more than otherwise might occur. Accordingly, there will be no
21 fiscal impact to the General Fund.

Contact:

STATEMENT OF PURPOSE/FISCAL NOTE

Bill Number _____

TITLE 33
EDUCATION
CHAPTER 1

STATE BOARD OF EDUCATION

33-107B.BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM FOR COMMUNITY COLLEGES AND POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION INSTITUTIONS. (1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of community colleges and postsecondary professional-technical education institutions, including north Idaho college, college of southern Idaho and eastern Idaho technical college, hired on or after July 1, 1997; provided however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho. The benefits to be provided for or on behalf of participants in an optional retirement program shall be provided through annuity contracts or certificates, fixed or variable in nature, or a combination thereof, whose benefits are owned by the participants in the program.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

- (a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;
- (b) The relation of such rights and benefits to the amount of contributions to be made;
- (c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and
- (d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

(a) Eligible employees are the teaching staff and officers initially appointed or hired on or after the effective date of this chapter. All eligible employees, except those who are vested members of the public employee retirement system of Idaho, shall participate in the optional retirement program.

(b) Eligible employees who are vested members of the public employee retirement system of Idaho may make a one (1) time irrevocable election to transfer to the optional retirement program. The election shall be made in writing and within sixty (60) days of the date of initial hire or appointment, or one hundred fifty (150) days after the effective date of this chapter, whichever occurs later. The election shall be filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(c) Teaching staff and officers employed by the institution the day before the effective date of this chapter may make a one (1) time irrevocable election to participate in the optional retirement program. The election shall be made in writing and within one hundred fifty (150) days after the effective date of this chapter. The election shall be

filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.

(e) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.

(4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:

(i) To the designated company or companies, an amount equal to seven and eighty-one hundredths percent (7.81%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits, or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and

(ii) To the public employee retirement system, an amount equal to three and eighty-three hundredths percent (3.83%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2011 and is in lieu of amortization payments and withdrawal contributions required pursuant to [chapter 13, title 59](#), Idaho Code.

(iii) Effective July 1, 2011, the institutional contribution ORP rate will be equal to the PERSI contribution rates.

(b) For the purposes of section [59-1322](#), Idaho Code, the term "projected salaries" shall include the sum of the annual salaries of all participants in the optional retirement program established pursuant to this section.

(c) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%). Employee contributions may be made by employer pick-up pursuant to section [59-1332](#), Idaho Code.

(5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho so long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.

(6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

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TITLE 33
EDUCATION
CHAPTER 24
POSTSECONDARY AND PROPRIETARY SCHOOLS

33-2401. DEFINITIONS. For the purposes of [chapter 24, title 33](#), Idaho Code, the following words have the following meanings:

(1) "Accredited" means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting agency recognized by the board.

(2) "Agent" means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school.

(3) "Agent's certificate of identification" means a nontransferable written document issued to an agent by the proprietary school that the agent represents.

(4) "Board" means the state board of education.

(5) "Course" means instruction imparted in a series of lessons or class meetings to meet an educational objective.

(6) "Course or courses of study" means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise.

(7) "Degree" means any written or any academic title which contains, in any language, the word "associate," "bachelor," "baccalaureate," "master" or "doctor," or any abbreviation thereof, and which indicates or represents, or which is intended to indicate or represent, that the person named thereon, in the case of any writing, or the person it is awarded thereto, in the case of any academic title, is learned in or has satisfactorily completed a prescribed course of study in a particular field or that the person has demonstrated proficiency in any field of endeavor as a result of formal preparation or training.

[\(8\) "Director" means the executive officer of the state board of education or his designee.](#)

[\(9\) "Person" means an individual, sole proprietorship, partnership, corporation or other association of individuals, however organized.](#)

~~(8)~~[10](#) "Postsecondary educational institution" means ~~a person~~ [an individual](#), or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, ~~from~~ [within](#) the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or sells degrees.

~~(9)~~[11](#) "Proprietary school" means ~~a person~~ [an individual](#), or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, ~~from~~ [within](#) the state of Idaho, and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees.

33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS. (1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register

annually with and hold a valid certificate of registration issued by the ~~board~~director. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The ~~board~~director may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The ~~board~~director may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or courses of study, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also prescribe the standards and criteria to be utilized by the ~~board~~director for recognition of accreditation organizations.

(3) The ~~board~~director may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The ~~board~~director shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section as established in rule by the board. Such annual registration fee shall not exceed five thousand dollars (\$5,000) and shall be collected by the ~~board~~director and shall be dedicated for use by the ~~board~~director in connection with ~~its~~his responsibilities under this chapter.

33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the ~~board or its designee~~director.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or courses of study, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The ~~board~~director may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity that conducts or engages in activities that would ~~which is~~ otherwise require registration under title 33, chapter 24, Idaho Code if another state agency, commission, or board regulates such activities, ~~regulated, licensed or registered with another state agency~~ pursuant to title 54, Idaho Code.

(e) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(f) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days, and offered no more than four (4) times per year.

(g) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(h) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The ~~board—~~director shall assess an annual registration fee on each proprietary school required to be registered under this section as established in rule by the board. Such annual registration fee shall not exceed five thousand dollars (\$5,000) and shall be collected by the ~~board or its designee~~director, and shall be dedicated for use by the ~~board—~~director in connection with ~~its—his~~ responsibilities under this chapter.

33-2404. AGENT'S PERMIT. (1) No individual may act as an agent of a proprietary school required to be registered under the provisions of this chapter unless that individual holds a valid agent's certificate of identification issued by the proprietary school that the agent represents.

(2) Each agent's certificate of identification shall be reissued annually by the proprietary school that the agent represents on the first day of July. If courses are solicited or sold by more than one (1) agent, a separate certificate of identification is required for each agent.

(3) The agent's certificate of identification shall consist of a pocket card and shall bear:

(a) The name and address of the agent;

(b) The name and address of the proprietary school that the agent represents;

(c) A statement that the bearer is an authorized agent of the proprietary school and may solicit students for the proprietary school.

(4) The agent shall surrender the agent's certificate of identification to the proprietary school upon termination of employment or agency relationship.

(5) An agent representing more than one (1) proprietary school shall obtain a separate agent's certificate of identification for each proprietary school represented.

(6) For every agent who will have unsupervised contact with minors, prior to issuing the agent a certificate of identification the proprietary school shall complete a criminal history check on the agent for particular criminal offenses, and in accordance with other guidelines, established in rule by the board. No agent shall be issued an

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agent's certificate of identification if he or she is found to have been convicted of any of the offenses identified in board rule, or if he or she has been previously found in any judicial or administrative proceeding to have violated this chapter.

(7) An agent's certificate of identification shall be valid for the state's fiscal year in which it is issued, unless sooner revoked or suspended.

(8) The agent shall carry the agent's certificate of identification with him or her for identification purposes when engaged in the solicitation of students away from the premises of the proprietary school and shall produce the agent's certificate of identification for inspection upon request.

(9) The issuance of an agent's certificate of identification pursuant to this section shall not be interpreted as, and it shall be unlawful for any individual holding any agent's certificate of identification to expressly or impliedly represent by any means whatsoever, that the board has made any evaluation, recognition, accreditation or endorsement of any proprietary school or of any course of study being offered by the agent of any such proprietary school. Any oral or written statement, advertisement or solicitation by any proprietary school or agent which refers to the board shall state:

"(Name of school) is registered with the State Board of Education in accordance with Section [33-2403](#), Idaho Code."

(10) It shall be unlawful for any agent holding an agent's certificate of identification under the provisions of this section to expressly or impliedly represent, by any means whatsoever, that the issuance of the agent's certificate of identification constitutes an assurance by the board that any course of study being offered by the agent or proprietary school will provide and require of the student a course of education or training necessary to reach a professional, educational, or vocational objective, or will result in employment or personal earning for the student, or that the board has made any evaluation, recognition, accreditation, or endorsement of any course of study being offered by the agent or proprietary school.

(11) No agent shall make any untrue or misleading statement or engage in sales, collection, credit, or other practices of any type that are illegal, false, deceptive, misleading or unfair.

(12) The proprietary school shall maintain records for five (5) years of each application for an agent's certificate of identification, and each issuance, denial, termination, suspension and revocation of an agent's certificate of identification.

(13) The proprietary school shall provide as part of the annual registration process the names and results of the criminal history check for each agent to whom it has issued a certificate of identification. The criminal history check will be valid for five (5) years.

(14) ~~The board or a~~ student may bring an action pursuant to the Idaho rules of civil procedure for an agent's violation of the provisions of this chapter or any rule promulgated pursuant to this chapter, or any fraud or misrepresentation. The court shall determine which party is the "prevailing party" and the prevailing party shall be entitled to the recovery of damages, reasonable attorney's fees and costs both at trial and on appeal.

~~(15) Any agent who violates the provisions of this section is also guilty of a misdemeanor punishable by imprisonment in the county jail not exceeding six (6) months, or by a fine not exceeding five thousand dollars (\$5,000), or both.~~

33-2405. PURCHASE STATEMENT. At the time of depositing any moneys to purchase the product of any proprietary school, the proprietary school shall require the student to execute the following statement on an appropriate form which shall be maintained on record by the proprietary school in the individual student's file:

"I understand that (Name of proprietary school) is registered with the State Board of Education in accordance with Section [33-2403](#), Idaho Code. I also understand that the State Board of Education has not accredited or endorsed any course of study being offered by (Name of proprietary school), and that these courses may not be accepted for transfer into any Idaho public postsecondary institution."

33-2406. SURETY BOND. As a condition of registration, a proprietary school shall obtain a surety bond issued by an insurer duly authorized to do business in this state in favor of the state of Idaho for the indemnification of any student for any loss suffered as a result of a failure by such proprietary school to satisfy its obligations pursuant to the terms and conditions of any contract for tuition or other instructional fees entered into between the proprietary school and a student, or as a result of any violation of this chapter or the rules promulgated pursuant to this chapter. The term of the bond shall extend over the period of registration, and shall be in such amount as is established in rule by the board. The board may permit the director to accept from a newly registered proprietary school, for a period not to exceed five (5) years, a bond in a lesser amount that is supplemented by other financial instruments deemed acceptable by the director.

The ~~board or its designee~~ [director](#) may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to a failure by such proprietary school to satisfy its obligations pursuant to the terms and conditions of any contract for tuition or other instructional fees entered into between the proprietary school and a student, or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.

Neither the principal nor surety on the bond may terminate the coverage of the bond, except upon giving one hundred twenty (120) days' prior written notice to the ~~board~~ [director](#).

33-2407. ADMINISTRATION - POWERS AND DUTIES OF DIRECTOR. – (1) The director shall have power and authority to inspect, examine, supervise, and register postsecondary educational institutions and proprietary schools, and to carry out on behalf of the board the provisions of this chapter.

(2) In addition to the other duties imposed upon the director by law, the director, either personally or by designee, shall be permitted to:

(a) Administer and enforce the provisions and requirements of this chapter or rules promulgated under authority of this chapter.

(b) Conduct investigations and issue subpoenas as necessary to determine whether any person or any agent has violated or is violating any provision of this chapter or rules promulgated under authority of this chapter.

(c) Conduct examinations of the books and records of postsecondary educational institutions and proprietary schools, and investigations of any person or any agent.

wherever located, and as may be necessary and proper for the enforcement of the provisions of this chapter and the rules promulgated under the authority of this chapter. For these purposes, the director or his designated representative shall have free access to the offices and places of business or operations, books, accounts, papers, documents, other information, records, files, safes and vaults of all such persons or agents.

(3) The director may issue orders and the board may promulgate rules that, in the opinion of the director and board respectively, are necessary to execute, enforce and effectuate the purposes of this chapter.

33-2408. REMEDIES AVAILABLE – (1) Whenever it appears to the director that any person or any agent has engaged in or is about to engage in any act or practice constituting a violation of any provision of this chapter or any rule or order thereunder, the director may:

(a) Issue a cease and desist order ordering such person or agent to cease and desist violating or continuing to violate any provision of this chapter or any rule or order issued in accordance with this chapter; or

(b) Apply to the district court for an order enjoining such person or agent from violating or continuing to violate any provision of this chapter or any rule or order and for injunctive or such other relief as the nature of the case may require.

(2) Within thirty (30) days after an order is issued under subsection (1)(a) of this section, the person or agent to whom the order is directed may file with the director a request for a hearing on the order. The provisions of the Idaho administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to such hearing and to judicial review of such order.

(3) Upon a showing in any court of competent jurisdiction that a person or agent has violated the provisions of this chapter or rule adopted under the provisions of this chapter, in addition to any other remedies, such court may order the person or agent to pay civil penalties in an amount established by the court for each violation. Such court may also enter an order entitling the director to recover costs, which in the discretion of the court may include an amount representing reasonable attorney's fees and reimbursement for investigative efforts.

33-2409. ~~ENFORCEMENT~~ CRIMINAL PENALTIES. ~~Any violation of the provisions of this chapter shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.~~ (a) Any agent who violates the provisions of Section 33-2404, Idaho Code, is guilty of a misdemeanor punishable by imprisonment in the county jail not exceeding six (6) months, or by a fine not exceeding five thousand dollars (\$5,000), or both.

(b) Any person who knowingly and willingly violates any other provision of this chapter is guilty of a felony punishable by imprisonment in the county jail not exceeding twelve (12) months, or by a fine not exceeding ten thousand dollars (\$10,000), or both.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-102A.OFFICE OF THE STATE BOARD -- EXECUTIVE OFFICER -- APPOINTMENT -- COMPENSATION -- DUTIES AND POWERS. There is hereby created as an executive agency of the state board of education the office of the state board of education. The state board of education is hereby authorized to appoint an executive officer of the state board who shall serve at the pleasure of the state board and shall receive such salary as fixed by the state board. ~~No employee or contractor of the executive officer of the state board of education or the office of the state board of education shall serve as a tenured faculty member of or have a contract with a state college or university.~~ The executive secretary may be appointed as the executive officer. The executive officer shall, under the direction of the state board, have such duties and powers as prescribed by the said board of regents and the state board of education, not otherwise assigned by law. ~~As used in this section, a "contractor" shall mean a person who has signed or agreed to a contract with the state board of education or the executive officer of the state board of education for a period longer than six (6) months in duration.~~

TITLE 33
EDUCATION
CHAPTER 30
IDAHO STATE UNIVERSITY

~~33-3008. BOARD MAY MAINTAIN TRAINING SCHOOL. The board of trustees may establish and maintain a training or model school, in which students in the college of education in the university shall be required to instruct classes under the supervision and direction of experienced teachers.~~

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1271.SCHOOL DISTRICTS -- PROFESSIONAL EMPLOYEES -- NEGOTIATION AGREEMENTS. The board of trustees of each school district, including specially chartered districts, or the designated representative(s) of such district, is hereby empowered to and shall upon its own initiative or upon the request of a local education organization representing professional employees, enter into a negotiation agreement with the local education organization or the designated representative(s) of such organization and negotiate with such party in good faith on those matters specified in any such negotiation agreement between the local board of trustees and the local education organization. A request for negotiations may be initiated by either party to such negotiation agreement. Accurate records or minutes of the proceedings shall be kept, and shall be available for public inspection at the office of the affected school district ~~offices of the board of education~~ during normal business hours. Joint ratification of all final offers of settlement shall be made in open meetings.

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1218.SICK LEAVE IN EXCESS OF STATUTORY MINIMUM AMOUNTS -- PROOF OF ILLNESS. The board of trustees may fix and establish for the district a period of annual sick leave and accumulation of sick leave in excess of the amounts provided herein, in sections [33-1216](#) and [33-1217](#), Idaho Code, not discriminatory between employees, and as in its discretion may appear necessary, and may require proof of illness in accordance with section [33-1216](#), Idaho Code.

~~The state board of education may provide uniform regulations for proof of illness, including forms for submission of proof, and when so provided, its regulations shall supersede the regulations of the district in this regard.~~

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SUBJECT

Board Policy I.E. Executive Officers

REFERENCE

| | |
|---------------|--|
| October 2007 | Board approved second reading of Board Policy I.E. Executive Officers. |
| December 2008 | Board approved the first reading with changes of Board Policy I.E. Executive Officers, multi-year contracts. |
| February 2009 | Board discussion of Board Policy I.E. Executive Officers |
| June 2009 | Board approved second reading I.E. Executive Officers with amendments, multi-year contracts. |
| August 2009 | Board Approved first reading with changes of Board Policy I.E.4. Reimbursement of expenses |
| October 2009 | Board approved second reading Board Policy I.E.4 Reimbursement of expenses |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION

The Board revised its policy on chief executive officer compensation to not allow compensation from university foundations. At the same time the policy also bars the Board's chief executive officers from receiving compensation from any other source outside of their Board approved salaries and benefits.

The Board's chief executive officers are occasionally asked to sit on other Boards within the community that they are compensated for, or may receive additional income from other sources unrelated to their positions as chief executive officer.

The proposed edition to Board policy I.E.2.e would allow the Board's executive officers to receive compensation from other sources, but requires that they disclose to the Board said compensation as well as any additional activities or financial interests they may have that could affect their judgment or commitment to the Board.

ATTACHMENTS

Attachment 1 – First Reading I.E. Executive Officers

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board's chief executive officers are often requested to serve on Board and committees or may have additional income outside of their salary and compensation received as a chief executive officer. The changes to this policy would allow them to receive stipends or other forms of compensation for these

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duties. Other sources of income could include income from hobbies, property, or investments that are unrelated to education or the chief executive officers duties for the Board.

IMPACT

Approval of proposed changes would allow the executive officers under the governance of the Board to receive compensation from other sources and require disclosure to the Board, through the Executive Director any financial interests that could constitute situation where the chief executive officers judgment or commitment to the Board may be affected.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

October 20092010

E. Executive Officers

This policy section shall apply to the Board's chief executive officers, as defined in Section II. D. 2. b.

1. Executive Director

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents.

b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

(1) Relations with the Board

(a) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

(b) Effective communication among the Board, the Board office, and the institution or agency.

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- (c) Preparation of such budgets as may be necessary for proper reporting and planning.
 - (d) Transmittal to the Board of recommendations initiated within the institution or agency.
 - (e) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
 - (f) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.
 - (2) Leadership of the Institution or Agency
 - (a) Recruitment and retention of employees
 - (b) Development of programs, in accordance with an evolving plan for the institution or agency.
 - (c) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
 - (d) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
 - (3) Relations with the Public
 - (a) Development of rapport between the institution or agency and the public that each serves.
 - (b) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions
- Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

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d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- (1) Each chief executive officer's annual compensation shall be set and approved by the Board. The chief executive officers shall not receive supplemental salary compensation from an affiliated institutional foundation, ~~or from any other source~~ except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below ~~and as such is specifically approved by the Board in each instance.~~ Each chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including supplemental salary compensation from an outside source, that are or potentially could constitute situations where the chief executive officer's judgment or commitment to his or her employer could be affected.
- (2) In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, agency, and school employees.
- (3) Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- (4) Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- (5) Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

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- a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

- b. Each institutional President shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

- c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)

- e. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

4. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial

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functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- (1) staff privileges for activities, events and campus facilities;
- (2) receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

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SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services

REFERENCE

June 2010

Board requested the Planning, Policy and Governmental Affairs Committee bring back proposed amendments to Board policy I.J. incorporating longstanding board action regarding the serving of alcoholic beverages on institution property under into I.J.2.b(6).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.J. Use of Institutional Facilities and Services.

BACKGROUND/DISCUSSION

The Board has waived the restriction outlined Board policy I.J.2.b(6) in the past allowing institutions to serve alcoholic beverages on institution property in conjunction with student athletic events under very specific criteria. The proposed changed to Board policy I.J. incorporate those conditions into the policy, thereby allowing the Board to approve alcoholic beverage permits based on the specified policy rather than waiving the policy under specific conditions.

ATTACHMENTS

Attachment 1 – First Reading I.J. Use of Institutional Facilities and Services.

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes incorporate the conditions by which the Board has waived policy I.J. in the past. The proposed language does not address the conditions that take place in the Stueckle Sky Center during home game activities. Current requirements for those areas other than the Stueckle Sky Center stipulate that alcohol can be served for no more than three-hours, ending at kick-off, the waiver allowing alcohol service in the Stueckle Sky Center allows for alcohol service to be served until the start of the 4th quarter of the game. If the Board wishes to accommodate these activities additional language could be added allowing alcohol beverage service in stadium suites starting no sooner than three hours prior to kick off and ending at the start of the 4th quarter

IMPACT

Approval of proposed changes would allow the institutions to bring forward requests for alcoholic beverage permits based on the specific requirements outlined in the policy. The current policy is written in a way that requires the Board to waive the policy in order to allow alcoholic beverages on institution property during home football pregame activities.

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BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.J. Use of Institutional Facilities and Services as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

August 2005 December 2010

J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
 - (1) Institutionally sponsored programs and projects.
 - (2) Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - (3) Local, state, or federally sponsored programs and projects.
 - (4) The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

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

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in

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compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.
 - (1) An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.
 - (2) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving

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alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

- (3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- (4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- (5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- (6) No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

Notwithstanding, the sale or consumption of alcoholic beverages on campus grounds in conjunction with student athletic events shall be permitted only with Board approval, under the following conditions:

1. Must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area.

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2. Must be for no more than three-hours in duration, ending at kick-off.
 3. Companies involved in the pre-game event must be sent a letter outlining the pre-game location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
 4. Alcohol-making or -distributing companies are not allowed to sponsor the activities or tents.
 5. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age will be admitted into the area.
 6. Security personnel must not allow patrons to exit the area with alcoholic beverages.
 7. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
 8. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcohol to those of drinking age.
 9. Tent sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the Institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances.
 10. The area must be for sponsors to entertain clients/guests for home football games.
 11. A report must be submitted to the Board annually after the conclusion of the season before consideration is given to the approval of any future requests for similar pre-game activities on home football game days.
- (7) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
- (8) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

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- (9) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- (10) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- (11) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
- (12) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.
- (13) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

IDAHO STATE UNIVERSITY

SUBJECT

Interim Report on Institutional Governance

REFERENCE

| | |
|-------------|---|
| April, 2010 | Board approved the request by Idaho State University to proceed with implementation of proposed Administrative Cost Reduction and reorganization. |
| June, 2010 | Board directed Dr. Vailas to institute a review of the University's governance structure and to report back all findings to the Board. |

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.C., Institutional Governance.

BACKGROUND / DISCUSSION

At the April, 2010 meeting of the Board, Idaho State University recommended, and the Board approved, significant organizational changes in the University's colleges, thereby also necessitating a revision of the faculty governance structure.

At the June, 2010 meeting of the Board, the Board stated that a review of governance would necessarily require the use of a broad advisory group (including faculty) pursuant to Board Policy III.C.4, and that this group would examine models which would maximize effective and efficient participation by the faculty in its governance role. Based on this group's work, the President could then review the advisory group's input to make his recommendations to the Board.

State Board of Education Governing Policies and Procedures, Section III.C., Institutional Governance, allows for the faculty of each institution to establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board. All amendments to faculty bylaws, constitution, and procedures require approval by the Chief Executive Officer and the Board. Additionally, Section III.C. allows for the establishment by the Chief Executive Officer of advisory groups to study and make recommendations on specific issues.

The Board recognized that a review of ISU's faculty governance structure would also allow for the consideration of additional efficiencies, as well as bring it into alignment with the institution's reorganized governance structure. The Board subsequently approved a motion to direct Dr. Vailas to institute a review of the faculty governance structure at Idaho State University and to report back to the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

Board all findings at the conclusion of the review. In response to the Board's direction, President Vailas appointed the Institutional Governance Advisory Committee, whose report is attached with this agenda item. The members of this committee are listed in Appendix B of that report.

We believe this report should be viewed as the critical first stage of a more comprehensive review and restructuring of ISU's institutional governance system that must occur. Accordingly, we have been working with the ISU Faculty Senate Chair, Dr. Phil Cole, to initiate this next stage of governance restructure.

A six person working group was appointed, comprised of faculty nominated by the ISU Faculty Senate Chair and the Provost and Vice President for Academic Affairs. The President and the Faculty Senate Chair have jointly developed a charge for the group to determine how best to address the concerns raised by the Institutional Governance Advisory Committee and to implement the required changes in the current governance system. A copy of the working group's charge is included as Attachment 2.

Idaho State University recommends that the Board receive this as an information item and a progress report. It is expected that the work of the six person working group should be completed over the next few months and we should be ready to move to the implementation phase of these needed governance changes by Spring Semester, 2011.

ATTACHMENTS

- | | |
|--------------|--|
| Attachment 1 | Letter from President Vailas to the State Board of Education |
| Attachment 2 | Charge to the Working Group |
| Attachment 3 | Letter to President Vailas from the Chair of the Institutional Governance Advisory Committee |
| Attachment 4 | Letter to President Vailas from the ISU Alumni President |
| Attachment 5 | Open Letter to the ISU Faculty from the Committee Members |
| Attachment 6 | Report of the ISU Institutional Governance Advisory Committee |

BOARD ACTION

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

Idaho State UNIVERSITY

Office of the President
921 South 8th Avenue, Stop 8310 • Pocatello, Idaho 83209-8310

ATTACHMENT 1

September 13, 2010

President Richard Westerberg and Members
Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Dear Members of the Idaho State Board of Education:

With this letter I am submitting the report of the Idaho State University Institutional Governance Advisory Committee developed in response to the Board's June 17, 2010, directive that faculty governance at ISU be reviewed. The intent of this report is to examine current governance principles and practices at ISU and to consider an innovative and strategic restructuring of the advisory system in light of the recent institutional reorganization.

I believe this report should be viewed as the critical first stage of a more comprehensive review and restructure of ISU's institutional governance system that will occur. The report reveals a cumbersome system that is often unproductive and inefficient, and through its recommendations lays out a road map for the important work of governance reform to continue. The expected next step is the implementation of change through an approved constitution and bylaws.

To attain ISU's goal of developing an effective, timely advisory system that will operate as a valuable, integral part of the institution and that will maximize meaningful faculty participation, I have been working with the ISU Faculty Senate Chair to initiate the next stage of governance restructure. We have appointed a six-person working group comprised of faculty nominated by the ISU Faculty Senate Chair and the Provost and Vice President of Academic Affairs. The Faculty Senate Chair and I have also jointly developed a charge for the group to determine how best to address the concerns raised by the Institutional Governance Advisory Committee and to implement the required changes in the current governance system. I have enclosed a copy of the working group's charge. The group will be instructed to work diligently to generate its recommendations for submission to me and to the State Board of Education for review and approval.

The drafted constitution and bylaws will be disseminated to all university constituents for review and comment. For the restructured governance system to succeed, it is essential that the university community embrace the principles and practices of the system.

Respectfully,



Arthur C. Vailas, Ph.D.
President

dh

Enclosures

cc: Dr. Mike Rush, Executive Director, SBOE

Idaho State UNIVERSITY

Office of the President
921 South 8th Avenue, Stop 8310 • Pocatello, Idaho 83209-8310

ATTACHMENT 2

September 13, 2010

Dr. Daniel Ames
Associate Professor, Geosciences
Mail Stop 8150
Idaho State University
Pocatello, Idaho 83209

Dear Dan:


We would like to thank you for agreeing to serve on the newly formed Governance Working Group. This committee will provide critical service to the university community as we work to streamline Idaho State University's governance system.

Attached is a copy of the formal charge to your committee. We have great confidence in your ability to contribute productively to this important effort.

We hope that your committee can complete its work in a timely manner, preferably by the end of the fall semester.

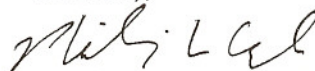
Again, we sincerely appreciate your willingness to serve.

Cordially,



Arthur C. Vailas
ISU President

Cordially,



Philip Cole
Faculty Senate Chair

ATTACHMENT 2

Charge to Institutional Governance Working Group:

The Institutional Governance Working Group ("Working Group") is comprised of six faculty members nominated by Faculty Senate and Academic Affairs and identified as committed to the welfare and advancement of Idaho State University and the university community. The purpose of the Working Group is to assist President Vailas in implementing ISU's response to the directive of the State Board of Education regarding a review of governance at ISU with the intent to maximize effective and efficient faculty participation and align governance with the university's reorganized structure.

The Working Group will make specific recommendations to the President in the following areas:

1. Where appropriate, reduce the number and size of governance-related councils and committees on which faculty serve.
2. Streamline the reporting structure for governance-related councils and committees with the goal of eliminating redundant review of proposals and policies in a multi-layered hierarchal structure.
3. Establish time frames for the processing of proposals and policies through the governance system.
4. Encourage experienced faculty (defined in terms of faculty rank), both tenured and untenured, to serve on university-wide councils and committees, thereby allowing junior faculty more time to focus on teaching and scholarly activities.
5. Review the Faculty Senate structure of proportional representation and give consideration to whether equal representation from the colleges would produce a more effective deliberative body.
6. Work with the Faculty Senate and university shared governance groups in the development of a constitution and bylaws that incorporate and implement the principles stated in the five items above.

Operational premises for the Working Group are that members work for the common good of the university in a spirit of collegiality and cooperation and that they consult with all university constituents and other resources in formulating recommendations.



**College of
Business**

921 S. 8th Avenue
Stop 8020
Pocatello, Idaho
83209-8020



9 September 2010

ATTACHMENT 3

Arthur Vailas, Ph.D.
President, Idaho State University
Pocatello, ID 83209

Dear Dr. Vailas,

Attached please find the final report of the Institutional Governance Advisory Committee, charged by you to conduct a review of the ISU institutional governance structure. This committee was created in response to the State Board of Education's request that the President conduct a review of governance at ISU, premised on the SBOE's previous approval of ISU's campus-wide reorganization.

Our committee met extensively throughout much of the summer to generate an initial report. This report was presented to ISU's faculty and staff at an open forum on Monday August 16, 2010 that consisted of a brief presentation and an opportunity for questions; the forum was transmitted to all ISU campuses. The report itself was posted on an ISU web site and an email address was provided to which additional comments and suggestions could be made during the comment period from August 16, 2010 through August 31, 2010. During this period, committee members also made themselves available to answer questions about the report and to listen to additional comments and suggestions.

The Institutional Governance Advisory Committee received 20 email responses to its request for comments and suggestions; almost all of these were from current ISU faculty members. A number of additional verbal comments were provided to committee members during informal talks with faculty during the comment period. There were no formal requests from any campus individual or group for committee members to meet and discuss the committee's report.

Based on these comments, the committee made modifications to our draft report. The committee also has written an open letter to the faculty containing a summary of the comments and suggestions received along with our responses. Both the revised report and the open letter to the faculty are attached.

I would like to commend the members of the Institutional Governance Advisory Committee for all their diligence and hard work. If you have any comments or suggestions, please feel free to contact me.

Sincerely,

David V. Beard, Ph.D.
Chair, Institutional Governance Advisory Committee
Professor, Computer Science and Computer Information Systems
Program Coordinator, Computer Science

Enclosures

Phone: (208) 282-3585
Fax: (208) 282-4367
<http://cob.isu.edu>

Idaho State UNIVERSITY

Alumni Relations

921 South 8th Avenue, Stop 8033 • Pocatello, Idaho 83209-8033 **ATTACHMENT 4**

September 13, 2010

President Arthur C. Vailas
Idaho State University
921 South 8th, Stop 8310
Pocatello, Idaho 83209

President Vailas,

Representing alumni of Idaho State University, the Board of Directors of the Idaho State University Alumni Association has followed with great interest the process which has been undertaken for the reorganization efforts at our alma mater. We have had the opportunity to review the Institutional Governance Advisory Committee Report.

This comprehensive report issued by Dr. David Beard and Dr. Barbara Adamcik and their committee has provided us considerable information on which to base our confidences. We view the present circumstances as a viable opportunity for positive changes that will be beneficial for all areas of the university.

We are encouraged, positive and supportive of the leadership, vision and direction you provide for our faculty, staff and students. Even with less than favorable economic conditions and budget reductions, you continue to take Idaho State University forward and we endorse and support you efforts.

After considerable review and discussion, the Board of Directors of the Idaho State University Alumni Association fully endorses and supports the Governance Advisory Committee Report. We are hopeful the recommendations contained in the report will be given due consideration and many will result in implementation.

We respect and support the action to be taken by you, our President and know you have and will continue to keep the best interest of our university, our students and our alumni at the forefront of your decision-making.

Respectfully,



Ted Messmore, President
Idaho State University Alumni Board of Directors

ATTACHMENT 5

Open Letter to the Faculty on the Institutional Governance Advisory Committee Report

We would like to thank everyone in our university community who reviewed the Institutional Governance Advisory Committee report, provided thoughtful feedback, and posed insightful questions. The IGAC has considered the comments and questions both articulated during the Faculty Open Forum on August 16, 2010 by numerous faculty members and submitted since then via email and campus mail. We appreciate those of you who elected to share your perspectives with us. Within the feedback, three themes emerged that we would like to address in more detail, specifically the committee's perspective on the involvement of junior faculty, the rationale for not including specific details for implementation of recommendations, and the perceived need for additional committees.

First, the committee members of the IGAC strongly believe that faculty participation is imperative for a university to prosper and function effectively. While the committee did recommend that senior faculty should assume primary responsibility for committee work, this recommendation was not to preclude any involvement by junior faculty. The spirit of the recommendation was to protect the service time commitment of junior faculty, thereby increasing their time to focus on teaching and scholarship. Junior faculty involvement is encouraged and appreciated, and yet an increased involvement of senior faculty is desired.

Second, we were purposeful in our decision to not provide specific details about how to implement our recommendations or how to determine composition and functioning of the governance structure. Our rationale for not being specific was to allow Colleges/Division the authority and responsibility to operationalize how to move forward. It was neither within the committee's scope of activity nor our desire to micromanage the process. Having the Colleges/Division define what it means to be a senior faculty member, who should be represented on different university committees, and other details, encourages a high level of autonomy and responsibility in critical areas of university functioning. It also allows for variations across Colleges/Division that honor discipline-specific differences.

Third, as the IGAC reviewed the current governance structure at Idaho State University, it became apparent that there was a significant gap in strategic-level input from faculty to the administration. Thus, four new committees were recommended to address this missing advice. The scope and focus of the four committees are primarily tackling meta-level, long-term, and inter-disciplinary issues. It is the hope of IGAC that the Faculty Senate's governing structure and the four committees identified above would work collaboratively to complete the necessary strategic and functional work of the university. Recall that our first recommendation was for the administration and the Faculty Senate to review their committee structures, recommending revisions to the President as state board protocols dictate. This we believe is very important to the future of ISU.

We have modified our report based on the feedback and questions that we have received. It has been sent to President Vailas for his consideration. The revised report is available for your review at www.governance.isu.edu

Sincerely,

Committee Members

REPORT TO THE ISU PRESIDENT

INSTITUTIONAL GOVERNANCE ADVISORY COMMITTEE

8 September, 2010

INTRODUCTION

At the June 17, 2010 State Board of Education (SBOE) meeting, the SBOE voted to direct Idaho State University (ISU) President Arthur C. Vailas to conduct a review of institutional governance at ISU. This action was premised on the SBOE's April 22, 2010 approval of ISU's campus-wide reorganization that "also necessitate[d] a revision of the faculty governance structure." (See Appendix A for a copy of the motions from the April and June Board meetings.) More specifically, the SBOE indicated that "a review of governance will necessarily require the use of a broad advisory group (including faculty) pursuant to Board Policy III.C.4" and instructed this group to "examine models which will maximize effective and efficient participation by the faculty in its governance role." It was noted this type of review would permit "consideration of additional efficiencies" and "alignment with the institution's reorganized governance structure." In response, President Vailas appointed an Institutional Governance Advisory Committee (see Appendix B for members).

Section III.C.I of the SBOE's Governing Policies and Procedures specifically addresses the President's role in institutional governance and asserts that the president is ultimately responsible and accountable for governing the University (see Appendix C for Policy III.C.1-5):

The Chief Executive Officer is the chief program and administrative officer of the institution, with full power and responsibility within the framework of the Board's governing policies and procedures for the organization, management, and supervision of the institution. The Chief Executive Officer is held accountable by the Board for the successful functioning of the institution.

This extensive grant of authority, and concomitant accountability, encompasses the "organization, management, and supervision" of an internal advisory system to ensure the coherent and efficient operation of the University. Under Sections III.C.3. and 4., the President is authorized to establish or recognize constituent governance organizations that advise him as part of the decision-making process of the institution and to create advisory groups to make recommendations on particular issues. SBOE policy on institutional governance (Section III.C.2.) directs the faculty body of each institution to "establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution."

The recent major reorganization of ISU's colleges, and the SBOE charge to review and revise institutional governance in light of it, provides an opportunity for fundamental change. Innovative and strategic restructuring of the governance system can reduce faculty service burden while increasing the breadth of faculty input on curriculum, academic standards, faculty appointments and ranks, promotion and tenure, faculty hiring and retention strategies, and workload through a streamlined communication model with reduced committee commitments. This allows the University to shed itself of the constraints of timeworn structures. Committees may provide direct input to the appropriate administrative decision-maker with little intermediation.

The recommendations discussed in this report recognize the importance of faculty input, while freeing faculty from duplicative meetings and allowing them more time to devote to student needs, professional development, creative activities, and research.

VALUES AND PREMISES OF THE COMMITTEE

The Institutional Governance Advisory Committee based its work on and supports the following operational premises:

1. All constituent groups (e.g., students, staff, faculty, administrators, alumni, community) should be given an opportunity to participate in discussions and make recommendations to the University administration regarding issues of direct relevance to them.
2. Effective and efficient faculty and staff organizations (i.e., a Faculty Senate and a Staff Council) are important vehicles for review and discussion of issues and communication of input and recommendations to the President, Provost, and Vice Presidents.
3. Faculty, staff, and student organizations are advisory in nature and do not have the authority to approve (or not approve) University policies, procedures, and presidential decisions. However, in many areas, timely input is invaluable to maintaining a strong institution.
4. Careful, reasoned faculty advice is valued and essential to the University. However, faculty time is limited, so the process of generating faculty advice should not impede quality teaching and research and other scholarly/creative activities.
5. The Faculty is required by SBOE policy to develop a Constitution and Bylaws, which must be approved by the President and the SBOE. Changes to these documents also must be approved by the President and SBOE.
6. Senior faculty should assume primary responsibility for committee work to protect the service time commitment of junior faculty, allowing them to focus on teaching, research, and creative activities.

CONCERNS

Based on the Institutional Governance Advisory Committee's review of University and Faculty Senate documents, personal observations, and concerns brought to our attention, we have identified the following issues related to the current University system of advisory committees:

1. The University, over time has developed a complex, hierarchical system of committees that, in the aggregate, function as the University advisory structure (see Figure 1). The advisory system is not as responsive, effective, efficient, or flexible as it could be in providing advice, feedback, and timely recommendations to the University administration.
 - There are more than 60 standing committees that constitute the advisory structure.
 - Approximately half of these committees report to the President, Provost, or one of the Vice Presidents. The remainder report to the Senate.
 - A number of these University committees meet "as needed" (e.g., grievance committees) or are temporary committees formed for a specific purpose and then disbanded once their charge is completed.
 - The Faculty Senate reports directly to the Provost/Vice President for Academic Affairs and has about 30 standing councils and committees in its hierarchical structure (see Figure 2).

- The colleges have a number of department and college faculty committees, which are not included in the 60+ committees identified above.
2. The Faculty Senate does not have a Constitution as required by the SBOE and its current Bylaws (and the Bylaws of its councils and committees) do not align with the revised organization of the colleges and the Division of Health Sciences.
 3. The size, structure, and composition of the Faculty Senate are points of concern:
 - The size of the Faculty Senate – and its associated councils and committees – may be larger than best practices would define as optimal for committee work to be accomplished.
 - Senate seats are allocated based on proportional representation and this places smaller colleges at a disadvantage when issues of primary relevance to them are being considered. The ideal Senate may not need to be proportional to represent the faculty.
 - The number of councils and their subcommittees is also large and involves a significant time commitment by the Faculty (i.e., the number of faculty required to populate these committees). Some of these councils and committees could be eliminated, reassigned, or combined to decrease the total committee workload of the Faculty. Given the hierarchical nature of the Faculty Senate and its councils and committees, the time required for review of documents (e.g., draft policies, Notices of Intent, curricular changes, action plans, committee minutes, etc.) at each level results in significant delays in submission of the Senate’s final input and recommendations to the Office of Academic Affairs and/or the President. In addition, the recommendations at each level of review can be accepted or rejected. Thus, the work of one committee may be overturned at a higher level.
 - The mix of senior and junior faculty on the Senate is weighted heavily toward junior faculty; currently, there are few full professors on the Senate. For example, only 1/5th of the Senate and 1/6th of the Curriculum Council members are full professors.
 - In conflict with SBOE policy, the Faculty Senate in recent years has asserted that it has the authority to approve or veto decisions made by the President, rather than functioning as an advisory body to the President. Recent examples of this include issues with the Senate’s review, adoption and implementation of Administrative policies (MAPPS), and the University Workload policy.
 - The Faculty Senate and its advisory structure are expensive, both in terms of dollars and in terms of faculty, staff, and administrator time and productivity.
 - A number of critical strategic issues have not been dealt with well by the current Faculty Senate advisory structure. Significant curricular issues have not been addressed, including policies and procedures for program review and long-range program planning, interdisciplinary program models, and alignment of the general education program with the needs of the various colleges’ programs. The Vice President for Research has identified the need to create an advisory committee, composed of some of the experienced researchers on campus. In addition, timely advice on budgetary and facilities issues is not being received.

RECOMMENDATIONS

General

The Senate, Provost, Vice Presidents, and President should examine the large number of advisory committees that report directly to them, making changes as needed to increase efficiency, effectiveness, flexibility, and responsiveness. To ensure the University has an effective, efficient, flexible, and responsive advisory system, careful consideration should be given to assessment of the number of committees required, number of committee members, frequency of meetings, and the committees' defined functions and responsibilities.

We recommend the Senate and senior administration inventory the advisory bodies reporting to them with the objective of identifying those that can be combined, reduced in size, reassigned, or eliminated. This would yield system-wide benefits by reducing faculty, staff, and student committee workload; reducing the time for constituent input to reach the appropriate officer; and improving the quality and function of the advisory system and the recommendations received.

The institutional governance advisory system should ensure that faculty, staff, and students have the opportunity to participate in discussions and to make recommendations. To make this opportunity meaningful and effective, matters presented to committees should have a due date for submission of recommendations. Committees should then make their recommendations by this date. The President, Provost, or applicable Vice President is not, nor should she or he be, required to delay action beyond a reasonable time frame because no input has been provided by a committee.

Recommendations for the Faculty Senate

We recommend that the Faculty Senate submit to the President a draft Constitution and revised Bylaws that conform to SBOE policies and procedures and align with the new college/division structure. The Constitution and revised Bylaws must be approved by the University President and the SBOE.

Recommendation for New Presidential Advisory Committees

The current system of councils and committees advising the President, Provost, and Vice Presidents does not appear to meet the needs of either the administration or the Faculty. The administration frequently does not receive advice in a timely or effective way and as a result faculty recommendations may not always receive appropriate consideration.

We recommend that the President create four university-wide committees to advise him and his designees on issues critical to the effective operation of the University. These four committees will have charters that overlap somewhat with those of the Senate's corresponding councils, and to some extent they can make recommendations in the absence of timely advice from those councils. However, these new committees' objectives are broader and their members will focus on more strategic issues that currently are not being adequately addressed.

The four new advisory committees being proposed are:

1. University Curriculum Advisory Committee – This committee would focus on providing the Provost input and advice on inter-college issues related to curriculum, interdisciplinary educational programs, program review procedures and feedback, the 8-Year Plan updates submitted to the SBOE, Notices of Intent, and other such

university-wide activities. Intra-college curricular issues and actions would be the responsibility of the colleges' curricular review bodies.

2. University Budget Advisory Committee – This committee would work with the Vice President for Finance and Administration to provide advice on issues related to long-range budget planning at the University level, as well as development of procedures to address budget holdbacks, zero-based budgeting, and the development of annual budgets submitted to the SBOE. The colleges would maintain control of their own budgets and engage in budget planning at the college level.
3. University Research Advisory Committee – This committee would report to the Vice President for Research and would provide, for example, input on strategies to advance ISU's research mission and other university-wide concerns related to faculty research and creative pursuits.
4. Master Planning Advisory Committee – Long-term planning at the university level requires advice from faculty and staff with expertise in a number of areas. This committee would report to the Vice President for Finance and Administration and the Provost and focus on long-range facilities planning and development of an integrated University master plan that supports the University's strategic plan.

These advisory committees, created by the President, should send their minutes and recommendations directly to the appropriate Vice President. The Curriculum, Budget, and Master Planning Advisory committees should have a university-wide strategic focus. The faculty representatives on the Research Advisory Committee should be experienced researchers. These committees should be integrated with and support the corresponding decision-making processes in the reorganized colleges.

Principles to which each University Advisory Committee should adhere include:

- Faculty members on these committees should be senior faculty (full-time, continuing professors and associate professors, or equivalent PTE faculty).
- These committees should ensure that appropriate deliberation and decision-making occurs at the college/division level and focus their efforts primarily on University-wide issues.

Summation

Idaho State University can significantly streamline its advisory structure in a way that will benefit the entire University community. The proposed system, we believe, will allow all constituencies an opportunity to provide advice on matters relevant to them. We urge everyone to work together in the spirit of achieving a structure that gives the President effective and timely advice on matters of importance, thereby ensuring the voice of each group having a vested interest is heard. The Committee purposely did not specify how the concepts in its recommendations should be implemented, as we did not feel it our responsibility to micro-manage or articulate the details and definitions. We wanted to provide a general set of recommendations that would provide the colleges and the Faculty Senate an opportunity to define and develop the operational elements. For example, we suggest that the colleges determine who to include as senior faculty in making committee assignments. We encourage the Faculty of the University to participate in discussions related to the various recommendations in this report and in identification and implementation of the details.

Figure 1
Current University Advisory System

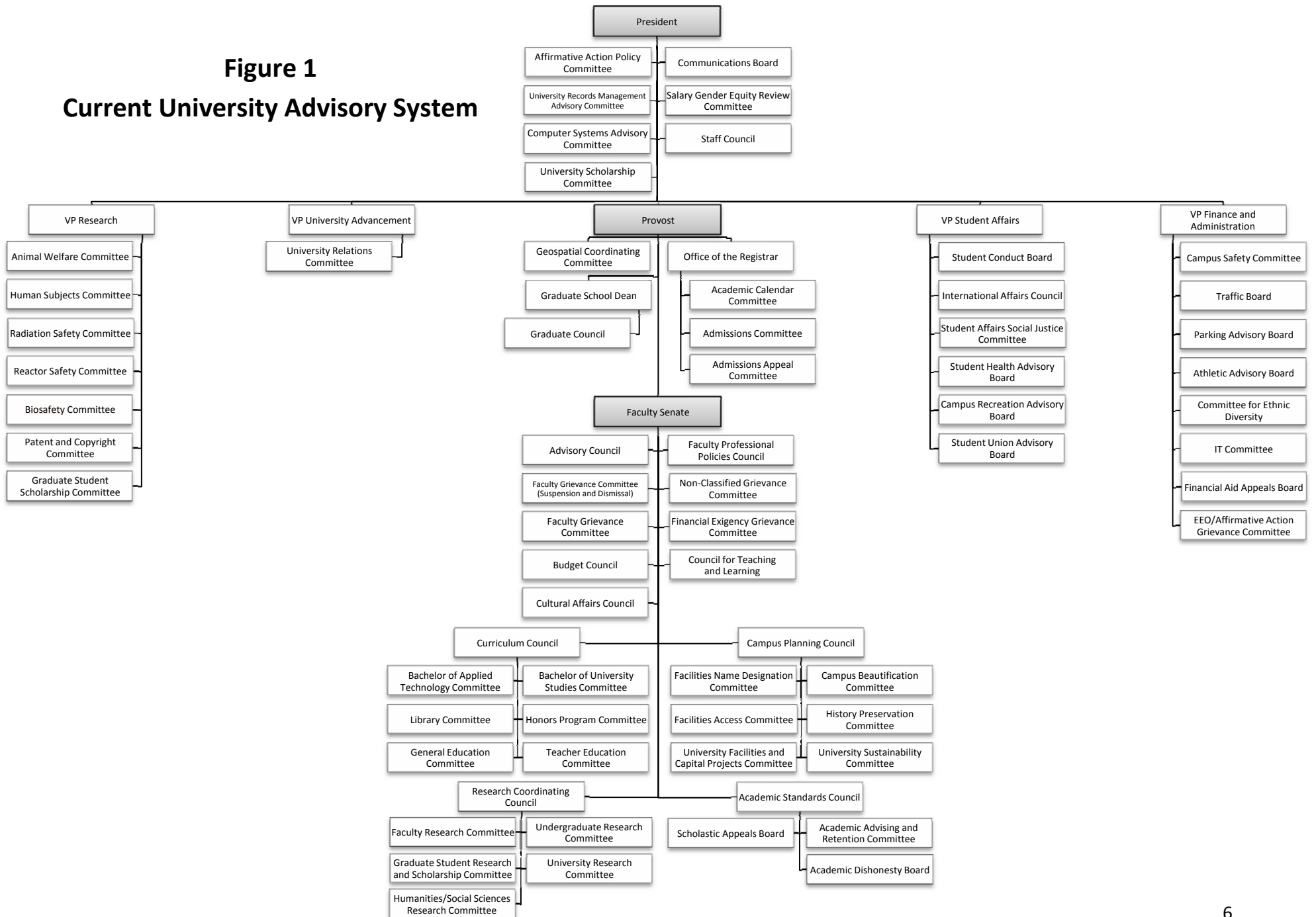
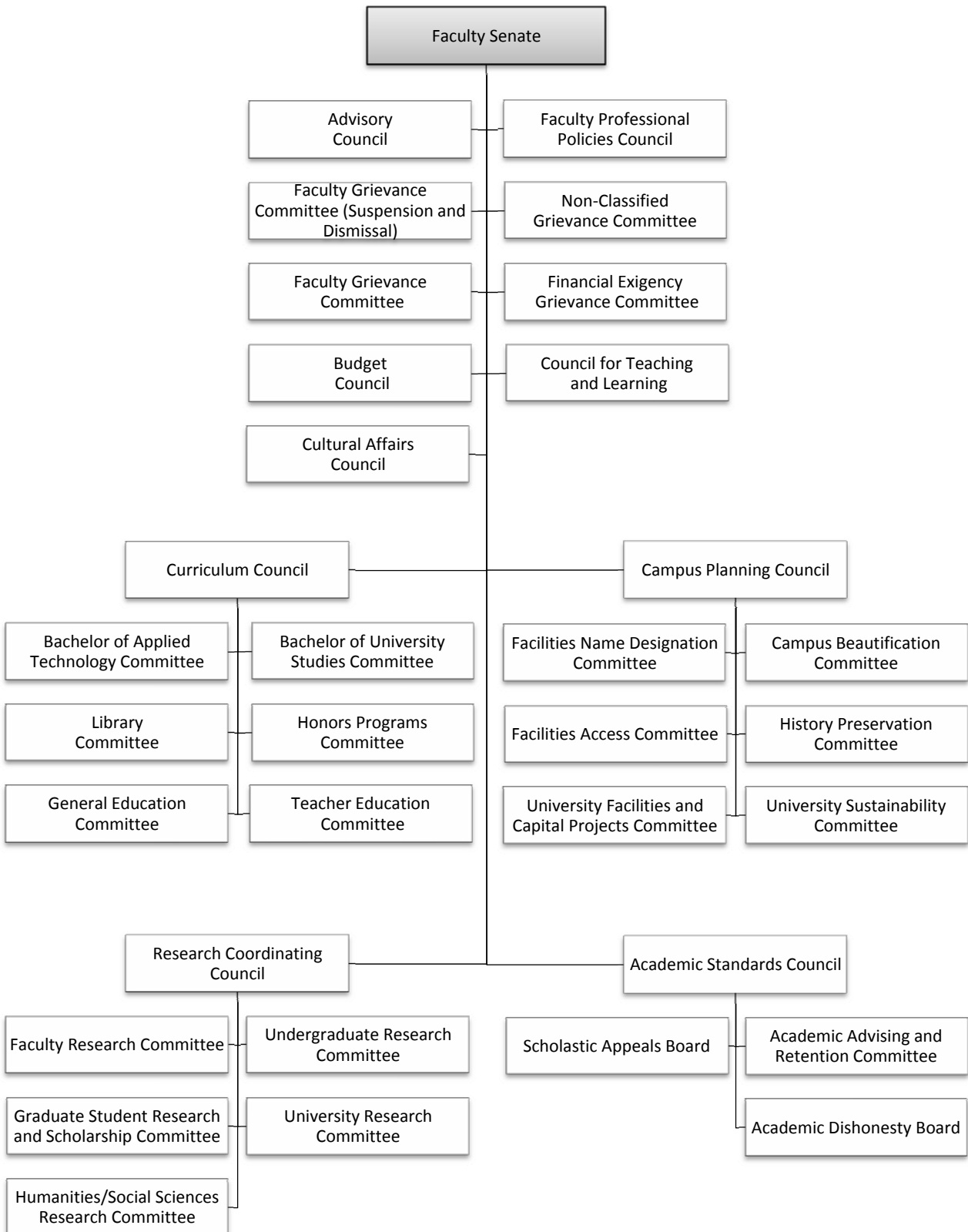


Figure 2 - Current Faculty Senate Advisory System



Appendix A

1. State Board of Education Meeting, April 22, 2010
 - a. Agenda, Business Affairs and Human Resources (BAHR II)
 - b. Tab 15 – Idaho State University Administrative Cost Reductions
 - c. Minutes approved at June 17, 2010 SBOE meeting (for Tab 15 motion)

2. State Board of Education Meeting, June 17, 2020
 - a. Agenda, Planning, Policy and Governmental Affairs (PPGA)
 - b. Tab 5 – Idaho State University Faculty Governance Review
 - c. Minutes approved at August 12, 2010 SBOE meeting (for Tab 5 motion)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 22, 2010

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| <hr/> | | |
| | FY 2011 APPROPRIATIONS | |
| 10 | a. Information - Institutions & Agencies b. College & Universities c. Community Colleges d. Professional-Technical Education e. Promise A Scholarship f. Promise B Scholarship g. Opportunity Scholarship | Motion to approve |
| <hr/> | | |
| 11 | AMENDMENT TO BOARD POLICY Section V.K. – Construction Projects 2nd Reading | Motion to approve |
| <hr/> | | |
| 12 | AMENDMENT TO BOARD POLICY Section V.B., Budget Policies – Occupancy Costs, 2nd Reading | Motion to approve |
| <hr/> | | |
| 13 | STUDENT HEALTH INSURANCE CONTRACT | Motion to approve |
| <hr/> | | |
| 14 | AMERICAN RECOVERY AND REINVESTMENT ACT State Fiscal Stabilization Fund & Education Reform Assurances | Information item |
| <hr/> | | |
| 15 | IDAHO STATE UNIVERSITY Administrative Cost Reductions | Motion to approve |
| <hr/> | | |

IDAHO STATE UNIVERSITY

SUBJECT

Implementation of Proposed Academic Administrative Cost Reductions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.4.b.1.

BACKGROUND/DISCUSSION

Idaho State University (ISU) has not positioned itself to be efficient in terms of allocation of resources because its colleges are so small.

Three main task forces were commissioned to address this issue. The three key objectives of these task forces were to:

1. Increase efficiency and streamline operations;
2. Enable ISU to emerge academically stronger;
3. Realize a financial savings.

The Task Force Chairs appointed a balanced mix of faculty members, including current or former department chairs, and current or former members of the Faculty Senate. A fourth task force examined overlapping issues. The 36 faculty on the 4 committees held 57 meetings, including 8 open forums. They worked from November, 2009 to February, 2010, working a total of 3,011 faculty hours, and submitted reports in February, 2010. The Provost then held a joint meeting, including the Faculty Senate Executive Committee, the Council of Deans, President of the Student Body, Chair of Staff Council, President's Faculty Advisory Council, and the Provost's Faculty Advisory Board to discuss the proposal. This was followed by a University-wide public forum held by the Provost. A video of the open forum was made available on a dedicated website, along with the Task Force reports, the proposed plan, and other documents. An email address was created to receive faculty and staff input, which was included in an overall continuing evaluation process to further refine the plan. At the same time, detailed analysis continued to evaluate the financial impact of the plan. The Provost then submitted the final plan to the President for approval.

The plan merges the Colleges of Pharmacy and Health Professions, creating a new Division of Health Sciences. It also merges the College of Engineering with the science departments of the current College of Arts and Sciences, to form a new College of Science and Engineering. The remaining departments in the existing College of Arts and Sciences are restructured into a College of Arts and Letters.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The new structure will also facilitate more and better strategic planning and improved operational management. The new units will operate as performance centers, receiving a “balanced scorecard” of performance objectives at the beginning of a fiscal year, and then evaluated periodically on their performance against those objectives through the year. At the end of the year, resources can be reallocated among colleges, based on relative performance.

IMPACT

The new organizational structure will not impact college degrees and scheduling, but does provide lower administrative costs and more self-governance for the faculty. Among many other advantages it will provide to the faculty, it will reduce the range of faculty departmental commitments, create flexibility to implement a true variable course load, and provide research-productive faculty the time to do their work.

Nationally, a number of other universities have reorganized to achieve similar advantages.

Significant annual administrative cost reduction savings of about \$900,000 will be achieved from implementing this new structure. These potential savings are being included in ISU’s proposed FY2011 budget and were factored in when formulating its tuition and fees request.

In addition, these organizational changes will allow the University to better meet the needs of our students by streamlining curricular planning and delivery.

ATTACHMENTS

Attachment 1 - Moving Forward with Strength

Page 5

STAFF COMMENTS

This request involves both academic affairs and business affairs issues. The plan contemplates the consolidation of existing instructional programs by merging or restructuring colleges. Since the financial impact exceeds \$250,000, Policy requires Board approval prior to implementation. While this proposed reorganization was not forwarded to CAAP for its review and recommendation, the institution has kept Board members and Board staff apprised of the process and status.

The institution built a proposed FY 2011 budget which was predicated in part on a 9.9% increase in tuition and fees and the savings this plan is estimated to generate. Since the Board approved a tuition and fee request almost a full percentage point less than requested, savings from this plan become all the more important to help plug the hole in the institution’s budget.

Staff finds that based on representations made by the institution, the proposed plan is a positive response to the State’s financial circumstances whereby the

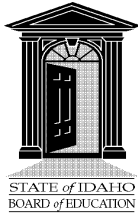
BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 22, 2010

institution would implement specific cost containment and efficiency measures. These measures would enable the institution to focus and preserve its core instructional mission in a time of diminishing state funding. Staff recommends approval.

BOARD ACTION

A motion to waive Board Policy III.G.5.a., Board Approval Procedures, and to approve the request by Idaho State University to proceed with implementation of the proposed Administrative Cost Reductions to be fully effective Fall Semester, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
April 21-22, 2010
University of Idaho
Whitewater/Clearwater Room
University of Idaho Commons
Moscow, Idaho**

A regularly scheduled meeting of the State Board of Education was held April 21-22, 2010 in Moscow, Idaho

Present:

Paul Agidius, President
Ken Edmunds, Secretary
Don Soltman

Richard Westerberg, Vice President
Emma Atchley
Milford Terrell

Rod Lewis
Superintendent

Tom Luna, State

The Board met at 4:00 p.m. on Wednesday, April 21, 2010 at the Best Western University Inn in Moscow, Idaho. All members were present.

M/S (Edmunds/Atchley): To amend the agenda to add an additional UI executive session item. The item was not included in the original posted agenda because the Board has just determined that it would be beneficial to conduct deliberations relating to the University's acquisition of an interest in real property not owned by a public agency and to discuss with its attorney documents related thereto that are exempt from disclosure as provided in title 3, chapter 9, Idaho Code. Also, to add an additional BSU executive session item. The item was not included in the original posted agenda because the Board has just determined that it would be beneficial to consider and discuss with its attorney documents that are exempt from disclosure as provided in title 3, chapter 9, Idaho Code. Motion carried unanimously.

EXECUTIVE SESSION

M/S (Edmunds/Soltman): To move into Executive Session to consider the following matters:

consortium. A method called best value procurement was used. He provided information about that process.

Mr. Burns pointed out that this is a three year contract with seven one-year renewals, subject to mutual agreement between the parties. The consortium includes BSU, ISU, and LCSC. This effort creates an effective solution for the universities. It reduces the institutions administrative costs and increases student satisfaction. Mr. Burns explained that this effort leveraged the buying power of the universities because they are working as one group for the benefit of the whole. It was noted that there is a public agency clause in the contract if another institution wants to join.

By unanimous consent, the Board agreed to take up 1 of the IRSA Agenda.

1. i-STEM Presentation – Information item

Melinda Harrison was introduced to discuss i-STEM. She reported that the focus of i-STEM is to advance STEM (Science, Technology, Engineering, and Math) in Idaho through a collaborative effort with other stakeholders. The stakeholder group agreed on the necessity to provide resources that help students develop the understanding and skills needed to participate, contribute, and compete in the workforce. It was determined that resource and development centers should be established statewide, one in each of the six regions. These resource centers would provide physical resources to teachers in their classrooms to teach these interdisciplinary programs. They would also provide virtual resources to the teachers and also professional development opportunities for teachers to learn how to incorporate STEM core content into the curriculum they teach.

This summer, two i-STEM teacher academies will be offered; one at North Idaho College and another at the College of Southern Idaho. All the teachers who attend will be provided materials to take back into the classroom. Ms. Harrison noted that progress has been made possible because all the partners involved are interested in seeing changes made.

State Superintendent Luna complemented the INL for their participation and leadership in pulling these projects together.

At this time the Board returned to the BAHF Finance Agenda

14. American Recovery and Reinvestment Act – State Fiscal Stabilization Fund and Education Reform Assurances – Information Item

Board member Westerberg presented this information item. Matt Freeman pointed out that when the Governor accepted the federal stimulus money, he made certain assurances. One of them involved the creation of the longitudinal data system. Mr. Freeman explained that even if the funds are provided to create the system, it will be hard to meet the timeline and the due date. This is an issue the Board staff is working to resolve.

15. Idaho State University – Administrative Cost Reductions

M/S (Westerberg/Lewis): To waive Board Policy III.G.5.a., Board Approval Procedures, and to approve the request by Idaho State University to proceed with implementation of the proposed Administrative Cost Reductions to be fully effective Fall Semester, 2010. Motion carried unanimously.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 17, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | PRESIDENTS' COUNCIL REPORT | Information Item |
| 2 | EASTERN IDAHO TECHNICAL COLLEGE ANNUAL REPORT | Information Item |
| 3 | PRESIDENTIAL COMPENSATION | Motion to Approve |
| 4 | 2011 LEGISLATIVE IDEAS | Motion to Approve |
| 5 | IDAHO STATE UNIVERSITY – FACULTY GOVERNANCE REVIEW | Motion to Approve |
| 6 | HUMANITARIAN BOWL – ALCOHOL WAIVER | Motion to Approve |
| 7 | BOISE STATE UNIVERSITY – 2010 PREGAME ALCOHOL WAIVER – STUECKLE SKY CENTER | Motion to Approve |
| 8 | BOISE STATE UNIVERSITY – 2010 PREGAME ALCOHOL WAIVER – CARVEN WILLIAMS COMPLEX | Motion to Approve |
| 9 | IDAHO STATE UNIVERSITY – 2010 PREGAME ALCOHOL WAIVER | Motion to Approve |
| 10 | UNIVERSITY OF IDAHO – 2010 PREGAME ALCOHOL WAIVER | Motion to Approve |
| 11 | WORKFORCE DATA QUALITY INITIATIVE | Motion to Approve |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 17, 2010

SUBJECT

Faculty Governance Review

REFERENCE

April 2010

Board approved the request by Idaho State University to proceed with implementation of proposed Administrative Cost Reduction and reorganization.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Governing Policies and Procedures, Section III.C. Institutional Governance.

BACKGROUND/ DISCUSSION

At the April, 2010 meeting of the Board, Idaho State University recommended, and the Board approved, significant organizational changes in the University's colleges, thereby also necessitating a revision of the faculty governance structure. A review of governance will necessarily require the use of a broad advisory group (including faculty) pursuant to Board Policy III.C.4. This group should examine models which will maximize effective and efficient participation by the faculty in its governance role. The president can then review the advisory group's input to make his recommendations to the Board.

STAFF COMMENTS AND RECOMMENDATIONS

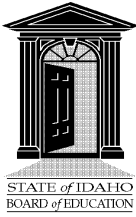
State Board of Education Governing Policies and Procedure, Section II.C. Institutional Governance allows for the faculty of each institution to establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board. All amendments to faculty bylaws, constitution, and procedures require approval by the Chief Executive Officer and the Board. Additionally Section II.C. allows for the establishment by the Chief Executive Officer of advisory groups to study and make recommendation on specific issue.

Review of ISU's faculty governance structure will allow for the consideration of additional efficiency's as well as bring it into alignment with the institutions reorganized governance structure.

BOARD ACTION

A motion to direct Dr. Vailas to institute a review of the faculty governance structure at Idaho State University and to report back to the board all findings at the conclusion of the review.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
June 16-17, 2010
Eastern Idaho Technical College
Idaho Falls, ID**

A regularly scheduled meeting of the State Board of Education was held June 16-17, 2010 in Idaho Falls, Idaho at Eastern Idaho Technical College in the Health Education Building, Room 6164.

Present:

Richard Westerberg, President
Don Soltman, Secretary
Emma Atchley
Rod Lewis

Ken Edmunds, Vice President
Paul Agidius
Milford Terrell

Absent:

Tom Luna, State Superintendent

Wednesday, June 16, 2010

The Board met at 1:30 p.m. on Wednesday, June 16, 2010. Board President Westerberg called the meeting to order. Board member Edmunds arrived at 3:30 p.m.

PLANNING, POLICY, and GOVERNMENTAL AFFAIRS

1. State Board of Education Strategic Plan

M/S (Soltman/Agidius): To approve the 2011-2015 Idaho State Board of Education Strategic Plan as submitted. Motion carried 6-0 (Edmunds not present at this time).

By unanimous consent the Board agreed to the correction of the typo under Objective C Benchmark related to the percentage of first-year freshman returning for a second year. It was noted that the numbers had been switched around. It should read 55% for two-year institutions and 65% for four-year institutions.

Board member Soltman introduced this item. He invited Tracie Bent of the Board office to present the details. Ms. Bent noted the Board originally approved the goals and objectives of the new plan in February 2010. She reported that during the recent fine-tuning of the approved plan several objectives were edited or removed. The edited version of the plan is being

\$286,650 in institutional funds, and \$37,000, plus such additional amount required for benefits in supplemental compensation to be provided by the ISU Foundation), and to direct staff to amend the current employment agreement with Dr. Vailas extending the current contract for an additional year, to be brought back for future consideration by the Board. Motion carried unanimously.

M/S (Soltman/Agidius): To approve the annual salary for Burton L. Waite as President of Eastern Idaho Technical College effective July 1, 2010, at an annual salary of \$115,000, and to direct staff to prepare an employment agreement with Mr. Waite for a one (1) year term and containing employment terms and conditions, to be brought back for future consideration by the Board. Motion carried unanimously.

M/S (Soltman/Lewis): To approve the annual salary for Mike Rush as Executive Director of the Idaho State Board of Education effective July 1, 2010, at an annual salary of \$110,012, and to direct staff to prepare an employment agreement with Dr. Rush. Motion carried unanimously.

4. 2011 Legislative Issues

M/S (Soltman/Terrell): To approve the three legislative ideas as submitted and to authorize the Executive Director to submit these and additional proposals through the Governor's legislative process. Additional Legislative Ideas are to be approved by the Board's Executive Committee prior to submittal. Motion carried unanimously.

Executive Director Mike Rush explained that Executive proposals have to be submitted through this process. In regards to legislation that is brought forward by a legislator, those things can be brought to the Board as information items for its perusal and the Board can always take a position. Related to the budget of the Department of Education, it was noted that the State Superintendent does have the authority to submit legislation and isn't bound by these timelines as the Board is. The Board does have the opportunity to weigh in on the issues.

Dr. Rush explained that the Board has until the first week of August to submit ideas to the Governor's office. These ideas don't have to carry through to fruition. If the Governor's office agrees on those ideas, the Board can decide whether to pursue them. Board President Westerberg suggested that the Board needs to be able to respond to things on the fly. He assigned the PPGAC committee to think of a way for the Board to respond and take action given that some of those things take place very quickly. He asked that PPGAC report back to the Board related to this in August.

5. Idaho State University – Governance Review

M/S (Soltman/Terrell): To direct Dr. Vailas to institute a review of the faculty governance structure at Idaho State University and to report back to the Board all findings at the conclusion of the review. Motion carried unanimously.

Board member Soltman presented this item.

6. Humanitarian Bowl Alcohol Waiver

M/S (Soltman/Terrell): To approve uDrove Humanitarian Bowl's request to operate a corporate tent village consistent with the terms herein for the 2010 through 2014 Bowl

Appendix B

Below is a list of the members of the Institutional Governance Advisory Committee. Note that we include selected current and former experience:

Barbara Adamcik, Ph.D.; Professor of Social and Administrative Pharmacy and Associate Vice President for Academic Affairs; (from a list of 41) Faculty Senate (2 terms), Senate Chair, Vice Chair and Executive Committee; Chair, Student Grievance Committee; ISU Speakers and Artists Committee; Academic Standards Council; Campus Planning Council; Curriculum Council; Faculty Professional Policies Council; Research Coordinating Council; Chair, Faculty Research Committee; University Research Committee; Technology Oversight Committee; Records Management Advisory Committee; ad hoc Compensation Committee; ERP Steering Committee. National service includes: Chair, Social and Administrative Sciences Section (national election) of the American Association of Colleges of Pharmacy; U.S. Bureau of Health Professions Peer Review Panel; National Association of Boards of Pharmacy Foreign Pharmacy Graduates Equivalency Exam Review Committee.

David Adler, Ph.D.: Professor of Political Science; Senate; Senate Executive Committee; Library Committee; Cultural Affairs Council; Chair, VP of Research Search Committee; selected by ISU Senate to speak to the SBOE. Faculty Representative to the Presidential Search Committee

David Beard, Ph.D.: Chair; Professor of Computer Science and Computer Information Systems and Program Coordinator of Computer Science; Senate(2 terms); Chair, Faculty Professional Policy Council; Library Committee; Faculty Research Committee; Registrar Search Committee; Academic Standards Council; Grievance Committees; Budget Council; Academic Affairs Advisory Board; Special Budget Consultative Committee; Records Management Committee; National service includes: National Institutes of Health Diagnostic Imaging Study Section; U.S. Army Breast Cancer Research Study Section.

Kay Christensen, J.D.: Interim Associate Vice President for Academic Affairs; Chair, Idaho State University Faculty Senate (tenure also included service as Vice-Chair, Past Chair, and member of the Executive Committee); Chair, Idaho Council of Higher Education Faculty; College of Technology Faculty Council; College of Technology Strategic Plan ad hoc committee; University Governance Task Force; President's Council; Accreditation Working Group; ISU Law Library Committee; State of Idaho Supreme Court Civil Rules Committee; Civil Justice Reform Act Advisory Committee, U.S. District Court, District of Idaho; Gender Fairness Committee, U.S. District Court, District of Idaho.

Nicole Hill, Ph.D.: Professor and Interim Chair of Counseling; Graduate Council; Academic Affairs Advisory Committee; Grievance Committee; graduate student representative Ohio University Research Committee; Women's Studies Advisory Committee; Chair, Kasiska College of Health Professions Faculty Advisory Committee.

Casidy Jahnke: ASISU Student Body President

Michael Lineberry, Ph.D.: Research Professor of Nuclear Engineering, Director of the Institute of Nuclear Science and Engineering (Joint appointment with INL); Search Committee for VP of Research; White House Executive Office, Office of Management and Budget; Associate Director of Argonne's Integral Fast Reactor Program; CAES Associate Director.

Lynn Roberts: University Business Officer in the College of Arts and Letters; Special Budget Consultative Committee, University Business Officer Council; Veterans' Sanctuary Board; Mayor of Pocatello's task force on Boarding House Ordinance; President, Association of School Business Officials, NWT.

Corey Schou, , Ph.D.: Professor of Computer Science and Computer Information Systems and Director of the Informatics Research Institute; President's Council; Faculty Research Committee; Technology Oversight Committee; Chair, Technology Innovation Center; Founder, Computer Security Policy Committee; State of Idaho Computer Security Committee; National service includes: White House Critical Information Protection Board; US State Department Delegate to APEL-TEL.

Thomas Terry, Ph.D.: Associate Professor and Chair of the Department of Mass Communication; Reorganization Task Force, Arts, Humanities, Social Sciences, and Education 2009; Scientific Advisory Committee; President, Graduate Student Association, School of Journalism and Mass Communication, UNC-Chapel Hill; Senator, Graduate and Professional Student Federation, UNC-Chapel Hill ; Chair, Select Committee on Resolutions Development, Graduate and Professional Student Federation, UNC-Chapel Hill.

Appendix C

State Board of Education Governing Policies and Procedures, Section III.C.1-5

C. Institutional Governance

1. Chief Executive Officer

The Chief Executive Officer is the chief program and administrative officer of the institution, with full power and responsibility within the framework of the Board's governing policies and procedures for the organization, management, and supervision of the institution. The Chief Executive Officer is held accountable by the Board for the successful functioning of the institution.

2. Faculty Governance

The faculty of each institution will establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution. All policies and procedures must be consistent with the Board's Governing Policies and Procedures.

3. Other Representative Organizations

The Chief Executive Officer may establish or recognize other governance organizations representative of identifiable institutional constituencies. Each organization will establish written bylaws and necessary procedures, subject to the approval by the Chief Executive Officer, for making recommendations to the Chief Executive Officer as a part of the decision making process of the institution. All policies and procedures must be consistent with the Board's governing policies and procedures.

4. Advisory Groups

From time to time, the Chief Executive Officer may establish an advisory group to study and make recommendations on a particular issue. Such an advisory group will report to the Chief Executive Officer or his or her designee on the topic assigned and within the time established by the Chief Executive Officer, who may accept or reject the recommendation.

5. Attendance at Board Meetings

Each institution is authorized to bring to meetings of the Board, at institutional expense, the President, the Academic Vice President, the Financial Vice President, and the duly-elected faculty and student government representatives. Expenses of any other personnel must be authorized by the Chief Executive Officer prior to attendance at the meetings.

Idaho State UNIVERSITY

Idaho State University Foundation

921 South 8th Avenue, Stop 8050 • Pocatello, Idaho 83209-8050

September 16, 2010

Arthur C. Vailas, Ph.D.
President
Idaho State University
921 South 8th Avenue
Stop 8310
Pocatello, Idaho 83209-8310

Dear President Vailas:

The opportunity to review the various drafts of the report of the *Institutional Governance Advisory Committee* was greatly appreciated. The Committee was composed of some of the most distinguished faculty of Idaho State University (ISU) and, accordingly, I was not surprised when they submitted such an excellent document. The Committee should be congratulated on their work. I am taking this opportunity to formally provide you with my thoughts on the Committee's final report.

As you know, while serving as the President and President-elect of the Idaho State University Foundation (ISUF) over the last five years, I have volunteered literally thousands of hours to work on various ISU and ISUF projects. From time to time you have heard me complain of the glacial pace of implementing needed change at ISU. Some might suggest that I have had these concerns because much of my life has been spent providing professional services to large multinational corporations. However, while ISU and other universities might learn a lot from the best practices of these companies, I have not been comparing ISU to them. Instead, I have been comparing ISU to the numerous not-for-profit organizations and universities that I have provided board and volunteer service to, as well as paid professional services. Figure 1 and Figure 2 of the report (and supporting commentary) help explain to me why implementing change can be so much more difficult at ISU than at other institutions that I have served. The implementation of the Committee's recommendation that: "*the Senate and senior administration inventory the advisory bodies reporting to them with the objective of identifying those that can be combined, reduced in size, reassigned, or eliminated,*" is long overdue.

Before I retired, I served as a partner in one of the world's largest partnerships. While it may not be generally known, in a partnership issues of collegiality and shared governance are as important as, or perhaps even more important than, they are in a university. In a healthy partnership (and I might add a healthy university), these issues are vital and should be carefully considered, however, these issues should never interfere with an institution's mission of providing the best possible service to their constituents. Consultation and collegiality need not prevent an institution from reacting speedily to changing needs. A healthy respect for collegiality and shared governance


should not lead to the "paralysis of analysis" that too often exists at ISU. Even in a partnership or university setting, you must give your leadership the opportunity to lead after a reasonable amount of consultation. It seems to me that the Committee's recommendation to establish four new advisory committees will help the University make important decisions in these four critical areas in a much more efficient and timely manner. Implementation of this recommendation will still leave plenty of room for faculty consultation and participation.

The report of the Governance Advisory Committee is a balanced and thoughtful document. It will provide an excellent roadmap for making needed improvements at ISU and I heartily recommend it.

A final note, I happened to be in various meetings at ISU all day on the day that the Committee presented their preliminary report to the faculty. While I did not attend the faculty meeting, I did have faculty members describe it. What most disturbed me was that there was only limited constructive engagement about the substantive issues. Instead, there was a series of ad hominem attacks made against the individuals who served on the Committee. I asked one faculty member why she did not speak up to defend the Committee and why no faculty member took the floor to point out that the ad hominem attacks were out of order. I thought her answer was revealing. She felt that most of the faculty there was embarrassed by the personal attacks and that it was not necessary to state the obvious. Also, why say something? All that would happen is that the attacks and recrimination would then be pointed at those who spoke out against personal attacks. (So much for academic freedom, more like academic fear caused by intimidation by other faculty.) While the Committee only had to endure this attack for a few days, I do not think you, your senior staff, or the members of the State Board of Education will be as fortunate. There seems to be a small minority of the faculty and the Faculty Senate that will oppose any change and will use the nastiest methods possible to achieve their ends. Naturally, since these individuals are the most vocal, they get the most media attention. My prayer is that you, and ISU's governing board, do not let these types of attacks (after due deliberation and making necessary revisions) prevent the institution from moving forward on these important changes.

Thanks again for giving me the opportunity to comment on this report and for providing the leadership to move ISU forward in these turbulent times. Please feel free to share this letter with anyone you care to.

Sincerely,

A handwritten signature in dark ink that reads "Michael J. Byrne". The signature is fluid and cursive, with the first name "Michael" and last name "Byrne" clearly legible.

Michael J. Byrne
President
Idaho State University Foundation

c: Dr. David V. Beard, Ph.D.
Chair, Institutional Governance Advisory Committee

**AUDIT COMMITTEE
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | PRESENTATION OF ANNUAL FINANCIAL STATEMENTS | Motion to approve |

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**AUDIT COMMITTEE
OCTOBER 14, 2010**

SUBJECT

Presentation of the Colleges and Universities annual financial statements by institution management and audit findings by the Board's external auditor

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Bylaws, Section H.4.c.4.

BACKGROUND/DISCUSSION

The Board contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College. FY 2010 is the sixth year that Moss Adams has conducted audits of the financial statements for the colleges and universities.

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

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

IMPACT

Management for each institution will present their financial statements for fiscal year 2010 to the Board. This will be followed by Moss Adams presentation of their audit findings.

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

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

STAFF COMMENTS AND RECOMMENDATIONS

In September and early October, institution management presented their financial statements with the Audit Committee and Board staff.

In early October, Moss Adams conducted a preliminary review of their audit findings with members of the Audit Committee and Board staff.

**AUDIT COMMITTEE
OCTOBER 14, 2010**

BOARD ACTION

I move to accept from the Audit Committee the Fiscal Year 2010 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | REVISIONS TO MODEL COACH CONTRACTS & POLICY | Motion to approve |

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

Revised model Coach Contract and Board Policy

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

At the December 2008 meeting the Board discussed section 5.2.2. of the model contract (Termination of Coach for Convenience of University) and expressed a preference for language which provides that the university's payout amount under the contract can be offset if other employment is undertaken at a lesser amount. In other words, if the coach obtains lesser employment after termination, then the amount of compensation a university is obligated to pay is adjusted and reduced by the amount of compensation paid to the former coach as a result of their lesser employment.

At the June 2010 meeting the Board directed staff to amend the model coach contract to provide that any supplemental compensation shall be recommended by the President and approved by the Board.

IMPACT

The Board's current model coach contract is referenced in Board policy, but is otherwise a free standing document maintained by Board staff. The proposed policy change would formally incorporate the model coach contract into policy by reference to help ensure that all institutions use the most current Board-approved version.

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 – Board Policy II.H. – First Reading | Page 3 |
| Attachment 2 – Multiyear Model Athletics Contract | Page 5 |
| Attachment 3 – Single Year Model Athletics Contract | Page 19 |

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy Section II.H. Policies Regarding Coaching Personnel and Athletic Directors, and documents incorporated by reference therein, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. Policies Regarding Coaching Personnel and Athletic Directors

April 2002
December 2010**H. Policies Regarding Coaching Personnel and Athletic Directors (Institution Employees Only)****1. Agreements Longer Than One Year**

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than five (5) years, subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The October 14, 2010 Board revised and approved multiyear model contract is adopted by reference into this policy. The model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

2. Agreements For One Year Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The October 14, 2010 Board revised and approved model contract is adopted by reference into this policy. The single-year model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

3. Academic Incentives

Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives. Each institution shall report to the Board annually concerning each coach's performance relative to the academic incentives of the coach's contract.

4. Part-time Coaches Excepted

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. Policies Regarding Coaching Personnel and Athletic Directors

~~April 2002~~
December 2010

The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches

The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

(MODEL ATHLETICS CONTRACT)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____
(University (College)), and _____ (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (College) shall employ Coach as the head coach of its intercollegiate (Sport) team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University (College)'s Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (College)'s President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University (College)'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through (Depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of _____ (____) years, commencing on _____ and terminating, without further notice to Coach, on _____ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University (College) and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University (College)'s Board of (Regents or Trustees). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University (College).

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

- a) An annual salary of \$_____ per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University (College)'s Board of (Regents or Trustees) ;
- b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University (College)'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team is ranked in the top 25 in the (national rankings, such as final ESPN/USA Today coaches poll of Division IA football teams) , and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the ~~sole~~ discretion of the President in

consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees). The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the ~~sole~~-discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees).

3.2.5 The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment). Agreements requiring the Coach to participate in Programs related to his duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets.

3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))**
Coach agrees that the University (College) has the exclusive right to operate youth (Sport) camps on its campus using University (College) facilities. The University (College) shall allow Coach the opportunity to earn supplemental compensation by assisting with the University (College)'s camps in Coach's capacity as a University (College) employee. Coach hereby agrees

to assist in the marketing, supervision, and general administration of the University (College)'s football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University (College)'s summer football camps, the University (College) shall pay Coach (amount) per year as supplemental compensation during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment) .

(SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:

- a) The summer youth camp operation reflects positively on the University (College) and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University (College) facilities including the _____ .
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;

- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.

3.2.7 Coach agrees that the University (College) has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach. In order to avoid entering into an agreement with a competitor of (Company Name), Coach shall submit all outside consulting agreements to the University (College) for review and approval prior to execution. Coach shall also report such outside income to the University (College) in accordance with NCAA (or NAIA) rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name), and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University (College) to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University

(College) to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (College) and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'s governing board, the conference, and the NCAA (or NAIA); supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'s Handbook; (c) University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the (Sport) conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement.

Coach may not use the University (College)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University (College)'s President for all athletically related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits to the University (College)'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University (College). In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University (College) foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University (College)'s Board of (Trustees or Regents).

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University (College) may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University (College) and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University (College);
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference or the NCAA (NAIA), including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University (College)'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University (College)'s judgment, reflect adversely on the University (College) or its athletic programs;
- f) The failure of Coach to represent the University (College) and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA (NAIA) or the University (College) in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA);
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA), by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (NAIA), by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University (College) as follows: before the effective date of the

suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University (College) shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University (College)'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University (College) shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA (NAIA) regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA (NAIA) enforcement procedures. This section applies to violations occurring at the University (College) or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University (College).

5.2.1 At any time after commencement of this Agreement, University (College), for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University (College) terminates this Agreement for its own convenience, University (College) shall be obligated to pay Coach, ~~as liquidated damages and not a penalty,~~ the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University (College) until the term of this Agreement ends or until Coach obtains ~~reasonably comparable employment, whichever occurs first~~ employment, whichever occurs first; provided, however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a)(before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University (College) employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a ~~reasonably comparable employment~~ health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this

provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University (College) and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University (College). The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University (College) for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University (College) is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University (College) before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University (College). Termination shall be effective ten (10) days after notice is given to the University (College).

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University (College), as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before _____, the sum of \$30,000.00; (b) if the Agreement is terminated between _____ and _____ inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between _____ and _____ inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University (College) will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased

compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University (College) shall constitute adequate and reasonable compensation to University (College) for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College).

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University (College) and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University (College).

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University (College)'s student-athletes or otherwise obstruct the University (College)'s ability to transact business or operate its intercollegiate athletics program.

5.7 No Liability. The University (College) shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University (College) employees, if the University (College)

suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University (College) from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University (College) Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University (College)'s Board of (Regents or Trustees) and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s Board of (Regents or Trustees), the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of (Regents or Trustees) and University (College)'s rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the _____ program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University (College) or developed by Coach on behalf of the University (College) or at the University (College)'s direction or for the University (College)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University (College)'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University (College): Director of Athletics

with a copy to: President

the Coach: _____

Last known address on file with
University (College)'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

ATTACHMENT 2

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University (College)'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University (College) (including contraction, abbreviation or simulation), except in the course and scope of his official University (College) duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University (College)'s Board of (Regents or Trustees).

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (COLLEGE)

COACH

, President Date

Date

Approved by the Board of (Regents or Trustees) on the ____ day of _____, 2010.

~~Approved by the SBOE October 2002 — to be used by all institutions~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____ (University (College)), and _____ (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (College) shall employ Coach as the head coach of its intercollegiate (Sport) team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University (College)'s Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (College)'s President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University (College)'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through (Depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of _____ (__) months, commencing on _____ and terminating, without further notice to Coach, on _____ unless sooner terminated in accordance with other provisions of this Agreement

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University (College) and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University (College)'s Board of (Regents or Trustees). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University (College).

ARTICLE 3

Model Contract version: 10/14/2010

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

- a) An annual salary of \$_____ per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University (College)'s Board of (Regents or Trustees) ;
- b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees, provided that the Coach qualifies for such benefits by meeting all applicable eligibility requirements; and

3.2 Supplemental Compensation. Each year Coach shall be eligible to receive supplemental compensation in an amount up to _____ (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the ~~sole~~ discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees). The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.

3.3 Footwear; Apparel; Equipment. Coach agrees that the University (College) has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach. In order

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to avoid entering into an agreement with a competitor of (Company Name) , Coach shall submit all outside consulting agreements to the University (College) for review and approval prior to execution. Coach shall also report such outside income to the University (College) in accordance with NCAA (or NAIA) rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name) , and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University (College) to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University (College) to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (College) and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'s governing board, the conference, and the NCAA (or NAIA); supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'s Handbook; (c)

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University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the (Sport) conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University (College)'s President for all athletically related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits to the University (College)'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University (College). In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University (College) booster club, University (College) alumni association, University (College) foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University (College)'s Board of (Trustees or Regents).

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University (College) may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University (College) as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University (College) shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University (College)'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University (College) shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA (NAIA) regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA (NAIA) enforcement procedures. This section applies to violations occurring at the University (College) or at previous institutions at which the Coach was employed.

5.2 Termination due to Disability or Death of Coach.

5.2.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.2.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University (College) and due to the Coach's estate or beneficiaries thereunder.

5.2.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University (College)'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University (College).

5.3 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University (College)'s student-athletes or otherwise obstruct the University (College)'s ability to transact business or operate its intercollegiate athletics program.

5.4 No Liability. The University (College) shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.5 Waiver of Rights. Because the Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University (College) employees, if the University (College) suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University (College) from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University (College) Faculty-Staff Handbook.

ARTICLE 6

6.1 Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University (College)'s Board of (Regents or Trustees), if required, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of (Regents or Trustees) and University (College)'s rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the _____ program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University (College) or developed by Coach on behalf of the University (College) or at the University (College)'s direction or for the University (College)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University (College)'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University (College): Director of Athletics

with a copy to: President

the Coach:

Model Contract version: 10/14/2010

Last known address on file with
University (College)'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

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6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University (College)'s Board of (Regents or Trustees).

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY (COLLEGE)

COACH

 , President Date

 Date

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | FY 2011 SOURCES AND USES REPORT | Information item |
| 2 | FY 2011 SUPPLEMENTAL APPROVAL Proprietary Schools Spending Authority | Motion to approve |
| 3 | FY 2012 BUDGET REQUEST LINE ITEM Charter School Commission Director | Motion to approve |
| 4 | FY 2012 BUDGET REQUEST WICHE Program Transfer to University of Utah | Motion to approve |
| 5 | FY 2012 BUDGET REQUEST LINE ITEM Technology Officer | Motion to approve |
| 6 | AMENDMENT TO BOARD POLICY Section V.M. – Intellectual Property, 1st Reading | Motion to approve |
| 7 | AMENDMENT TO BOARD POLICY Section V.R. – Differential Fees, 1st Reading | Motion to approve |
| 8 | IDAHO STATE UNIVERSITY Land Gift Agreement – Bistline Park | Motion to approve |
| 9 | UNIVERSITY of IDAHO Unified Communications Initiative | Information item |
| 10 | UNIVERSITY of IDAHO Theophilus Tower Elevator Modernization & Life Safety Improvements | Motion to approve |
| 11 | UNIVERSITY of IDAHO Formation of an Applied Research Entity | Motion to approve |

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 12 | IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND Property Sublease – IESDB & Gooding Recreation District | Motion to approve |

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

FY 2011 College and University "Summary of Sources and Uses of Funds"

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b.(1), V.B.5.c. and V.B.6.b.

BACKGROUND/DISCUSSION

The College and Universities receive funding from a variety of sources. A summary of the revenues sources is as follows:

Revenue types include:

Approp: General Funds – State appropriation of state funds

Approp: Federal Stimulus – American Recovery and Reinvestment Act of 2009

Approp: Endowment Funds – ISU, UI and LCSC are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature provides spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Grants and contracts awarded by the Federal government

State Grants & Contracts – Grants and contracts awarded by the State

Private Gifts, Grants & Contracts – Other non-governmental gifts, grants and contracts

Sales & Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales & Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) Cost recovery, on many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a "recovery" of general overhead costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

The institutions' expenditures fall into the following standard functional categories:

Expenditure Categories:

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/or project research as well as that of institutes and research centers

Public Service -- expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, museums, galleries, A-V services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Other – institution specific unique budgeted expenditures (e.g. \$10M for UI's Center for Livestock and Environmental Studies)

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

IMPACT

The attached worksheets provide a high level overview of the institutions' sources of funding and expenditures based on the standard categories listed above. It's important to understand that these figures represent the institutions' operating budgets excluding any mid-year adjustments (i.e. holdbacks). The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2005.

STAFF COMMENTS AND RECOMMENDATIONS

Institution staff will be available to answer questions from the Board.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – Summary Report | Page 5 |
| Attachment 2 – Boise State University | Page 6 |
| Attachment 3 – Idaho State University | Page 7 |
| Attachment 4 – University of Idaho | Page 8 |
| Attachment 5 – Lewis-Clark State College | Page 9 |

BOARD ACTION

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

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**College and Universities
Sources and Uses of Funds**

| a | | b | c | d | e | f | g | h | h vs b |
|----------------------------|---------------------------------|----------------------|----------------------|----------------------|------------------------|------------------------|------------------------|------------------------|------------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | |
| | | Amount | Amount | Amount | Amount | Amount | Amount | Amount | % Change |
| Revenues by Source: | | | | | | | | | |
| 1 | Approp: General Funds | \$272,448,581 | \$279,478,229 | \$296,920,896 | \$314,296,445 | \$334,513,827 | \$299,109,226 | \$259,619,803 | -5% |
| 2 | Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$0 | \$0 | \$15,140,600 | \$4,305,900 | 100% |
| 3 | Approp: Endowment Funds | 10,020,500 | 9,519,600 | 7,624,800 | 7,851,500 | 8,595,000 | 9,616,400 | 9,616,600 | -4% |
| 4 | Approp: Student Fees | 108,825,988 | 119,816,276 | 125,321,912 | 127,109,732 | 133,817,937 | 147,923,452 | 177,342,376 | 63% |
| 5 | Institutional Student Fees | 52,006,853 | 49,669,497 | 60,248,455 | 53,727,411 | 68,778,167 | 70,354,988 | 66,974,551 | 29% |
| 6 | Federal Grants & Contracts | 233,298,750 | 239,722,559 | 238,265,986 | 253,035,778 | 292,749,636 | 331,450,919 | 362,040,370 | 55% |
| 7 | State Grants & Contracts | 33,309,177 | 26,981,445 | 28,005,013 | 29,078,797 | 22,579,764 | 19,547,568 | 17,498,273 | -47% |
| 8 | Private Gifts, Grants & Contr | 35,258,587 | 41,039,617 | 42,875,928 | 43,797,552 | 51,434,827 | 59,712,799 | 49,830,636 | 41% |
| 9 | Sales & Serv of Educ Act | 40,369,744 | 41,522,693 | 41,496,881 | 53,922,434 | 37,816,556 | 36,919,925 | 36,783,785 | -9% |
| 10 | Sales & Serv of Aux Ent | 89,412,979 | 95,170,625 | 94,717,922 | 100,955,358 | 115,589,376 | 106,988,207 | 110,074,583 | 23% |
| 11 | Indirect Costs/Other | 25,993,662 | 24,137,408 | 36,981,057 | 35,718,609 | 48,810,956 | 47,808,142 | 46,231,825 | 78% |
| 12 | Total Revenues | \$900,944,821 | \$927,057,949 | \$972,458,849 | \$1,019,493,616 | \$1,114,686,046 | \$1,144,572,226 | \$1,140,318,702 | 27% |
| 13 | | | | | | | | | |
| 14 | Expenditures by Function | | | | | | | | |
| 15 | Instruction | \$260,771,739 | \$266,669,177 | \$287,421,566 | \$295,923,196 | \$307,151,714 | \$291,089,441 | \$293,975,876 | 13% |
| 16 | Research | 116,516,484 | 121,991,399 | 120,728,803 | 129,378,452 | 127,785,344 | 125,105,050 | 115,068,126 | -1% |
| 17 | Public Service | 34,587,177 | 36,561,461 | 40,459,200 | 47,059,968 | 47,662,734 | 49,488,730 | 49,019,729 | 42% |
| 18 | Library | 19,466,184 | 20,092,873 | 20,792,704 | 21,454,773 | 23,459,250 | 21,374,490 | 20,813,000 | 7% |
| 19 | Student Services | 25,932,656 | 28,582,295 | 29,736,732 | 32,972,253 | 30,472,367 | 32,633,863 | 33,427,914 | 29% |
| 20 | Physical Plant | 46,553,292 | 49,227,111 | 66,870,061 | 65,154,483 | 64,470,077 | 67,829,615 | 62,687,480 | 35% |
| 21 | Institutional Support | 61,335,256 | 69,124,860 | 79,086,293 | 82,296,849 | 90,102,914 | 93,823,821 | 90,330,852 | 47% |
| 22 | Academic Support | 45,847,818 | 38,197,897 | 40,115,889 | 45,332,876 | 51,544,254 | 51,721,310 | 45,267,325 | -1% |
| 23 | Athletics | 28,520,021 | 30,367,783 | 36,593,287 | 40,657,009 | 47,590,708 | 49,710,854 | 57,343,387 | 101% |
| 24 | Auxiliary Enterprises | 95,502,346 | 93,922,882 | 87,275,677 | 114,701,463 | 125,380,599 | 96,580,835 | 92,130,178 | -4% |
| 25 | Scholarships/Fellowships | 164,407,479 | 170,763,376 | 163,651,500 | 169,710,847 | 218,966,700 | 251,478,277 | 277,901,870 | 69% |
| 26 | Other | 0 | 0 | 0 | 0 | 0 | 13,334,237 | 3,045,065 | 100% |
| 27 | | | | | | | | | |
| 28 | Total Bdgt by Function | \$899,440,452 | \$925,501,114 | \$972,731,712 | \$1,044,642,169 | \$1,134,586,661 | \$1,144,170,523 | \$1,141,010,803 | 27% |

Boise State University
Sources and Uses of Funds

| a | | b | c | d | e | f | g | h | |
|-----------------------------|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | g vs b |
| | | Amount | Amount | Amount | Amount | Amount | Amount | Amount | % Change |
| Revenues by Source: | | | | | | | | | |
| 1 | Approp: General Funds | \$74,953,295 | \$77,159,390 | \$82,700,657 | \$87,917,018 | \$95,700,847 | \$78,835,980 | \$70,506,500 | -6% |
| 2 | Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$0 | \$0 | \$4,856,400 | \$1,381,100 | 100% |
| 3 | Approp: Endowment Funds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| 4 | Approp: Student Fees | 36,546,100 | 41,320,900 | 44,221,300 | 46,870,800 | 50,322,017 | 55,165,000 | 61,818,400 | 69% |
| 5 | Institutional Student Fees | 21,969,390 | 19,080,195 | 26,231,241 | 18,728,250 | 30,380,097 | 29,373,721 | 24,094,812 | 10% |
| 6 | Federal Grants & Contracts | 52,019,563 | 55,016,949 | 58,133,999 | 59,296,679 | 84,068,486 | 89,641,739 | 91,434,574 | 76% |
| 7 | State Grants & Contracts | 7,108,132 | 7,883,212 | 7,647,024 | 7,799,964 | 3,246,324 | 2,840,328 | 2,897,135 | -59% |
| 8 | Private Gifts, Grants & Contr | 8,199,105 | 5,596,314 | 7,378,471 | 10,021,346 | 13,309,333 | 22,489,477 | 17,621,575 | 115% |
| 9 | Sales & Serv of Educ Act | 3,395,575 | 4,257,000 | 1,800,000 | 1,108,983 | 0 | 0 | 0 | -100% |
| 10 | Sales & Serv of Aux Ent | 39,704,308 | 40,977,493 | 40,194,638 | 42,643,084 | 56,966,521 | 49,268,011 | 47,671,784 | 20% |
| 11 | Indirect Costs/Other | 7,052,582 | 5,391,625 | 16,049,705 | 14,466,121 | 18,679,149 | 18,356,568 | 12,801,879 | 82% |
| 12 | Total Revenues | \$250,948,050 | \$256,683,078 | \$284,357,034 | \$288,852,245 | \$352,672,774 | \$350,827,224 | \$330,227,759 | 32% |
| 13 | | | | | | | | | |
| 14 Expenditures by Function | | | | | | | | | |
| 15 | Instruction | \$80,525,521 | \$82,157,835 | \$87,296,917 | \$89,639,975 | \$95,003,418 | \$86,989,423 | \$90,631,721 | 13% |
| 16 | Research | 8,866,706 | 11,655,171 | 11,740,987 | 13,413,787 | 17,891,374 | 18,088,831 | 15,026,939 | 69% |
| 17 | Public Service | 7,775,245 | 10,225,134 | 10,229,817 | 10,884,802 | 13,130,655 | 12,534,632 | 12,786,895 | 64% |
| 18 | Library | 6,422,078 | 6,625,894 | 6,968,244 | 7,135,544 | 7,407,503 | 7,160,147 | 6,997,873 | 9% |
| 19 | Student Services | 7,131,625 | 7,084,052 | 7,427,013 | 9,166,797 | 10,269,955 | 13,195,914 | 11,941,830 | 67% |
| 20 | Physical Plant | 11,876,716 | 12,381,078 | 23,045,219 | 14,597,502 | 17,037,209 | 18,189,410 | 15,081,111 | 27% |
| 21 | Institutional Support | 14,056,505 | 19,040,763 | 23,277,272 | 22,961,137 | 30,496,067 | 33,745,968 | 26,710,970 | 90% |
| 22 | Academic Support | 19,848,699 | 13,584,601 | 14,300,067 | 14,708,294 | 18,854,391 | 22,050,035 | 15,686,466 | -21% |
| 23 | Athletics | 13,969,848 | 14,934,908 | 16,889,631 | 19,719,525 | 25,584,503 | 26,312,240 | 32,806,108 | 135% |
| 24 | Auxiliary Enterprises | 36,119,667 | 33,136,189 | 34,750,662 | 58,090,714 | 67,963,096 | 38,904,476 | 33,068,047 | -8% |
| 25 | Scholarships/Fellowships | 42,907,184 | 45,635,561 | 49,034,486 | 50,787,808 | 68,285,664 | 72,646,006 | 71,650,735 | 67% |
| 26 | Other | 0 | 0 | 0 | 0 | 0 | 800,000 | 1,381,100 | 100% |
| 27 | | | | | | | | | |
| 28 | Total Bdgt by Function | \$249,499,794 | \$256,461,186 | \$284,960,315 | \$311,105,885 | \$371,923,835 | \$350,617,082 | \$333,769,795 | 34% |

Idaho State University
Sources and Uses of Funds

| a | | b | c | d | e | f | g | h | |
|---------------------|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | g vs b |
| | | Amount | Amount | Amount | Amount | Amount | Amount | Amount | % Change |
| Revenues by Source: | | | | | | | | | |
| 1 | Approp: General Funds | \$70,887,006 | \$73,388,911 | \$77,670,511 | \$82,812,633 | \$87,622,446 | \$78,598,679 | \$70,977,925 | 0% |
| 2 | Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$0 | \$0 | \$4,126,300 | \$1,173,500 | 100% |
| 3 | Approp: Endowment Funds | 2,121,200 | 1,602,800 | 1,697,400 | 1,843,500 | 2,020,700 | 2,121,300 | 2,121,500 | 0% |
| 4 | Approp: Student Fees | 29,382,188 | 32,442,976 | 32,294,712 | 32,365,532 | 34,013,220 | 37,588,552 | 46,318,776 | 58% |
| 5 | Institutional Student Fees | 14,920,315 | 14,414,106 | 16,071,314 | 17,184,861 | 18,281,770 | 19,699,467 | 21,224,439 | 42% |
| 6 | Federal Grants & Contracts | 80,065,987 | 81,665,610 | 80,075,287 | 85,056,199 | 89,146,950 | 103,935,280 | 110,370,296 | 38% |
| 7 | State Grants & Contracts | 8,934,945 | 7,389,933 | 7,174,189 | 7,229,833 | 7,560,240 | 8,034,740 | 6,345,938 | -29% |
| 8 | Private Gifts, Grants & Contr | 10,355,432 | 12,623,178 | 11,726,432 | 10,911,881 | 12,012,194 | 13,366,222 | 11,994,861 | 16% |
| 9 | Sales & Serv of Educ Act | 1,605,669 | 3,324,093 | 3,779,481 | 4,462,051 | 4,930,056 | 5,146,525 | 5,124,285 | 219% |
| 10 | Sales & Serv of Aux Ent | 17,110,969 | 20,061,353 | 21,152,209 | 21,976,328 | 22,222,614 | 20,371,796 | 20,904,227 | 22% |
| 11 | Indirect Costs/Other | 5,080,880 | 5,709,483 | 7,785,852 | 8,405,673 | 9,560,307 | 8,728,874 | 10,195,746 | 101% |
| 12 | Total Revenues | \$240,464,591 | \$252,622,443 | \$259,427,387 | \$272,248,491 | \$287,370,497 | \$301,717,735 | \$306,751,493 | 28% |
| 13 | | | | | | | | | |
| 14 | Expenditures by Function | | | | | | | | |
| 15 | Instruction | \$76,601,885 | \$80,248,202 | \$85,772,004 | \$88,505,670 | \$92,765,539 | \$89,304,998 | \$89,060,654 | 16% |
| 16 | Research | 21,526,358 | 23,988,606 | 25,473,180 | 26,517,682 | 29,973,932 | 30,392,481 | 20,412,429 | -5% |
| 17 | Public Service | 4,764,332 | 4,219,670 | 4,024,912 | 4,512,895 | 4,826,166 | 3,851,861 | 3,180,603 | -33% |
| 18 | Library | 4,671,191 | 4,892,400 | 5,111,275 | 5,372,714 | 5,390,026 | 4,939,251 | 4,924,218 | 5% |
| 19 | Student Services | 7,133,083 | 8,158,477 | 7,985,965 | 8,144,786 | 8,455,009 | 7,804,741 | 7,563,755 | 6% |
| 20 | Physical Plant | 12,041,190 | 13,648,045 | 14,192,706 | 15,045,944 | 15,576,677 | 18,031,943 | 16,804,498 | 40% |
| 21 | Institutional Support | 14,464,158 | 15,539,433 | 17,009,000 | 16,998,353 | 18,575,992 | 18,432,015 | 22,035,515 | 52% |
| 22 | Academic Support | 9,806,524 | 9,757,741 | 10,216,285 | 11,792,910 | 13,319,827 | 12,668,776 | 12,764,214 | 30% |
| 23 | Athletics | 4,753,597 | 4,239,977 | 7,800,380 | 7,935,703 | 8,019,039 | 7,949,803 | 8,045,694 | 69% |
| 24 | Auxiliary Enterprises | 17,023,428 | 17,939,811 | 16,061,787 | 18,208,958 | 17,470,121 | 16,583,859 | 16,971,281 | 0% |
| 25 | Scholarships/Fellowships | 68,144,732 | 69,206,302 | 66,368,825 | 71,621,259 | 74,518,868 | 89,821,109 | 103,552,073 | 52% |
| 26 | Other | 0 | 0 | 0 | 0 | 0 | 2,534,237 | 1,425,765 | 100% |
| 27 | | | | | | | | | |
| 28 | Total Bdgt by Function | \$240,930,478 | \$251,838,664 | \$260,016,319 | \$274,656,874 | \$288,891,196 | \$302,315,074 | \$306,740,700 | 27% |

University of Idaho
Sources and Uses of Funds

| a | | b | c | d | e | f | g | h | g vs b |
|---------------------------------|-------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | |
| | | Amount | Amount | Amount | Amount | Amount | Amount | Amount | % Change |
| Revenues by Source: | | | | | | | | | |
| 1 | Approp: General Funds | \$111,820,100 | \$114,000,200 | \$120,350,000 | \$126,053,100 | \$130,916,100 | \$124,207,900 | \$102,473,100 | -8% |
| 2 | Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,320,600 | \$1,513,100 | 100% |
| 3 | Approp: Endowment Funds | 6,528,600 | 6,314,000 | 4,859,600 | 4,853,000 | 5,307,300 | 6,164,400 | 6,164,400 | -6% |
| 4 | Approp: Student Fees | 36,454,400 | 38,737,000 | 40,956,300 | 39,755,400 | 40,948,900 | 45,653,000 | 58,422,800 | 60% |
| 5 | Institutional Student Fees | 11,248,048 | 12,241,396 | 12,938,400 | 12,851,500 | 15,100,300 | 16,279,600 | 16,514,700 | 47% |
| 6 | Federal Grants & Contracts | 98,200,400 | 99,966,700 | 98,064,100 | 106,582,900 | 117,534,200 | 131,373,900 | 152,535,500 | 55% |
| 7 | State Grants & Contracts | 15,199,400 | 9,600,000 | 10,445,700 | 11,649,000 | 9,373,200 | 5,672,500 | 5,255,200 | -65% |
| 8 | Private Gifts, Grants & Contr | 15,391,850 | 21,481,525 | 23,131,525 | 22,364,325 | 25,713,300 | 23,757,100 | 19,914,200 | 29% |
| 9 | Sales & Serv of Educ Act | 34,072,500 | 32,619,500 | 33,733,400 | 46,151,400 | 30,586,500 | 30,473,400 | 30,459,500 | -11% |
| 10 | Sales & Serv of Aux Ent | 31,364,902 | 32,911,179 | 32,578,575 | 34,080,385 | 34,199,300 | 34,999,600 | 39,162,600 | 25% |
| 11 | Indirect Costs/Other | 12,074,600 | 11,239,800 | 10,577,100 | 10,695,690 | 18,569,800 | 18,762,300 | 20,934,200 | 73% |
| 12 | Total Revenues | \$372,354,800 | \$379,111,300 | \$387,634,700 | \$415,036,700 | \$428,248,900 | \$442,664,300 | \$453,349,300 | 22% |
| 13 | | | | | | | | | |
| Expenditures by Function | | | | | | | | | |
| 15 | Instruction | \$87,665,978 | \$87,769,191 | \$96,354,214 | \$99,357,680 | \$99,274,538 | \$94,752,796 | \$94,092,371 | 7% |
| 16 | Research | 85,765,685 | 85,945,821 | 83,192,118 | 89,093,982 | 79,583,577 | 76,425,138 | 79,459,661 | -7% |
| 17 | Public Service | 20,860,200 | 20,923,357 | 23,473,500 | 29,259,100 | 27,589,351 | 31,426,724 | 31,565,877 | 51% |
| 18 | Library | 7,303,216 | 7,455,866 | 7,750,978 | 7,940,553 | 8,267,702 | 8,220,580 | 7,840,734 | 7% |
| 19 | Student Services | 9,111,614 | 10,806,744 | 11,418,175 | 12,519,033 | 9,371,106 | 8,647,739 | 10,384,949 | 14% |
| 20 | Physical Plant | 19,952,438 | 20,458,277 | 26,534,082 | 31,917,175 | 28,670,636 | 27,406,419 | 27,845,934 | 40% |
| 21 | Institutional Support | 29,492,620 | 30,792,442 | 34,455,803 | 37,728,185 | 35,397,800 | 36,563,262 | 36,998,463 | 25% |
| 22 | Academic Support | 13,673,289 | 12,094,574 | 12,868,570 | 15,972,232 | 16,833,129 | 14,393,349 | 14,363,064 | 5% |
| 23 | Athletics | 9,116,746 | 10,504,469 | 11,102,793 | 12,144,504 | 13,086,274 | 13,213,731 | 14,181,585 | 56% |
| 24 | Auxiliary Enterprises | 39,056,051 | 39,544,882 | 32,002,928 | 33,099,076 | 34,460,919 | 37,284,100 | 38,768,100 | -1% |
| 25 | Scholarships/Fellowships | 49,988,863 | 52,538,013 | 48,193,989 | 47,203,780 | 76,068,868 | 83,854,362 | 95,965,062 | 92% |
| 26 | Other | 0 | 0 | 0 | 0 | 0 | 10,000,000 | 0 | 0% |
| 27 | | | | | | | | | |
| 28 | Total Bdgt by Function | \$371,986,700 | \$378,833,636 | \$387,347,150 | \$416,235,300 | \$428,603,900 | \$442,188,200 | \$451,465,800 | 21% |

**Lewis-Clark State College
Sources and Uses of Funds**

| a | | b | c | d | e | f | g | h | |
|-----------------------------|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | g vs b |
| | | Amount | Amount | Amount | Amount | Amount | Amount | Amount | % Change |
| Revenues by Source: | | | | | | | | | |
| 1 | Approp: General Funds | \$14,788,180 | \$14,929,728 | \$16,199,728 | \$17,513,694 | \$20,274,434 | \$17,466,667 | \$15,662,278 | 6% |
| 2 | Approp: Federal Stimulus | \$0 | \$0 | \$0 | \$0 | \$0 | \$837,300 | \$238,200 | 100% |
| 3 | Approp: Endowment Funds | 1,370,700 | 1,602,800 | 1,067,800 | 1,155,000 | 1,267,000 | 1,330,700 | 1,330,700 | -3% |
| 4 | Approp: Student Fees | 6,443,300 | 7,315,400 | 7,849,600 | 8,118,000 | 8,533,800 | 9,516,900 | 10,782,400 | 67% |
| 5 | Institutional Student Fees | 3,869,100 | 3,933,800 | 5,007,500 | 4,962,800 | 5,016,000 | 5,002,200 | 5,140,600 | 33% |
| 6 | Federal Grants & Contracts | 3,012,800 | 3,073,300 | 1,992,600 | 2,100,000 | 2,000,000 | 6,500,000 | 7,700,000 | 156% |
| 7 | State Grants & Contracts | 2,066,700 | 2,108,300 | 2,738,100 | 2,400,000 | 2,400,000 | 3,000,000 | 3,000,000 | 45% |
| 8 | Private Gifts, Grants & Contr | 1,312,200 | 1,338,600 | 639,500 | 500,000 | 400,000 | 100,000 | 300,000 | -77% |
| 9 | Sales & Serv of Educ Act | 1,296,000 | 1,322,100 | 2,184,000 | 2,200,000 | 2,300,000 | 1,300,000 | 1,200,000 | -7% |
| 10 | Sales & Serv of Aux Ent | 1,232,800 | 1,220,600 | 792,500 | 2,255,561 | 2,200,941 | 2,348,800 | 2,335,972 | 89% |
| 11 | Indirect Costs/Other | 1,785,600 | 1,796,500 | 2,568,400 | 2,151,125 | 2,001,700 | 1,960,400 | 2,300,000 | 29% |
| 12 | Total Revenues | \$37,177,380 | \$38,641,128 | \$41,039,728 | \$43,356,180 | \$46,393,875 | \$49,362,967 | \$49,990,150 | 34% |
| 13 | | | | | | | | | |
| 14 Expenditures by Function | | | | | | | | | |
| 15 | Instruction | \$15,978,355 | \$16,493,949 | \$17,998,431 | \$18,419,871 | \$20,108,219 | \$20,042,224 | \$20,191,130 | 26% |
| 16 | Research | 357,735 | 401,801 | 322,518 | 353,001 | 336,461 | 198,600 | 169,097 | -53% |
| 17 | Public Service | 1,187,400 | 1,193,300 | 2,730,971 | 2,403,171 | 2,116,562 | 1,675,513 | 1,486,354 | 25% |
| 18 | Library | 1,069,699 | 1,118,713 | 962,207 | 1,005,962 | 2,394,019 | 1,054,512 | 1,050,175 | -2% |
| 19 | Student Services | 2,556,334 | 2,533,022 | 2,905,579 | 3,141,637 | 2,376,297 | 2,985,469 | 3,537,380 | 38% |
| 20 | Physical Plant | 2,682,948 | 2,739,711 | 3,098,054 | 3,593,862 | 3,185,555 | 4,201,843 | 2,955,937 | 10% |
| 21 | Institutional Support | 3,321,973 | 3,752,222 | 4,344,218 | 4,609,174 | 5,633,055 | 5,082,576 | 4,585,904 | 38% |
| 22 | Academic Support | 2,519,306 | 2,760,981 | 2,730,967 | 2,859,440 | 2,536,907 | 2,609,150 | 2,453,581 | -3% |
| 23 | Athletics | 679,830 | 688,429 | 800,483 | 857,277 | 900,892 | 2,235,080 | 2,310,000 | 240% |
| 24 | Auxiliary Enterprises | 3,303,200 | 3,302,000 | 4,460,300 | 5,302,715 | 5,486,463 | 3,808,400 | 3,322,750 | 1% |
| 25 | Scholarships/Fellowships | 3,366,700 | 3,383,500 | 54,200 | 98,000 | 93,300 | 5,156,800 | 6,734,000 | 100% |
| 26 | Other | 0 | 0 | 0 | 0 | 0 | 0 | 238,200 | 100% |
| 27 | | | | | | | | | |
| 28 | Total Bdgt by Function | \$37,023,480 | \$38,367,628 | \$40,407,928 | \$42,644,110 | \$45,167,730 | \$49,050,167 | \$49,034,508 | 32% |

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

Revise FY 2011 Budget Request Supplemental: Proprietary Schools

REFERENCE

August 2010

Board approved FY 2012 Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/DISCUSSION

Included in the Board-approved FY 2012 budget request for the Office of the State Board of Education (OSBE) was a FY 2011 supplemental appropriation request for proprietary schools. The increase was for personnel costs to buy-out staff time equivalent to approximately 0.33 FTE, and \$3,000 in operating expenses to become members of national and international institutional accreditation verification database service organizations and for travel.

IMPACT

Management has decided to allocate space rent and consumables to some of the programs embedded in the OSBE budget including proprietary schools oversight and charter schools administration. Staff estimates cost allocation of rent and consumables at approximately \$2,000 for proprietary schools. It is also becoming increasingly necessary to conduct investigations and accreditation reviews to ensure compliance statutes and rules. The agency does not have the staff to conduct this work and so must contract with outside entities. An additional \$15,000 of spending authority would provide the necessary flexibility to facilitate compliance with the law. So in summary, on top of the \$3,000 spending authority requested and approved by the Board in August, an additional \$17,000 in spending authority is being requested for a total of \$20,000. The source of funds is registration fees from private postsecondary educational institutions and proprietary schools.

STAFF COMMENTS AND RECOMMENDATIONS

By allocating space rent and consumables to programs, OSBE management will have more accurate information on the full cost of those programs. In addition, anticipating the costs associated with potential enforcement actions and accreditation reviews will give the Board the ability to exercise its authority as needed. Staff recommends approval.

BOARD ACTION

I move to revise the Office of the State Board of Education FY 2011 supplemental budget request for proprietary schools to increase operating expense spending authority from \$3,000 to \$20,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

FY 2012 Budget Request Line Item: Charter School Commission Director

REFERENCE

August 2010

Board approved FY 2012 Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/DISCUSSION

At the time of the August agenda preparation, staff did not include a director type position for the Charter School Commission in the FY 2012 Office of the State Board of Education budget request because it was hoped the position would be created as the result of proposed legislation. The Division of Financial Management (DFM) did not approve the legislative idea, but indicated it would support putting the position in the OSBE budget. Since the Board had approved the legislative idea with the position, staff included the position in a line item in the budget request that was due to DFM and Legislative Services Office (LSO) on September 1. Staff is now asking the Board to formally approve the line item.

IMPACT

This budget request includes the addition of an executive level staff position for management of the day-to-day oversight of charter schools authorized by the Public Charter School Commission. The number of authorized schools has increased to the point where one person can no longer provide support to the Commission and manage the day to day oversight of the schools.

ATTACHMENTS

Line Item Budget Request: Charter School Commission Director

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Public school enrollment grew by 3,447 students from the 2008/2009 year to the 2009/2010 year. Of that growth, 2,751, or 80%, were from charter school students. Twenty-five schools are currently in operation, three are scheduled to open in the fall of 2011, and up to six new public charter schools may be authorized each year. The growth curve of charter schools (and enrollment therein) in Idaho is unsustainable at the current staffing level.

Should the Board not approve this line item, staff will direct DFM and LSO to remove it from the official FY 2012 agency budget request.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

BOARD ACTION

I move to approve the FY 2012 line item budget request for the Office of the State Board of Education for a Charter School Commission Director (1.0 FTE) and \$117,400 in General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010**

ATTACHMENT 1

AGENCY: Office State Board of Education

Agency No.: 501

FY 2012 Request

FUNCTION: Office State Board of Education

Function No.: 02

Page 1 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

| Charter School Commission | | | | | |
|--|------------------------|-----------|-------------------------|-------|---------|
| A: Decision Unit No: 12.02 | Title: Director | | Priority Ranking 2 of 2 | | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.0 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | 84,000 | | | | 84,000 |
| 2. Benefits | 26,900 | | | | 26,900 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | 110,900 | | | | 110,900 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | 6,500 | | | | 6,500 |
| 2. | | | | | |
| TOTAL OPERATING EXPENDITURES: | 6,500 | | | | 6,500 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | 117,400 | | | | 117,400 |

DESCRIPTION:

Add an executive level staff position for management of the day-to-day oversight of charter schools authorized by the Public Charter School Commission.

NEED: The Office of the State Board of Education needs an executive level staff position to manage the oversight of all schools authorized by the Public Charter School Commission (PCSC). Currently the PCSC authorizes 28 schools. Twenty-five schools are currently in operation and three are scheduled to open in the fall of 2011 (there are also two unapproved petitions under consideration). In addition, Idaho Code §33-5203(2) provides that up to six new public charter schools may be authorized each year. The number of authorized schools has increased to the point where one person simply can no longer provide support to the Commission and manage the day to day oversight of the schools. For example, lack of adequate staff makes it impossible to conduct

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

thorough reviews of chartered schools without obvious or reported deficiencies. Absent thorough reviews, staff is unable to anticipate needed technical assistance or corrective action when issues first arise. As a result, additional schools may begin to fail to provide the academic excellence and/or fiscal responsibility required for public accountability.

Nationally, charter school authorizers average 1 FTE per 5.9 schools (National Association of Charter School Authorizers, 2009 Annual Report). The Idaho PCSC currently authorizes 28 schools but has only 1.5 FTE. To match average staffing levels, the PCSC would have more than 4.5 FTE.

DUTIES: This position would be responsible for ensuring that the schools are operating within state guidelines and are held accountable for operation and performance. This would include analysis of the schools finances, required site visits and analysis and recommendation to the Commission and the Board on statewide policy issues related to public charter schools. This position would direct the efforts of the existing professional level staff person to accomplish these tasks. Additionally, this position would act as secretary designee to the Commission (per Idaho Code §33-5213(1)) and be responsible for gathering information and facilitating PCSC meetings, appeals, and hearings.

C. GOALS & OBJECTIVES ADDRESSED:

SBOE Goals: GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, critical, and creative.

GOAL 3: TRANSPARENT ACCOUNTABILITY - *Increase transparency and accountability in Idaho's public education system.*

Strategies & Measures:

Objective A: Assessment and Accountability – Increase public confidence in Idaho's education system with performance-based assessments and accountability measures.

D. PERFORMANCE INDICATORS:

Indicators specific to the Public Charter School Commission and staff in support thereof are undeveloped due to workload demands.

E. DESCRIBE CITIZEN GROUPS AFFECTED, BENEFITS DERIVED, AND PORTION OF NEED ADDRESSED:

Idaho taxpayers – Proper oversight of schools chartered will allow for better accountability of funds expended.

Charter school patrons – Proper staffing will allow for necessary oversight of schools chartered. This includes the thorough review of chartered schools necessary to assure the academic excellence and/or fiscal responsibility required of these schools.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Currently the Board Office has 1.5 FTE (full-time program manager and half-time administrative support) and \$143,000 allocated to this activity. With 28 schools currently authorized and the potential growth of six additional schools each year, 1.5 FTE is simply not adequate staffing to provide proper oversight. Inadequate staffing levels result in existing staff being reactive, with the majority of their time spent on “problem schools” rather than all schools as is necessary. Continuation of this trend (lack of proper oversight and technical assistance from the Public Charter Commission staff) will likely lead to more schools becoming “problem schools.”

2. What resources are necessary to implement this request?

One additional FTE and associated funding.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho taxpayers – Proper oversight of schools chartered will allow for better accountability of funds expended.

Charter school patrons – Proper staffing will allow for necessary oversight of schools chartered. This includes the thorough review of chartered schools necessary to assure the academic excellence and/or fiscal responsibility required of these schools. This constituency cannot be adequately served without an increase in staff in support of the Commission. Furthermore, lack of adequate staffing could expose the Commission, the State Board and State leaders to criticism from patrons for creating a false sense of security, believing the State is providing oversight of the academic quality and financial position of its charter schools.

4. If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

FY 2012 Budget Request: WICHE Program Transfer to University of Utah

REFERENCE

August 2010

Board approved FY 2012 Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/DISCUSSION

The Western Interstate Commission for Higher Education (WICHE) offers the Professional Student Exchange Program (PSEP) which provides students educational opportunities not available in their home states but that exist in other member states. Idaho's participation in PSEP supports two Idaho students annually to attend optometry school in WICHE member states.

In the past, a total of eight Idaho students could be enrolled in this four-year program at any one time. However, in FY 2011 budget cuts to this program of \$31,600 were the equivalent of two students. As a result, in the 2010-11 academic year there will be no Idaho-sponsored first year students, leaving only six Idaho-sponsored students (years 2-4) who were already in the pipeline.

The University of Utah medical education program provides opportunities for eight Idaho students annually to attend medical school through a cooperative agreement. A total of 32 Idaho students can be enrolled in this four-year program. For FY 2011, the program sustained a base reduction of \$34,500. As a result, all Idaho students will pay an additional \$1,078 (34,500/32) in tuition to cover the difference between reduced state support and contract costs.

The recommendations of the Board's Medical Education Study Committee placed a high priority on expanding medical education opportunities in the State of Idaho.

IMPACT

This request would support the transfer of FY 2012 base funding for 2nd year WICHE optometry seats to the University of Utah program to partially offset the shortfall in that program's state appropriation.

STAFF COMMENTS AND RECOMMENDATIONS

The WICHE PSEP support fee paid by the state for FY 2011 is \$15,600 per student or a total of \$93,600. The five-year (2001-2005) return rate for Idaho-sponsored students was 36%. In other words, just over one-third of the Idaho-sponsored students who graduated between 2001 and 2005 were licensed and/or practicing in Idaho (as of December 2006 to November 2007 depending on when the state researched its graduates and returned its data). While this

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

data is dated and reflects a snapshot in time, one thing is clear – the State's return on investment for these students has not been great. State-sponsored medical school seats are a higher priority to the Board in light of limited State funding.

Staff recommends phasing-out funding for the WICHE optometry seats over the next three fiscal years (FY 2012 – 2014) and reallocating the base funding to the state supported medical education programs.

BOARD ACTION

I move to approve the FY 2012 budget request to transfer \$31,600 from the WICHE optometry program to the University of Utah Medical Education Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

FY 2012 Budget Request Line Item: Technology Program Manager

REFERENCE

August 2010

Board approved FY 2012 Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND / DISCUSSION

By acceptance of the American Recover and Reinvestment Act (ARRA) State Fiscal Stabilization Funds (SFSF) in 2009 the State agreed to several assurances, one of which was to have a P-16 Longitudinal Data System in place by September 30, 2011. Since the Board office did not have the resources or expertise to coordinate and manage this effort, it contracted with BSU for a Business Analyst/SLDS Project Manager. This position is on loan from BSU and now working to identify the best plan for a P-20 to workforce longitudinal data system, implementing the Education Unique Identification at the postsecondary level, and the various other efforts and activities associated with an SLDS.

While the ARRA SFSF minimum requirements are for a P-16 system, the goal is to identify the scope and requirements of a P-20 to workforce longitudinal data system so that ultimately the Board will have the ability to adequately and accurately assess and evaluate the effectiveness of the State's educational system. Even after the SLDS is fully developed and implemented, it will require ongoing project management.

IMPACT

This budget request includes the addition of a program manger level staff position for management of the SLDS and associated funding.

ATTACHMENTS

Attachment 1-Line Item Budget Request: Tech Program Manager

Page 3

Attachment 2- ARRA SFSF-SLDS Requirements

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

In accepting SFSF, Idaho agreed to education reform assurances. There are four assurances, the second of which is that the State will establish a longitudinal data system. There are, however, no identified funds available for creation of a P-20 to workforce longitudinal data system beyond an existing State appropriation and federal grant being managed by the State Department of Education.

As referenced above, the Board office was able to address the critical and time-sensitive need for a SLDS program manager with a one-time arrangement for a

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

loaned employee. This arrangement, however, is an unsustainable business practice from both a program management and human resource perspective. In order to develop and maintain a quality statewide longitudinal data system, the Board office must have a dedicated position.

Staff recommends approval.

BOARD ACTION

I move to approve the FY 2012 line item budget request for the Office of the State Board of Education for a Technology Program Manager (1.0 FTE) and \$98,100 in General Funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1**AGENCY: Office of the State Board of Education**

Agency No.: 501

FY 2012 Request

FUNCTION: OSBE Administration

Function No.:

Page _1_ of _2 Pages

ACTIVITY:

Activity No.:

Original Submission ___ or

Revision No. _1_

| A: Decision Unit No: 12.05 | | Title: Technology Program Manger | | | Priority Ranking 2 of 4 |
|---|----------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.0 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$71,600 | | | | |
| 2. Benefits | \$23,500 | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$95,100 | | | | |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | \$2,000 | | | | |
| TOTAL OPERATING EXPENDITURES: | \$2,000 | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Computer, monitor | \$1,000 | | | | |
| TOTAL CAPITAL OUTLAY: | \$1,000 | | | | |
| T/B PAYMENTS: | \$0 | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$98,100 | | | | |

Goal III: Efficiency

Deliver educational, training, rehabilitation and information/research programs and services through the public education system in a manner which makes effective and efficient use of resources.

Description:

In accepting American Recover and Reinvestment Act (ARRA) State Fiscal Stabilization Funds (SFSF) in 2009, the State agreed to certain education reform assurances. Of the four assurances, the second is that the State will establish a longitudinal data system. While the ARRA SFSF minimum requirements are for a P-16 system, the goal is to identify the scope and requirements of a P-20 and workforce longitudinal data system to improve reporting capabilities that track various programs and outcomes between grade levels. There are, however, no identified funds available for creation of a P-20 to workforce longitudinal data system beyond an existing State appropriation and federal grant in the State Department of Education for a K-12 SLDS.

The financial requirements of a P-20 to workforce longitudinal data system would be derived from the Board's determination of what the system requirements will be. Regardless, the Office of the State Board of Education must have one (1) FTP for a Technology Program Manager to coordinate and manage the postsecondary statewide longitudinal data system (SLDS).

This position will also act as the liaison with the Information Technology Resource Management Council (ITRMC) of Idaho.

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

One FTP and \$98,100 in General Funds. There is no base funding for this new federal mandate.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Technology Program Manager; pay grade N (pay range: \$48,651 - \$89,502, policy: \$71,600); full-time and benefitted; anticipated date of hire: August 2011

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Director of Research will supervise the position and has redirected some of her time to this effort.

- c. List any additional operating funds and capital items needed.

\$2,000 for travel (OE) and \$1,000 for PC (one-time CO)

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

Fund source is 100% General Fund

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All students, parents, educators, and policy makers in Idaho will be served by a SLDS.

Failure to fund this request will seriously jeopardize the State's ability to meet its ARRA SFSF education reform assurances.

- 5. If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first.**

This item was not requested in the FY 2011 budget.

- 6. Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.**

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ARRA/SFSF Statewide Longitudinal Data System Requirements

System Requirements:

The State shall ensure that the statewide P-16 data system includes the following elements. This does not mean we must have ONE system; it can be multiple systems with the capability to link the entire P-16 spectrum. But, if there are multiple systems, each system must collect a minimum of the following:

For the entire P-16 spectrum:

1. A unique statewide student identifier
2. Student-level enrollment, demographic, and program participation information
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

The following are specific system element requirements for K-12 and Postsecondary respectively:

K-12 ONLY (these data elements are required for K-12 only):

1. Yearly test records of individual students with respect to assessments
2. Information on students not tested by grade and subject
3. Teacher identifier with the ability to match teachers to students
4. Student-level transcript information on courses completed and grades earned
5. Student-level college readiness test scores

Postsecondary ONLY (these data elements are required for postsecondary only):

1. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework;
2. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

System Capabilities:

In addition to the minimum system requirement, there are a set of minimum capabilities. The “system” must be able to do the following for the entire P-16 spectrum, regardless of whether there is one centralized system or multiple systems that communicate with each other. These minimum required capabilities will also have to be taken into consideration when determining which data elements need to be added to the above list in order to meet these requirements. In implementing the statewide P-16 education data system, the State shall:

1. Ensure the system has the capacity to communicate with higher education data systems

2. Ensure a State data audit system assessing data quality, validity, and reliability
3. Identify factors that correlate to students' ability to successfully engage in and complete postsecondary work without the need for prior developmental coursework
4. Identify factors to increase the percentage of low-income and minority students who are academically prepared to enter and successfully complete postsecondary-level general education coursework
5. Use the data in the system to otherwise inform education policy and practice in order to better align State academic content standards, and curricula, with the demands of postsecondary education, the 21st century workforce, and the Armed Forces

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

Intellectual Property policy amendment - first reading

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.M.

BACKGROUND/DISCUSSION

The Intellectual Property policy is a guiding principle for the institutions. In addition, the policy requires institutions to develop their own internal policies on technology transfer for Board review and approval.

Industry has voiced concerns to institutions and Board members about ambiguity, whether real or perceived, in the current policy with respect to: (1) vagueness regarding the Board's versus an institution's claim of ownership; and (2) once an institution does claim ownership, what authority it has in terms of transferring, conveying, disclaiming, etc. those ownership rights.

IMPACT

The proposed changes to the policy are intended to clarify the two areas identified above. A definition section is added to define the term "intellectual property". In addition, staff took the opportunity to clean up and standardize language and terminology. Per the policy, institutions will have 12 months to bring their technology transfer policies to the Board for review and approval.

ATTACHMENTS

| | |
|--|---------|
| Attachment 1 – Board Policy V.M. – First Reading. | Page 3 |
| Attachment 2 – Letter of Support from Tom Kealey, Venture Partner, Montlake Capital, LLC, Boise | Page 7 |
| Attachment 3 – Letter of Support from Ward Parkinson, V.P., Patent Attorney, Ovonyx, Inc. | Page 9 |
| Attachment 4 – Letter of Support from Idaho Technology Council | Page 11 |

STAFF COMMENTS AND RECOMMENDATIONS

The universities' vice presidents for research, technology transfer officers and general counsel worked for many months with Board staff and industry in developing the proposed policy revisions which address the needs of their institutions and industry. The college and universities unanimously support and endorse these changes. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy Section V.M. Intellectual Property as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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~~September 2009~~ October 2010

1. Objectives and Purposes

The State Board of Education, on behalf of the state of Idaho, and the Board of Regents, on behalf of the University of Idaho, (hereinafter collectively referred to as the ~~State~~ “Board”) recognize the dynamic relationship between research and education in postsecondary educational institutions. The ~~State~~ Board recognizes that ~~the~~ inventions, discoveries and published works of commercial importance may be the natural outgrowth of research. The ~~State~~ Board intends to promote the use of intellectual properties for the public good. While postsecondary educational institutions must remain open to intellectual inquiry, at times this openness is juxtaposed with the obligations to contribute to the economic growth and development of Idaho and the nation. The following intellectual property policies balance the institutional obligations to preserve open inquiry and realize the commercial value of intellectual property produced by employees of ~~the State's~~ Idaho's postsecondary educational institutions.

2. Intellectual Property

a. Definition. Intellectual property includes, but is not limited to, any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, plant variety, research data, mark, design, mask work, work of authorship, and computer software regardless of whether subject to protection under patent, trademark, copyright or other laws.

b. Claim of ownership interest. The ~~State Board of Education~~, on behalf of the state of Idaho, through and by Idaho's postsecondary educational institutions under the governance of the Board (hereinafter referred to as “institutions”) ~~and the Board of Regents, on behalf of the University of Idaho,~~ claims ownership of any ~~invention or patentable discovery~~ intellectual property developed under any of the following circumstances:

- (1) Arising from any work performed by an employee of ~~the State Board~~ any institution during the course of his duties to the ~~agency or~~ institution;
- (2) Arising from any work performed by an employee of ~~the State Board~~ an institution or other individual, using ~~state~~ Board resources not similarly available to members of the general public; or
- (3) Arising from any work performed by an employee of ~~the State Board~~ an institution under contract in a program or project sponsored by ~~a State Board agency or an~~ institution or between institutions or a closely related research foundation.

~~September 2009~~ October 2010

~~cb.~~ Disclaimer of ownership interest. The ~~State Board of Education and the Board of Regents of the University of Idaho~~ claims s no ownership interest in any ~~invention or patentable discovery~~ intellectual property developed by the employees or contractors of an institution under the following circumstances:

- (1) When the work is performed outside their assigned duties of the employee/contractor; and
- (2) When the employee/contractor is without benefit of State of Idaho facilities except those available to members of the general public; (such as libraries).

~~dc.~~ Policy review. ~~— Agencies and institutions under the governance of the State Board must secure to the state of Idaho their ownership interest in inventions and patentable discoveries. Agency and i~~ Institutional policies setting out patent technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto, must be submitted to the ~~State~~ Board for its review and approval.

~~ed.~~ Condition of employment - ~~State Board~~ Institution employees and contractors must, as a condition of employment or ~~f~~ contract, agree and adhere to the ~~State~~ Board approved policy on ~~inventions and patentable discoveries~~ intellectual property.

3. Copyrights

- a. Notwithstanding Section 2 of this Policy, When institution employees/~~or~~ contractors are expressly directed to produce specific work for publication, performance or display in the course of their employment duties, the ~~agency or~~ institution may reserve the right to copyright the publication in the name of the state of Idaho or the ~~University of Idaho~~ institution or to publish such work without copyright.
- b. Notwithstanding Section 2 of this Policy, Except as noted in 3.a. above, neither the ~~State Board of Education nor any institution and the Board of Regents of the University of Idaho~~ claims an ~~no~~ ownership interest in works submitted for publication, performance or display by ~~State~~ Board employees/~~and~~ contractors. Employees/~~and~~ contractors retain the right to copyright and publish their own works. That is, as a general rule, all rights to copyrightable material are the property of the creator. The distribution of royalties, if any, is a matter of arrangement between the creator and ~~his~~ their publishers or licensees. However, institutions subject to this ~~rule~~ Policy may elect, by contract or institutional policy, to claim an interest in copyrightable material produced, in whole or part, by their employees or contractors. For example, different treatment may be accorded by an institution in circumstances including but not limited to the following:

~~September 2009~~ October 2010

- (1) ~~I~~n cases of specific contracts providing for an exception,
- (2) ~~I~~n cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,
- (3) ~~W~~here different treatment is deemed necessary to reflect the contribution of the institution to the work ~~as in the case of software, mask works for microcircuit chips, or audiovisual material~~, or
- (4) ~~W~~here a sponsored agreement requires otherwise.

4. Intellectual Property Transfer

- a. The ~~State Board of Education and the Board of Regents of the University of Idaho~~ delegates to Idaho's postsecondary educational ~~the~~ institutions the right to transfer, ~~and~~ convey, license or disclaim ownership rights in intellectual properties developed within ~~the each respective~~ institutions ~~under the patents and copyright rule~~ this Policy. This ~~rule~~ Policy will ~~allow~~ s the institutions to ~~play appropriate roles in effect~~ knowledge transfer and economic growth and development. Under this ~~rule~~ Policy, ~~the each respective~~ institutions may:
 - (1) Grant ~~rights to owned~~ any or all intellectual property ~~rights~~ ies to research foundations for further development or transfer.
 - (2) ~~Themselves as~~ Act as ~~licensors~~ to convey any or all intellectual property rights to ~~commercial ventures~~ for-profit, non-profit, and/or governmental entities.
 - (3) Grant exclusive intellectual property rights to for-profit, non-profit, and/or governmental entities ~~a licensee~~.
 - (4) Collect and disburse license payments in accordance with institutional policy to inventors and their departments and colleges, as well as to their institutions, ~~for the general support of research within the institutions~~.
 - (5) Permit institutional employees the right to participate in ownership and governance of for-profit, non-profit, and/or governmental entities ~~companies that~~ licensed ~~by the~~ institutions al intellectual property to produce and market the ~~discoveries~~ intellectual property, provided the conflict of interest rules are followed.
- b. Each ~~of Idaho's postsecondary~~ institutions shall, within twelve (12) months of the promulgation of this ~~rule~~ Policy, submit its institutional policy on ~~the transfer of intellectual properties (technology transfer)~~ for ~~State~~ Board review and approval. At a minimum, the policy sh~~all~~ ould include:

~~September 2009~~ October 2010

- (1) The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.
 - (2) Policy and plans for patent acquisition (i.e., who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates).
 - (3) The range of allowable institutional involvement in the transfer process (i.e., from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance).
- c. At the request of the Board ~~The~~ the appropriate officer of each ~~postsecondary~~ institution shall report, ~~two (2) weeks in advance of the State Board meeting,~~ on ~~patent, copyright, and~~ technology transfer activities that have occurred at the institution. ~~since the prior meeting of the Board. With respect to patents, the report shall include what public notice was given prior to the licensee(s) being selected. Further, that~~ The report ~~shall~~ will also indicate whether any employees of the institution or its respective research foundation have a financial interest in the ~~company entity~~ to which the intellectual property ~~rights were~~ was transferred conveyed. Terms of any license or technology transfer contract will be made available in confidence upon request for inspection by the ~~State~~ Board.

September 10, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Re: Idaho State Board of Education Governing Policies and Procedures
Section: V. Financial Affairs
Subsection: M. Intellectual Property

Dear Members of the Board,

I am writing to you in support of the proposed modifications to the Idaho State Board of Education Governing Policies and Procedures referenced above.

The proposed modifications clarify two issues important to potential business partnerships between Idaho's institutions of higher education and industry. First, the modifications clarify that each institution claims rights in intellectual property. This clarifies that each institution, on behalf of the State Board of Education, is its own repository of intellectual property assets. The second modification clarifies the institution's authority to manage those intellectual property assets. These two important clarifications; who 'owns' the intellectual property and what authority the owner has to manage the intellectual property, are two fundamental issues for university and industry partnerships.

To grow and succeed in any industry we must foster innovation and enable entrepreneurship activity within existing Idaho companies and stimulate the generation of new enterprise. Idaho institutions of higher education are a source of innovation with potential commercial and social value. One way to realize this potential value and contribute to the economic growth and development in Idaho is through industry and university partnerships such as the ones this intellectual property policy facilitates. The proposed modifications to the Governing Policies and procedures achieve the intention as described in the Policy, 'to promote the use of intellectual properties for the public good.'

I support the proposed modifications as submitted for your consideration.

Sincerely yours,

Tom Kealey, Venture Partner

Montlake Capital, LLC; Boise, Idaho

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September 8, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Re: Idaho State Board of Education Governing Policies and Procedures
Section: V. Financial Affairs
Subsection: M. Intellectual Property

Dear Members of the Board,

It is my pleasure to write in support of the proposed modifications to the Idaho State Board of Education Governing Policies and Procedures referenced above. The proposed modifications clarify two issues important to potential business partnerships between Idaho's institutes of higher education and industry. First, the modifications clarify that each institution claims rights in intellectual property. This clarifies that each institution, on behalf of State Board of Education, is its own repository of intellectual property assets. The second modification clarifies the institution's authority to manage those intellectual property assets. These two important clarifications; who 'owns' the intellectual property and what authority the owner has to manage the intellectual property, are two fundamental issues for industry university partnerships.

To grow and succeed in any industry we must foster innovation and enable entrepreneurship activity within existing Idaho companies and stimulate the generation of new enterprise. Idaho institutes of higher education are a source of innovation with potential commercial and social value. One way to realize this potential value and contribute to the economic growth and development in Idaho is through industry that the university partnerships such as the ones this intellectual property policy facilitates. The proposed modifications to the Governing Policies and procedures achieve the intention as described in the Policy, 'to promote the use of intellectual properties for the public good.'

In summary, I enthusiastically support the proposed modifications as submitted for your consideration.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Ward Parkinson', followed by a long horizontal flourish.

Ward Parkinson, V.P.
Patent Attorney
Ovonyx, Inc.
300 Main St., #111
Boise, ID 83706
208-850-5577
wparkins@aol.com

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September 28, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Re: Idaho State Board of Education Governing Policies and Procedures
Section: V. Financial Affairs
Subsection: M. Intellectual Property

Dear Members of the Board,

We are pleased to write on behalf of the Idaho Technology Council and its Research and Development Committee in support of the proposed modifications to the Idaho State Board of Education Governing Policies and Procedures referenced above. We strongly support the effort to revise the intellectual property policy of the State Board of Education.

The Idaho Technology Council is dedicated to fostering the growth of technology companies in the state of Idaho. We believe the proposed modifications to the intellectual property policy will further our mission, as well as help to achieve the stated objective of the State Board of Education to promote the use of intellectual property for the public good.

Indeed, we believe that further changes to the intellectual property policy may be warranted in the future, and we would welcome the opportunity to work with the State Board of Education to recommend possible additional changes to the policy. In the meantime, we believe the proposed modifications as submitted for your consideration represent a positive step in the right direction, and we recommend that these proposed modifications be adopted.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Richard Raimondi".

Richard Raimondi
Chairperson
Idaho Technology Council

A handwritten signature in blue ink, appearing to read "Peter Midgley".

Peter Midgley
Chairperson
ITC Research and Development Committee

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

SUBJECT

Differential Fees policy – first reading

REFERENCE

| | |
|----------------|---|
| September 2001 | Board authorizes UI to bring a proposal to the Board to implement differential fees on a limited basis. |
| March 2002 | UI asks Board for additional time to talk about the issue with students and other stakeholders, and bring a proposal back at a later date. |
| October 2008 | Institutions request direction from the Board whether there is support for a mechanism to request differential fees by the college or universities. Board directs staff to bring forward an amendment to Board Policy V.R.3., adding differential fees. |
| June 2010 | Information Item to seek Board guidance on next steps for differential fees policy. |
| August 2010 | Draft policy and proposal brought for Board review. |

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.b.

BACKGROUND / DISCUSSION

At the August 12, 2010 meeting the Board reviewed a draft differential fee policy and a draft differential fee program proposal. Several Board members expressed concern that the draft policy set a “low bar” and was not sufficiently differentiating. Following the August meeting, staff solicited comments and suggestions from Board members. One Board member expressed a desire for a policy that “screens” and defines truly high quality, high value and high cost programs. In other words, it needs to cost more to provide the program and graduates need to be able to earn more. Another member stated that the Board has to be very careful about defining how differential fees are established and what are the limits of their application. In general, the concern with differential fees is the possibility that every program will be asking for them once they are established. Almost any college or department within an institution could make the argument that their program deserves differential fees simply because the fees would allow for a “higher quality” program.

In light of these comments and concerns, staff tightened up the proposed policy by clarifying the scope and intent of differential fees, and adding several additional requirements to be submitted with any proposal for differential fees.

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- Differential fees are intended to maintain or enhance high quality programs and: (1) offset demonstrably higher than average instructional costs; and/or (2) reflect the market pricing for programs with high demand.
- Differential fees will be a fixed amount in the form of a per credit or per course fee.
- If a differential fee is approved, all existing course fees will be eliminated except those which cover identified consumables associated with a specific course.
- Provide projected revenue from the fee with enrollment assumptions.
- Address how the fee will impact program access and affordability.
- Identify the premium in program quality and how the fees will positively the quality of the learning experience for students.
- For high cost programs, identify program costs for preceding three years and clearly demonstrate the cost exceeds available funding.
- For high demand program, quantify program demand, demonstrate market demand, and address elasticity of demand.
- Student Consultation and Support: All differential fees plans must show evidence of consultation with students who will be affected, both via student representative groups and the annual fee hearings process.
- Revenue generated from differential fees will be tracked and accounted for separately, and may only be expended for activities directly related to the program with which the fee is associated.

IMPACT

While assessment of differential fees would clearly have an added financial impact on students, the net fiscal burden will depend on each individual proposal. As noted above, institutions would be required to address how a proposed fee would place limitations on program access and affordability.

ATTACHMENTS

Attachment 1- Section V.R.3.b.vi. – Differential Fees – First Reading Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The concept of differential fees is not new to the Board. In 2001, the University of Idaho brought forward a proposal for its Integrated Business Curriculum as a test case for differential fees, but the proposal was ultimately withdrawn. The concept resurfaced in October 2008 when the Board voted to direct staff to bring forward an amendment to Board Policy adding differential fees. The proposed policy amendment for the Board's consideration is the culmination of two years worth of discussions and drafts on this issue.

At its most basic level, the institutions represent that they would like the ability to fund high cost, high quality programs without taking additional funding from their base educational mission. In other words, low cost programs already subsidize the high cost programs, but declining state funding exacerbates the need for subsidization in order to maintain program access and quality.

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The rationale for differential fees is often linked to the high cost of instruction intrinsic to certain disciplines, and/or the “ability to pay”.¹ With regard to the first rationale, an argument could be made that cost differentials are already built into the program weights as a part of the Enrollment Workload Adjustment (EWA) formula. Unfortunately, the EWA is seldom consistently and fully funded by the State. As a result, institutions which experience steady enrollment growth usually do not receive commensurate funding increases from the State. Regarding the latter rationale, some interpret “ability to pay” to mean future earning potential. There is always the risk, however, that imposing higher fees on programs with higher earning potential will begin to artificially limit access to those affluent enough to pay the fee in the first place. An additional concern is that many of the high cost programs are within the STEM disciplines. It may strike some as counter-productive to advocate and encourage more students to pursue STEM degrees while assessing a higher fee on some of those very same programs.

To address potential access issues created by differential fees, some states require that a percentage of the fee be set aside for need-based financial aid for students enrolled in the program(s) for which a differential fee is assessed. This concept was discussed among BAHR and the financial vice presidents early in the process, but ultimately it was decided to not include a financial aid component in the proposed policy. There was a concern that a financial aid set-aside would be complicated and burdensome to administer (e.g. financial aid changes with each course add/drop).

Pursuant to the Board’s directive from October 2008, staff has worked closely with BAHR and institutional staff to craft a differential fee policy which attempts to balance the duties and desires of the Board, the fiscal impact on students and the needs of the institutions. Staff has identified several of the policy and philosophical issues surrounding differential fees for the Board’s consideration.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy Section V.R.3.b.vi, Differential Fees as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

¹ In September 2001, each institution prepared a “Statement Response to Differential Fees.” In the interest of full and fair disclosure, this analysis borrows from some of the points raised in those documents. See <http://www.boardofed.idaho.gov/meetings/board/archive/2001/09-20-01/irsa.pdf>

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R. Establishment of Tuition and Fees

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited as required by Section V, Subsection Q.

i. Tuition – University of Idaho

Tuition is defined as the fee charged for the cost of instruction at the University of Idaho. The cost of instruction shall not include those costs associated with the construction, maintenance, and operation of buildings and facilities, student services; or institutional support, which are complementary to, but not a part of, the instructional program. Tuition may be charged only to nonresident students enrolled in the University of Idaho, or to resident students enrolled in the University of Idaho who are in a professional program, college, school, or department approved by the State Board of Education and the Board of Regents of the University of Idaho; who are taking extra studies; or who are part-time students at the institutions.

ii. Matriculation Fee – University of Idaho

Matriculation fee is defined as the fee charged at the University of Idaho for all educational costs other than the cost of instruction, including, but not limited to, costs associated with the construction, maintenance, and operation of buildings and facilities, student services, and institutional support.

iii. Tuition – Boise State University, Idaho State University, Lewis-Clark State College

Tuition is defined as the fee charged for any and all educational costs at Boise State University, Idaho State University, and Lewis Clark State College. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

iv. Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

v. Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

vi. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

vii. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the tuition fee, matriculation fee, facility fee, and activity fee.

viii. Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

ix. Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

x. In-Service Teacher Education Fee

The fee shall be one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- (a) The student must be an Idaho public school teacher or other professional employee of an Idaho school district.
- (b) The costs of instruction are paid by an entity other than an institution.
- (c) The course must be approved by the appropriate academic unit(s) at the institution.
- (d) The credit awarded is for professional development and cannot be applied towards a degree program.

xi. Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be

charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

iv. Professional Fees

To designate a professional fee for a Board approved program, *all* of the following criteria must be met:

(a) Credentialing Requirement:

- 1) A professional fee may be assessed if graduates of the professional program obtain a specialized higher education degree that qualifies them to practice a professional service or to be eligible for credentialing or licensing to practice a professional service.
- 2) The program leads to a degree that is at least the minimum required for entry to the practice of a profession.

(b) Accreditation Requirement (if applicable): The program meets the requirements of national/specialized/professional accrediting agencies as defined by the State Board of Education.

(c) Extraordinary Program Costs: The cost of the professional program significantly exceeds the cost of nonprofessional programs at the institution. Institutions will be required to provide documentation to support the reported cost of the program.

Institutions will propose professional fees for Board approval based on the costs to deliver the program.

v. Self-Support Certificate and Program Fees

Self-support certificates and programs are a defined set of specific courses that must all be successfully completed in order to earn the certificate. Such programs must be encapsulated, separate and distinct from the regular courses of the institution. Institutions may offer self-support certificates and programs if the fees assessed cover all costs of the program and no appropriated funds are used to support the program. In addition, students pay a fee for the entire program and may not enroll for program courses on an individual course-by-course basis. Students enrolled in the self-support

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programs may take courses outside of the program as long as they pay the required tuition and fees for those courses. Institutions will establish such fees on an individual program basis according to anticipated expenditures. Self-support certificate and program fees are retained by the institution.

vi. Differential Fees

(a) Differential fees are defined as additional fees on the basis of specified criteria that are supplementary to the base state appropriation, tuition, and fees for a specific academic program (as defined in III.G.2.a(1)(a)). Differential fees are intended to maintain or enhance high quality programs and:

- 1) offset demonstrably higher than average instructional costs; and/or
- 2) reflect the market pricing for programs with high demand.

(b) Differential fees shall be in the form of a per credit or per course fee and shall not be tied by percentage or multiplier to any existing fee, including but not limited to, tuition or student fees.

(c) Upon the approval and establishment of a differential fee, all existing course fees associated with the same program shall be eliminated, except those that are designated to cover the cost of identified consumables associated with a specific course.

(d) As provided below, institutions may request Board approval for differential fees at either the undergraduate or graduate level. Institutions requesting Board approval of differential fees shall develop a proposal addressing the following criteria:

- 1) The expected resulting revenue must be provided for the first year of the program, based on an increase over current year tuition rates. If the proposal is a phased-in initiative, a projection must be made for the build-out of the fee, cumulating prior year increases. Enrollment assumptions should be clearly identified and defensible.
- 2) Address limitations on program access and affordability. The proposal shall include a college advising process that enables the student to anticipate future cost increases and (if necessary) seek additional aid to cover the differential amount over base tuition and fees.
- 3) Evidence that demonstrates the differential fee plan proposal would result in student costs that are comparable to the student cost for

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similar programs at other institutions such that the institution will not be disadvantaged in attracting students. At a minimum, the institution shall provide tuition and fee data from each of its Board-approved peer institutions which charge differential fees for a comparable program.

- 4) Identify all existing special course fees associated with the program, indicating those that will be eliminated.
- 5) Include specific information to identify the premium in program quality, and specify how such fees will positively impact the quality of the learning experience for the student. Inclusion of independent and objective qualitative analysis of the program is preferred.
- 6) For high cost programs, indicate total annual program costs in relation to total program revenues and expenditures for the preceding three fiscal years. Clearly demonstrate that the cost necessary to operate the program exceeds the funding provided through base appropriated funds, tuition and fees. For example, provide evidence that the program requires markedly higher than average expenditures for faculty, staff and/or equipment.
- 7) For high demand programs: (i) quantify program demand by including program enrollments for the preceding three academic years; (ii) market-based information should be provided to demonstrate that employment opportunities support the higher price; (iii) describe how the proposed tuition level may impact overall student demand for the program and how such changes in demand fit with the institution's overall enrollment management target and goals; and (iv) address the elasticity of the program's demand.
- (e) Differential fee proposals shall show evidence of consultation with affected students both through student representative groups and the annual campus student tuition and fee hearings process, and how student comments were addressed.
- (f) Funds generated from a differential fee shall be tracked and accounted for separately. For example, an institution could maintain a separate local fee account at the college or department level.
- (g) Funds generated from a differential fee shall only be expended on goods and services directly related and beneficial to the program with which the fee is associated, including but not limited to, salaries and benefits, operating expenses and capital outlay.

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(h) Differential fee revenue is intended to be additive to base funding for the approved program(s). An approved program's receipt of differential fee revenue is not, in and of itself, a permissible basis upon which an institution may justify a reduction to an approved program's base appropriation. It is conceivable, however, that budget reductions to an institution's appropriation could ultimately result in a decrease to an approved program's base appropriation.

(i) Upon request by the Board or its staff, each institution with approved differential fees shall submit a written report to the Office of the State Board of Education with program base funding, differential fee revenue, actual expenditures of differential fee programs, and an explanation of how the fees have been used for the benefit of the academic program for which the fee was established.

vii. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

viii. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts and shall only be expended for the purposes for which they were collected.

i. Continuing Education

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Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

iii. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Gift Agreement and naming facility; approval of deed restriction for "Beverly Bistline Park at Idaho State University"

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section I.K. and Section V.I.

BACKGROUND/DISCUSSION

Beverly Bistline has been a major donor to the University over the years. She has made multi-million dollar contributions to the Stephens Performing Arts Center and has established or contributed to major student scholarship funds, including, for example, endowing scholarships for students planning to attend law school upon obtaining an undergraduate degree from Idaho State University (ISU).

As reflected in the Gift Agreement which is submitted for the Board's consideration, Ms. Bistline wishes to transfer a valuable parcel of property, approximately 13 acres, to the ISU Foundation, subject to certain conditions. The Foundation intends to sell or exchange the property for the benefit of the University. The proceeds are unrestricted and may be applied to student scholarships, pay down of debt on the Performing Arts Center or to other pressing University needs. In recognition of the transfer and Ms. Bistline's generous contributions to the University over the years, the University desires to name and designate an open area situated in the foothills northeast of its main Pocatello campus the "Beverly Bistline Park at Idaho State University" (the "Park").

The Park property consists of approximately 78 acres of land which was previously received by the University as part of a larger exchange (93 acres) several years ago. It is largely hillside land which is not developable due to the steep grades and gullies throughout. The potentially developable portion of the 93 acre parcel will be excluded when a survey is completed. The Park is currently being used by the University as a Frisbee golf course, and has been recognized nationally as a challenging and competitive course. It is maintained through efforts of various volunteer organizations. If the Board approves, the Park would be named as noted above and the University would agree to a deed restriction which would require it to maintain the Park as an open recreational space for such activities as disk golf, hiking, biking, for ISU students, faculty, staff and the community. If the University later chooses to discontinue its use and maintenance of the Park property, to honor the wishes of the donor the University would first offer to sell or exchange the Park to the City of Pocatello or Bannock County for continuing use consistent with the recreational uses noted herein. If the city or the county decline the offer, then the University may sell the Park

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property and pay (in its discretion) the Donor or the Pocatello Greenway Foundation or the City of Pocatello, \$125,000 to be used for park land acquisition, or to otherwise set aside other University land for a similar purpose. The \$125,000 represents the current appraised value of the 13 acre parcel as currently zoned. While the 13 acre parcel is a separate transaction and not part of the Park property, the University and donor used its appraised value as the value of the restricted use of the Park property.

IMPACT

If approved, the Foundation will accept a 13 acre parcel, and in turn the University will impose a deed restriction on University property and name the property after a major donor.

ATTACHMENTS

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| Attachment 1 – Gift Agreement & Exhibit A | Page 3 |
| Attachment 2 – Exhibit B | Page 9 |
| Attachment 3 – Appraisal | Page 11 |

STAFF COMMENTS AND RECOMMENDATIONS

This transaction involves a transfer of real property to the Idaho State University Foundation as a gift in part and in exchange for value in the form of a deed restriction on University owned real property as open recreational space. In recognition of the gift, the University seeks to name the open space in honor of the donor.

The real property to be transferred to the foundation has an appraised value of \$125,000 as currently zoned (residential low density). If, however, the property were rezoned as residential commercial professional, the appraised value is estimated at \$1.2 million.

Staff recommends approval.

BOARD ACTION

I move to approve the Gift Agreement as presented, which includes acceptance by the Idaho State University Foundation of a 13 acre parcel, a deed restriction on university-owned real property, and the naming of said property the “Beverly Bistline Park at Idaho State University.”

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GIFT AGREEMENT

This Agreement is entered into by Beverly Bistline (“Donor”), the Idaho State University Foundation, Inc. (“ISUF”), and Idaho State University (“ISU”) on the _____ day of _____, 2010.

RECITALS

- A. Donor desires to transfer the property described in the attached Exhibit A (the “Property”) to ISUF as a gift in part and in part in exchange for value in the form of restricting, as described herein, the use of the ISU property, currently consisting of an eighteen hole Frisbee golf course, as illustrated in the attached Exhibit B (the “Park”). ISU will have a survey conducted, and a formal legal description will be substituted for Exhibit B, when completed.
- B. ISUF desires to accept such transfer and, to the extent such transfer is a gift and as a sign of appreciation, ISU agrees to use its best efforts to secure approval of the State Board of Education (the “State Board”), in accordance with State Board policy, to name the Park the “Beverly Bistline Park at Idaho State University”
- C. ISU desires to recognize the generous and valuable contributions of Donor to ISU and the ISU community and, as the owner of the Park, desires to facilitate the transfer of the Property to ISUF. To the extent that there is exchange for value as set forth herein, ISU agrees to use its best efforts to secure State Board approval to maintain the Park as an open recreational space for such activities as disk golf, hiking, biking, and as a place for ISU students, faculty, staff and the community to enjoy similar outdoor activities and to secure such use in perpetuity through deed restriction or some other means recordable with the Bannock County Recorder’s Office.
- D. As described above, ISU, as the owner of the Park, desires to facilitate this transfer as described herein and perceives that in doing so it is not materially altering the value of the land comprising the Park both because ISU has no current intention for using the Park for any purpose other than as a public space, and based upon existing zoning and building ordinances, has no reason to conclude that the Park will ever have a higher value than for use as public open space.
- E. The parties desire to memorialize these recitals in this Agreement.

AGREEMENT

Therefore, incorporating the foregoing Recitals, and in consideration of the mutual agreements contained herein, the parties agree as follows:

1. Donor hereby agrees to transfer the Property by warranty deed to ISUF, without restriction and to be used by ISUF at its sole discretion.

2. ISUF will pay all costs associated with transferring the Property to ISUF, including an ATLA title insurance policy on the Property in favor of ISUF. ISUF will accept the property subject to receiving a satisfactory title report and insurance, and the environmental survey described below. If the title report, insurance, or environmental survey are not satisfactory to ISUF or ISU, either ISUF or ISU may terminate this Agreement by giving written notice to Donor and returning the Property to Donor if already transferred.
3. ISUF will pay for a Phase I environmental survey and a Phase II survey, if warranted by the Phase I survey.
4. Donor represents, warrants, and covenants to the other parties that:
 - a. Donor has fee simple title to the Property;
 - b. The Property is currently in compliance with all city, local, state and federal requirements pertaining to the Property;
 - c. Except as disclosed in the ATLA commitment for title insurance purchased by Donor, there are no encroachments, easements, or rights-of-way pertaining to the Property or any part of the Property;
 - d. All taxes required to be paid by Donor with respect to the Property have been fully paid or will be fully paid on or prior to the transfer of the Property to ISUF;
 - e. No labor has been performed or materials delivered to or for the Property, the cost of which has not been fully paid or which will not be fully paid on or prior to the transfer of the Property to ISUF;
 - f. To the best of Donor's knowledge, there are no, and there have not been, hazardous substances or materials located, generated, released, or stored on or under the Property in violation of any applicable law or regulations, and Donor hereby indemnifies and holds harmless ISUF from and against all claims, damages, or causes of action that may arise therefrom;
 - g. No litigation, administrative, zoning or other proceeding is pending, outstanding or threatened relating to the Property or any portion thereof.
5. ISU represents that it is the fee simple owner of the Park property, and that said property is maintained by various volunteer individuals and organizations, and that it intends to continue maintaining the property in the same manner in the foreseeable future.

6. The foregoing representations, warranties and covenants will be remade as of the date of the transfer of the Property by warranty deed to ISUF and shall survive such transfer.
7. The parties will cooperate in complying with all applicable policies and requirements pertaining to the acceptance of real property gifts by ISUF and the naming of ISU properties.
8. In recognition of the valuable and generous contributions of Donor to ISU and the community over the years, ISU agrees to use its best efforts to obtain approval of the State Board to name the Park the “Beverly Bistline Park at Idaho State University.” ISU also agrees to use its best efforts to obtain State Board approval to maintain the Park as an open space park for such activities as disk golf, hiking, biking, and as a place for the enjoyment of ISU students, faculty, staff and the community and to secure such use in perpetuity through deed restriction or some other means recordable with the Bannock County Recorder’s Office, which restriction will be subject to the following terms.
 - a. The Park will not be sold, leased or transferred by ISU to any person or entity without first offering the Park for sale or exchange to the City of Pocatello or Bannock County for the uses described herein.
 - b. If the City of Pocatello or Bannock County declines such offer for sale or exchange, the Park may be sold without the restriction on use described above, provided that, if the Park is sold without such restriction, ISU agrees, in its discretion, to pay the sum \$125,000 to Portneuf Greenway Foundation for use in land acquisition or if the Portneuf Greenway Foundation should not exist then to the City of Pocatello for use in public park land acquisition or put similar property owned or acquired by ISU to use as an open space park subject to the same recorded restrictions to be used for such activities as disk golf, hiking, biking, and as a place for the enjoyment of ISU students, faculty, staff and the community.
9. If the State Board of Education does not approve the deed restriction or other recordable means of securing the use of the Park described above, then:
 - a. If ISUF has sold, or entered into an agreement to sell, the Property prior to notification of the State Board’s decision, then immediately or upon closing, as the case may be, it shall pay to Donor an amount equal to the proceeds from such sale, less the costs of the environmental surveys, title report and title insurance described above, but in no event shall the amount paid to Donor exceed \$125,000. For example, if the Property sold for \$250,000 and the costs of the environmental surveys, title report, and title insurance equaled \$5,000, ISUF would pay the sum \$125,000 to Donor and would retain the remaining proceeds for use by ISUF without restriction. If, alternatively, the Property sold for \$120,000 and the costs of the environmental surveys, title

report, and title insurance equaled \$5,000, then ISUF would pay the sum \$115,000 to Donor.

- b. If ISUF has not sold, or entered into an agreement to sell, the Property prior to notification of the State Board's decision, it shall, in its discretion, transfer the Property to Donor or pay \$125,000 to Donor.

10. The terms of this Agreement shall survive transfer of the Property to ISUF.

This Gift Agreement is effective on the date first written above. The signatories to this Gift Agreement, below, agree that this Gift Agreement may be executed in any number of counterparts with the same effect as if all the signatories has signed the same document, and all counterparts shall be construed together and shall constitute one written document

DONOR

BEVERLY BISTLINE

Dated:_____

IDAHO STATE UNIVERSITY FOUNDATION, INC.

By_____

Mike Byrne, as President

Dated:_____

IDAHO STATE UNIVERSITY

By_____

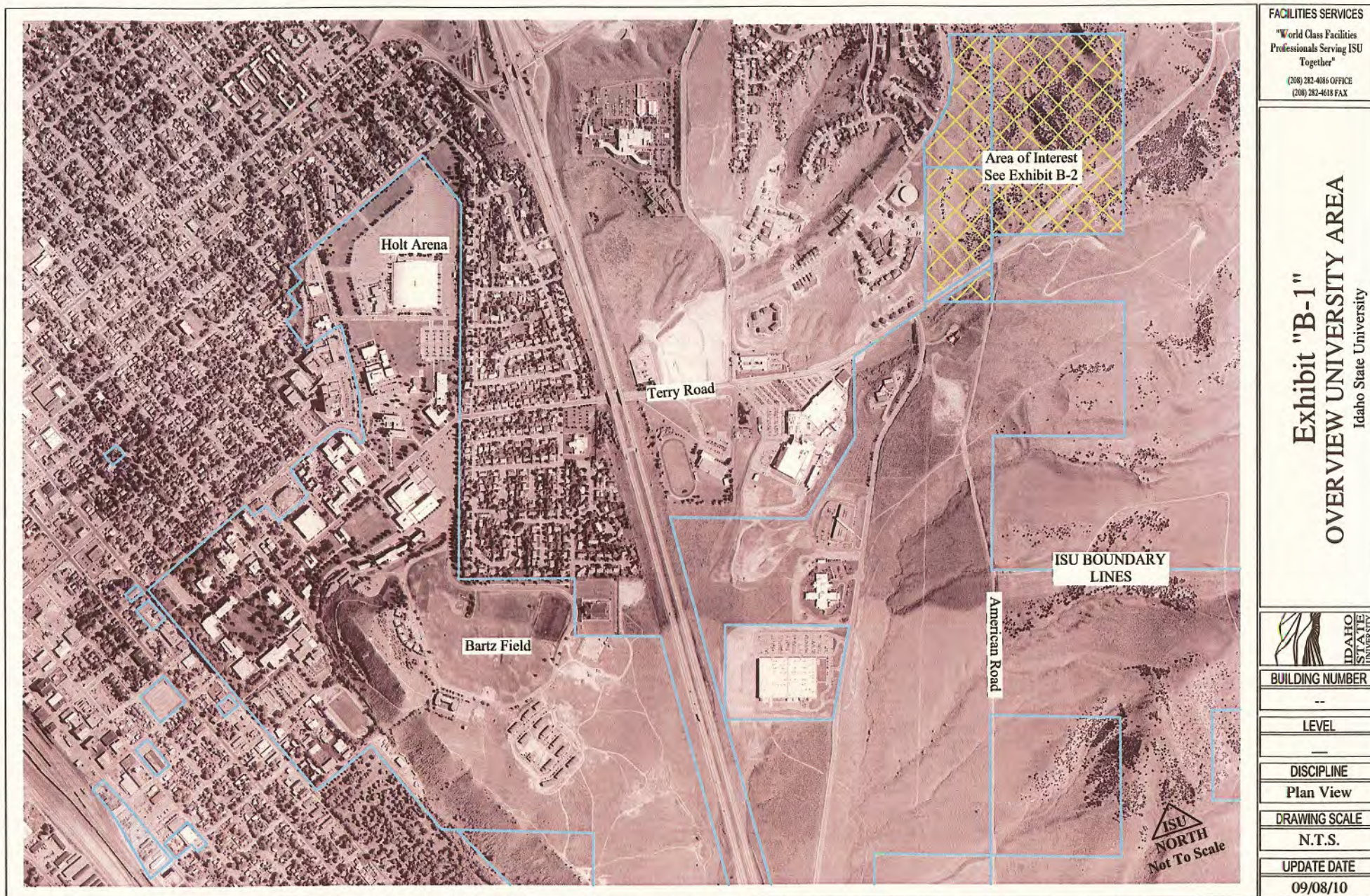
Arthur C. Vailas, as President

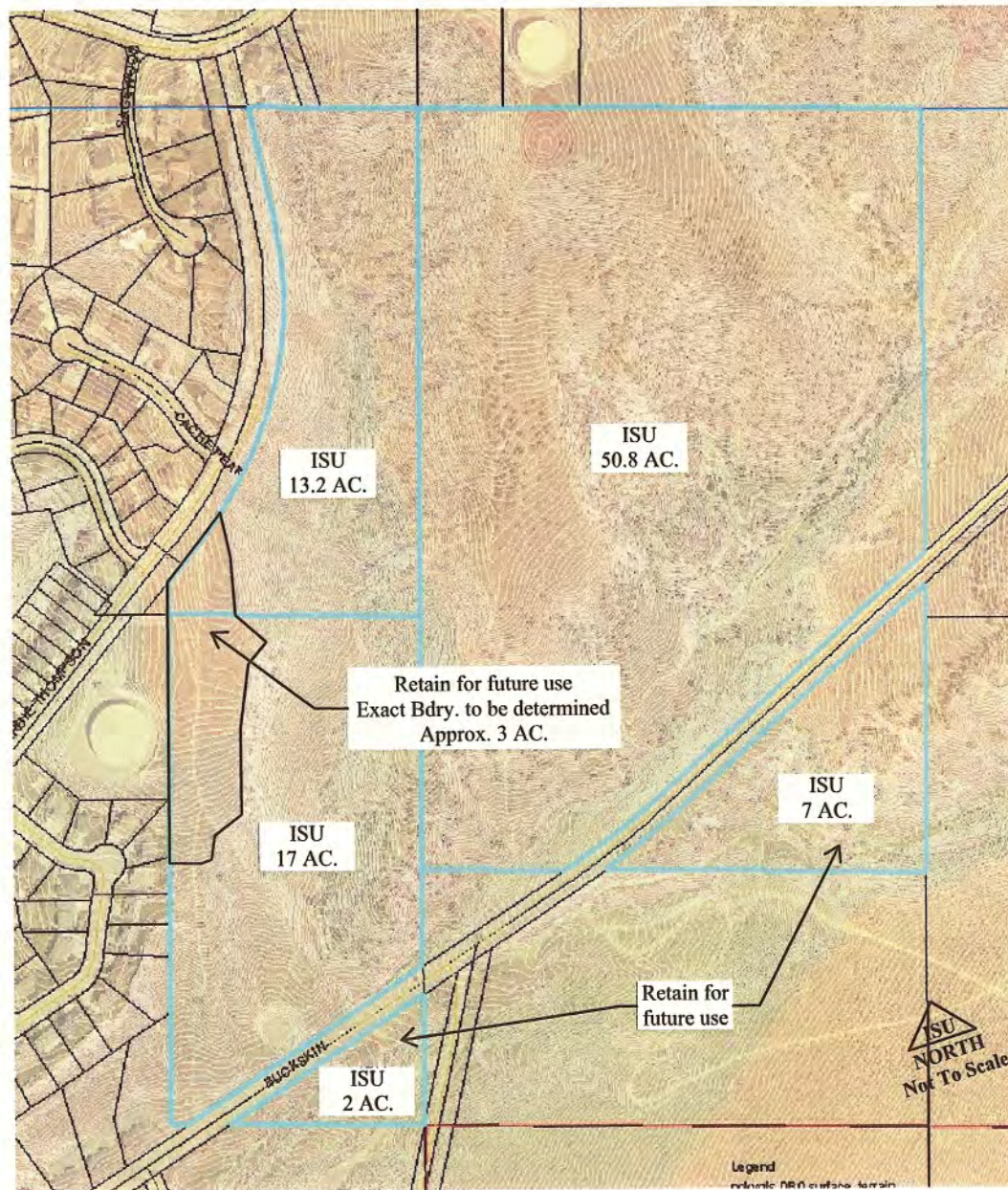
Dated:_____

Approved by the State Board of Education the
_____ day of _____, 201____.

EXHIBIT A

A tract in the Northeast $\frac{1}{4}$, Northeast $\frac{1}{4}$, S25-T6S-R34E, Tax 76, 13.91 AC Country property in Pocatello, Bannock County, Idaho.





(208) 282-4086 OFFICE
(208) 282-4618 FAX

Exhibit "B-2"
ISU AREA OF INTEREST
Idaho State University



BUILDING NUMBER

1992

LEVEL

1

DISCIPLINE

Plan View

DRAWING SCALE

N.T.S.

UPDATE DATE

09/08/10

**BOWMAN APPRAISAL AND VALUATION
COMMERCIAL AND RESIDENTIAL APPRAISAL**

P.O. Box 2381
POCATELLO, IDAHO 83206

208 239-0763
208 241-8455
208 241-1713

January 15, 2010

Mr. Alan Van Orden
Jordan & Company
109 N. Arthur, Suite 400
Pocatello, ID 83204

Dear Mr. Van Orden,

In accordance with your request for an estimate of the fair market value of the commercial property located on Hospital Way, Pocatello, Idaho in Bannock County, the following appraisal report is enclosed. The appraisal was completed for Mr. Van Orden of Jordan & Company for the purpose of determining the current market value. The market approach to value was developed in this assignment.

I have personally inspected the property site and have made a careful and detailed analysis of all factors pertinent to the estimate of value.

The accompanying report of 92 pages, including this Letter of Transmittal, contains the results of my investigation and analysis. This appraisal report conforms to 12 CFR Part 34 (FIRREA) and adheres to the current version of the Uniform Standards of Professional Appraisal Practice (USPAP).

In my opinion, the fair Market Value of the above property as of date, was

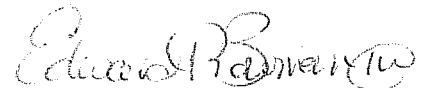
Residential Commercial Professional \$1,200,000.00

Residential Low Density Zoning \$125,000.00

Respectfully Submitted,



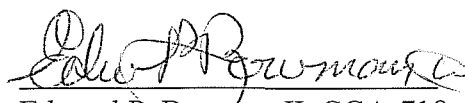
Edward P. Bowman II
Certified General Appraiser




Edward P. Bowman, III
Associate Appraiser

SUMMARY OF SALIENT FACTS AND CONCLUSIONS

| | |
|---|---|
| PURPORTED OWNER: | Beverly Bistline PO Box 8 Pocatello, Idaho 83204 |
| LOCATION OF PROPERTY: | Hospital Way Pocatello, Idaho 83201 |
| PROPERTY RIGHTS APPRAISED: | Fee Simple Title, subject to all easements and restrictions of record |
| HIGHEST AND BEST USE: | Commercial Development (Medical Office Building) |
| HIGHEST AND BEST USE: ZONING | Residential Commercial Professional (Requires Zoning Change) |
| DATE OF VALUATION: | December 29, 2009 |
| TOTAL LAND VALUE: Residential Commercial Professional Zoning | \$1,200,000.00 |
| TOTAL LAND VALUE: Residential Low Density Zoning | \$125,000.00 |

APPRAISER 
Edward P. Bowman II, CGA-718
Certified General Appraiser


Edward P. Bowman III, RT-1085
Associate Appraiser

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

UNIVERSITY OF IDAHO

SUBJECT

Unified communications initiative – phased replacement of University of Idaho (UI) legacy telecommunication systems and platform for future communication solutions

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This initiative is intended to replace aging and costly UI legacy voice communication systems with a unified communications system that will allow UI to centralize support and equipment costs for telecommunications -- eliminating duplicative systems and resources costs, consolidating network and voice costs, replacing failing services, and facilitating cost avoidance. This initiative will also provide a platform for future capabilities, such as emergency notification, audio/video conferencing, call centers, and other applications along with providing functionality for collaborative initiatives and the opportunity for increased operational efficiencies.

The telecommunications industry is rapidly moving to voice communications over the Internet. It consolidates multiple technologies over a common infrastructure framework that allows for operational efficiencies and cost savings. UI has gained great knowledge from collaborating with Boise State University in their rollout of this type of technology both on their campus and on the UI-Boise campus.

IMPACT

The project will be implemented in phases. The first phase, which is a pilot project, includes installations at UI-Coeur d'Alene and a small rollout on the UI-Moscow campus. The cost for the first phase is estimated at \$225,000 and will be covered by internal UI funding.

Once this portion of the project is successfully completed and UI has a good understanding of the risks and complexities of the solution, UI will come to the Board with a proposal for implementing this solution for the remainder of the UI-Moscow campus and the larger UI centers.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

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

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BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Theophilus Tower Elevator Modernization and Life Safety Improvements

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section, V.K.1 & V.K.2

BACKGROUND/DISCUSSION

This is an initial request for Regent's Authorization to implement a Capital Project to improve and upgrade the existing elevators in Theophilus Tower, a residential facility located on the main campus of the University of Idaho, Moscow.

Theophilus Tower serves as one of the primary residential facilities for undergraduate students who elect to reside within the University Housing and Residential Life System. The facility dates back to 1968 and is a medium rise structure of 12 stories, including the basement. The facility is noted in the University's Long Range development Plan as being a facility the University should continue to utilize into the known future.

Recently, the University has invested in, and completed, significant project efforts aimed at ensuring that the structure is in good condition and well placed to house students well into the foreseeable future. These include a replacement of the roofing system, a comprehensive repair of the exterior masonry systems and major improvements to the fire alarm systems all in the last five years.

Inspections of the elevators in Theophilus Tower reveal a need to address items such as the replacement and upgrade of outdated machine room equipment, new elevator systems equipment, upgrades and improvements to the elevator car finishes, providing machine room cooling, upgrades in universal accessibility requirements, and code required improvements to electrical and fire alarm systems.

The University estimates that the total project cost for these necessary improvements is \$941,000. The University has allocated sufficient funds towards this effort based on this estimate of cost.

At this time, the University is requesting authorization to proceed with the effort to modernize and provide for the life safety system improvements at this critical University facility.

This project is fully consistent with the University's strategic plan, residential life goals, and the University's Long Range Capital Development Plan (LRCDP).

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

IMPACT

Immediate fiscal impact of this effort is \$941,000. The project fund source is Auxiliary Services and University Housing facility reserves, allocated for this specific and intended purpose.

| <u>Funding</u> | | <u>Estimate Budget</u> | |
|-----------------------|----------------|-------------------------------|----------------|
| State | \$ 0 | Construction | \$ 731,500 |
| Federal (Grant): | 0 | A/E & Consultant Fees | 41,250 |
| Other (State & UI) | <u>941,000</u> | Contingency | <u>168,250</u> |
| Total | \$ 941,000 | Total | \$ 941,000 |

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The UI seeks approval for a capital project involving elevator modernization and life safety improvements in a student residential facility. The fund source for the project is housing reserve and maintenance funds.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement a capital project to improve and upgrade the existing elevators in Theophilus Tower, a residential facility located on the Moscow campus of the University of Idaho, in the amount of \$941,000. Approval includes the authority to execute all necessary consulting, construction and vendor contracts to implement the design and construction phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of October, 2010

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Theophilus Tower Elevator Modernization and Life Safety Improvements, University of Idaho, Moscow, Idaho
- 2 Project Description:** Capital Project to improve and upgrade the existing elevators in Theophilus Tower, a residential facility located on the main campus of the University of Idaho, Moscow, Idaho
- 3 Project Use:** Project will address items such as the replacement and upgrade of outdated machine room equipment, new elevator systems equipment, upgrades and improvements to the elevator car finishes, providing machine room cooling, upgrades in universal accessibility requirements, and code required improvements to electrical and fire alarm systems.
- 4 Project Size:** N/A

| | Sources of Funds | | | | Use of Funds | | | |
|-------------------------|------------------|------|------------|---------------|--------------|--------------------|------------|------------|
| | PBF | ISBA | Other | Total Sources | Planning | Use of Funds Const | Other** | Total Uses |
| Initial Cost of Project | \$ - | \$ - | \$ 941,000 | \$ 941,000 | \$ 41,250 | \$ 731,500 | \$ 168,250 | \$ 941,000 |
| History of Revisions: | | | | | | | | |
| Total Project Costs | \$ - | \$ - | \$ 941,000 | \$ 941,000 | \$ 41,250 | \$ 731,500 | \$ 168,250 | \$ 941,000 |

| History of Funding: | * Other Sources of Funds | | | | | | |
|---------------------------------------|--------------------------|------|------------------------------------|-----------------|------------|-------------|---------------|
| | PBF | ISBA | Institutional Funds (Gifts/Grants) | Student Revenue | Other | Total Other | Total Funding |
| Initial Authorization Request, Oct 10 | | | | | \$ 941,000 | \$ 941,000 | \$ 941,000 |
| Total | \$ - | \$ - | \$ - | \$ - | \$ 941,000 | \$ 941,000 | \$ 941,000 |

* University of Idaho Housing reserve and maintenance funds set aside for this purpose . UI will report back to the Board of Regents any resulting revisions to the project estimate resulting from the bid process and seek additional project authorization as may be required.

** Project Contingency

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UNIVERSITY OF IDAHO

SUBJECT

Formation of an Applied Research Entity

REFERENCE

February, 2010
June 2010

Executive Session item.
Agenda Item – Matter postponed and referred back to
BAHR Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.

BACKGROUND/DISCUSSION

The University of Idaho is requesting authority to participate in establishing an Applied Research Entity to be known as the University of Idaho Laboratory of Applied Science and Research, Inc. (LASR), to expand on the University's fiscal impact within the state. The University was instructed by the Regents to re-examine the proposed documentation for LASR and apply the Board's policy V.E. Gifts and Affiliated Foundations.

LASR Operating Agreement. The University has restructured the LASR documents to correspond to a foundation agreement similar to that used for the University's fund raising foundation. Under this operating agreement the University's relationship with LASR is more specifically defined, in conformance with Board policy V.E., including the following:

- Use and Availability of University Resources – Article III
 - University liaison to LASR
 - Terms for loaning University employees to LASR
 - Terms for University support staff services
 - Terms for University facilities and equipment
- Terms for Management and Operation of LASR – Article IV
 - Applications for grants and sponsored programs
 - Acceptance of grants and sponsored program agreements
 - Fund transfers between LASR and the University
 - LASR expenditures and financial transactions
 - Transfer of University assets to LASR
 - Separation of funds between LASR and the University
- Terms Specific to LASR's Relationship with the University – Article V,
 - Representation of the University on the LASR board of directors
 - University access to LASR records
 - Prohibition against supplemental compensation by LASR to any University employees
- Audits and Reporting Requirements of LASR – Article VI

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

- Terms Addressing Conflict of Interest and a LASR Code of Ethics and Conduct – Article VII
- General Terms – Article VIII
 - Right of the parties to terminate and the effect of termination without a subsequent operating agreement becoming effective
 - Dispute resolution procedure
 - Terms for transfer of property and assets of LASR in the event of dissolution of LASR
 - Terms clarifying that LASR shall at all times act as an independent entity
 - Terms clarifying that neither party is liable for the other's contracts, torts or other acts or omissions

While the above list is not exhaustive of the full agreement, it highlights the sections important to the concerns expressed by Board members at the June 2010 Board meeting.

LASR Transition Business Plan: The University has also re-examined the transition business plan for LASR. In that regard, it is first important to note that the model for ongoing operations of a fully functioning LASR is essentially identical to the operating model for the University's research engine, including the collaborative operations of the three Idaho institutions involved in CAES. In this model, research funds are sought through competitive grants, research contracts and other sources. When the funds are located, the specific assets and personnel necessary to accomplish the research grant or contract are mustered and paid for with the funds from that specific grant or contract. In addition, an overhead rate is applied to each grant or contract to sustain the administrative operations and overarching operating costs of the LASR.

The transition business plan for LASR envisions a period in which LASR operations start only after the time necessary for LASR to negotiate a federal overhead rate and to then bring on-line specific projects. The federal overhead rate will establish the charge applied to each government grant or contract to fund LASR overhead in addition to the direct costs of the project. The federal overhead rate will also form the basis for a similar charge to the private sector for privately funded grants or contracts. During the initial overhead negotiation period, LASR's operational needs will be minimal, since no government projects can be taken on until establishment of the overhead rate.

The start up of LASR operations and projects will depend on the nature and extent of projects that can be found from current University projects, to the extent they fit within the LASR operating model. The University envisions that current or future projects in the University's Center for Advanced Microelectronics and Biomolecular Research (CAMBR) may be a likely source for LASR start up and that University employees at CAMBR may be the initial employees for LASR. Additionally, the University believes that the LASR applied research entity is the

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

best means for continuing and expanding on the successful research of the CAMBR staff.

This start up mechanism is more specifically set out in the attached business plan for the LASR transition.

IMPACT

Creation and operation of LASR is intended to be financially neutral to the University. LASR will fund its own operations from revenues from research grants and contracts.

ATTACHMENTS

Attachment 1 – University/LASR Operating Agreement

Page 5

Attachment 2 – LASR Transition Business Plan

Page 59

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho has robust research activity, bringing in tens of millions of dollars a year in grants and contracts. Nevertheless, a research enterprise in an academic setting sometimes limits its flexibility in working with the private sector. For example, private industry may be reluctant to engage in applied research work with public institutions due to heightened sensitivities surrounding confidentiality and intellectual property. In addition, university research generally has a more long-term, academic focus. LASR's independent, non-profit status would provide it with the flexibility to take on short-term applied research projects, which would be more closely aligned to the needs of the private sector. At the same time, the University would still be available as backup for longer-term questions or problems. In addition, LASR would provide an independent venue for faculty and student to engage in applied research work with opportunities for technology transfer.

In the Background/Discussion above, the institution highlighted provisions in the operating agreement which address concerns raised by the Board at the June 2010 meeting. Specifically, the LASR operating agreement incorporates the salient provisions of the Board's policy for affiliated foundations. Staff makes the following observations with respect to the operating agreement:

1. Article IV.F. (Tab 11, page 9): Consistent with the foundation policy, the agreement provides for separation of funds. In addition, the last two sentences provide that some LASR expenses can be paid through the university and reimbursed by LASR on a regular basis. This provision would accommodate, for example, payroll for a university employee on loan to LASR. (Section 3.c. of the Loaned Employee Agreement (Tab 11, page 32) provides that LASR will reimburse the university for 100% of the university's total cost of the loaned employee's salary and benefits and any reimbursement costs (e.g. travel).)

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

2. Article VIII.C. (Tab 11, page 14): This section establishes the dispute resolution process. The final step after exhausting all other remedies is litigation. Staff discussed with the institution the possibility of substituting binding arbitration in lieu of litigation. The institution took the position that the two forms of dispute resolution do not typically differ significantly in terms of time or cost.
3. Article VIII.E. (Tab 11, page 14): The operating agreement shall be submitted for review and approval by the Board not less than every two years. This provision provides the Board with regular oversight of the proposed entity's operations.
4. Services Agreement (Tab 11, page 38): The University would provide a number of identified administrative services to LASR including "support for LASR Audit Committee." An audit committee is not referenced in the Articles or Bylaws, but clearly the Services Agreement contemplates the formation of such a committee.

Attachment 2 (Tab 11, page 59) provides a good summary of the transition business plan for LASR. The financial assumptions are built on pending awards which would fund salaries for two researchers. In addition, an overhead rate of approximately 12% on the pending awards would fund university-provided administrative support including human resources, accounting/billing and grant management. Thus, the transition would be cost-neutral to the university and provide LASR minimal workforce and services until it becomes financially self-sufficient.

Overall, the university's proposal is sound and staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to participate in the formation of the applied research entity to be known as LASR and to enter into the proposed Operating Agreement, Loaned Employee Agreement and Services Agreement in substantial conformance with the documents attached to the Board materials.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**OPERATING AGREEMENT
BETWEEN
THE UNIVERSITY OF IDAHO
AND
THE UNIVERSITY OF IDAHO LABORATORY OF APPLIED SCIENCE &
RESEARCH, INC.**

This agreement ("Operating Agreement") is entered into effective the ____ day of _____ 2010 by and between the University of Idaho ("University") and the University of Idaho Laboratory of Applied Science & Research, Inc. ("LASR"). The University and the LASR are sometimes collectively referred to herein separately as a "Party" and collectively as the "Parties."

WHEREAS, LASR is a nonprofit corporation incorporated on _____, pursuant to the Idaho Nonprofit Corporation Act;

WHEREAS, LASR will become a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS, LASR's mission includes a.) conducting research in areas deemed appropriate by the governing Board of Directors and consistent with the charitable, scientific, literary, research, educational, and service goals of the University and b.) acquiring and disseminating knowledge, supporting the education, research, and public service functions of the University;

WHEREAS, LASR and the University desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds;

WHEREAS, the Idaho State Board of Education and the Board of Regents of the University of Idaho (collectively the "State Board") have promulgated Policies and Procedures to be effective as of July of 2008 ("State Board's Policies and Procedures") which are attached hereto as Exhibit "A";

WHEREAS, Section V.E.2.c. of the State Board's Policies and Procedures requires the University to enter into a written operating agreement with LASR that sets forth their operating relationship; and

WHEREAS, LASR and the University intend for this agreement to be the written operating agreement required by Section V.E.2.c. of the State Board's Policies and Procedures.

NOW THEREFORE, in consideration of the mutual covenants and undertakings herein, the University and LASR hereby agree as follows:

ARTICLE I

LASR 'S PURPOSES

LASR's purpose is conducting research in areas deemed appropriate by the governing Board of Directors and consistent with the charitable, scientific, literary, research, educational, and service goals of the University and acquiring and disseminating knowledge, supporting the education, research, and public service functions of the University.

In carrying out its purposes LASR shall not engage in activities that conflict with (1) federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) applicable policies of the State Board; or (3) the role and mission of the University.

ARTICLE II

LASR'S ORGANIZATIONAL DOCUMENTS

LASR shall provide copies of its Articles of Incorporation and Bylaws to the University. All amendments of such documents shall also be provided to the University. Furthermore, LASR shall, to the extent practicable, provide the University with an advance copy of any proposed amendments to LASR's Articles of Incorporation and Bylaws.

ARTICLE III

UNIVERSITY RESOURCES AND SERVICES

A. *University Employees.*

1. *Liaison:* The University's Vice President for Research and Economic Development shall serve as the University's liaison to LASR (the "Liaison"). The duties and responsibilities of the Liaison are as follows:

a. The Liaison shall be responsible for communicating with LASR regarding the University's activities and programs relevant to LASR's mission and for coordinating any administrative support provided by the University to LASR.

b. The Liaison shall report on behalf of the University to LASR's Board of Directors regarding the University's research efforts with regard to LASR. The Liaison may also report other information to LASR's Board of Directors that is pertinent to the common goals of the University and LASR.

2. The University and LASR may elect to enter into agreements for the loaning of employees to LASR by the University pursuant to terms substantially similar to the Loaned Employee Agreement attached as Exhibit "B." The loaned employees shall report to either LASR Board or the Executive Director of LASR, in either case as determined by LASR Board and as specified in the loaned employee agreements.

3. *Limited Authority of University Employees.* Notwithstanding the foregoing provisions, no University employee other than an employee loaned to LASR shall be permitted to have responsibility or authority for LASR policy making, financial oversight, spending authority, investment decisions, or the supervision of LASR employees, provided however University employees appointed to the LASR Board of Directors shall have authority to act as such within the laws of the state of Idaho governing conflicts of state officials as well as the policies of the LASR Board of Directors regarding conflicts.

B. *Support Staff Services.* The University may provide administrative support in financial, accounting, and research compliance services to LASR, as set forth in the Service Agreement attached hereto as Exhibit "C" ("Service Agreement"). Except as specifically provided otherwise herein, all University employees who provide support services to LASR shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with LASR in a Loaned Employee Agreement. LASR will pay directly to the University the portion of the overhead costs associated with the services provided to LASR pursuant to the Service Agreement or as otherwise determined by the agreement of the Parties.

C. *University Facilities and Equipment.* The University may provide the use of the University's office space, laboratory space and equipment and associated services to LASR's employees upon the terms agreed to by the University and LASR. The terms of use (including amount of rent) of the University's office space, equipment and associated services shall be as set forth in the Service Agreement.

D. *No LASR Payments to University Employees.* Notwithstanding any provision of this Agreement to the contrary, LASR shall not make any payments directly to a University employee in connection with any resources or services provided to LASR pursuant to this Article, provided however, nothing in this sub-section D shall limit or prohibit formal joint appointments of employees between the University and LASR under which LASR pays the percentage of salary and employee benefits allocated to LASR under the joint appointment agreement.

ARTICLE IV

MANAGEMENT AND OPERATION OF LASR

A. *Research Grant and Sponsored Programs.*

1. *Applications for Grants and Sponsored Programs.* Any and all LASR applications for Grants or Sponsored Programs shall make clear to prospective grantors that (1) LASR is a separate legal and tax entity organized for the purpose of conducting research in consistent with the charitable, scientific, literary, research, educational, and service goals of the University of Idaho and acquiring and disseminating knowledge, supporting the education, research, and public service functions of the University of Idaho; and (2) responsibility for the governance of LASR, including performance of the terms of any grants or sponsored program resides in LASR's Board of Directors.

B. *Acceptance of Grants and Sponsored Program Agreements.*

1. *Approval Required Before Acceptance of Certain Grants and Sponsored Program Agreements.* Before accepting grants or sponsored program agreements that may require administration or direct expenditure by the University, LASR shall obtain the prior written approval of the University. Similarly, LASR shall also obtain the University's prior written approval of the acceptance of any grant or sponsored program agreement that would impose a binding financial or contractual obligation on the University. Prior to any approval by the University, the University shall obtain approval of the State Board where State Board policy requires such approval.

2. *Acquisition of Real Property.* LASR shall conduct due diligence on all real property that it acquires. At a minimum, acquisition shall be consistent with the terms of Article VII, D, below.

3. *Performance/Administration of Accepted Grants and Sponsored Program Agreements.* All grants and sponsored program agreements received by LASR shall be performed and administered by LASR in accordance with the terms of such grant or agreement and in accordance with applicable state and federal laws, rules and regulations. To the extent the University furnishes support services to assist LASR in performing and administering any grant or agreement, such services shall be furnished in accordance with the Service Agreement between the Parties.

C. *Fund Transfers.* LASR may, from time to time, transfer funds to the University as part of LASR's educational and research mission in support of the University. LASR's Treasurer or other individual to whom such authority has been delegated by LASR's Board of Directors shall be responsible for transferring funds as authorized by LASR's Board of Directors. All transfers and expenditures noted in this Section must comply with Section 501(c)(3) of the Internal Revenue Code and be consistent with LASR's mission in support of the University.

1. *Competitive Grant Transfers.* LASR may transfer funds to the University by way of competitive grants or sponsored research agreements that are consistent with the role and mission of the University. Any such grant or agreement will only be expended by the University pursuant to the terms of the grant or agreement. The University shall account for such grant or agreement in the same fashion as other grants and sponsored program agreements and shall notify LASR on a timely basis regarding the uses of such grant or agreement funds.

2. *Unrestricted Gift Transfers.* LASR may make unrestricted donations to the University, consistent with LASR's mission. Such donated funds will be expended under the oversight of the University President in compliance with state law, State Board and University policies. If LASR elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as LASR's Board of Directors may determine in such Board's sole discretion.

D. *LASR Expenditures and Financial Transactions.*

1. *Signature Authority.* LASR designates LASR Chairman and Treasurer as the individuals with signature authority for LASR in all financial transactions. LASR's Treasurer may also delegate signature authority on a temporary basis consistent with LASR's Bylaws to another LASR employee, an employee loaned to LASR, or a LASR Board member who is not a University employee. In no event may the person with LASR signature authority for financial transactions be a University employee, unless such individual is an employee who is loaned to LASR.

2. *Expenditures.* All expenditures of LASR shall be (1) consistent with the purposes of LASR, and (2) not violate restrictions imposed by any applicable grant or sponsored program agreement as to the use or purpose of the specific funds.

E. *Transfer of University Assets to LASR.* No University funds, assets, or liabilities may be transferred directly or indirectly to LASR without the prior approval of the State Board except when:

1. Such transfer is part of and in compliance with a research grant or sponsored program agreement in which the University is engaged with LASR, and such transfer is in compliance with all policies of the State Board of Education and Regents of the University of Idaho.

F. *Separation of Funds.* All LASR assets (including bank and investment accounts) shall be held in separate accounts in the name of LASR using LASR's Federal Employer Identification Number. The financial records of LASR shall be kept using a separate chart of accounts and shall be kept in a secured database that is protected by separate password-only access. For convenience, however, some LASR expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to LASR and shall be reimbursed by LASR on a regular basis.

G. *Insurance.* LASR shall maintain insurance to cover the operations and activities of its directors, officers and employees. LASR shall also maintain general liability coverage.

H. *Organization Structure of LASR.* The organizational structure of LASR is set forth in LASR's Articles of Incorporation which are attached hereto as Exhibit "D" and LASR's By-Laws, which are attached at Exhibit "E." LASR agrees to provide copies of such Articles and By-Laws as well as any subsequent amendments to such documents to the University. Any such amendments to the Articles and By-Laws shall be attached hereto as additions to Exhibit "D" and Exhibit "E", respectively.

I. *Conflicts of Interest.* LASR, in its by-laws has adopted a written policy addressing the manner LASR will address conflict of interest situations.

ARTICLE V

LASR RELATIONSHIPS WITH THE UNIVERSITY

A. *Joint Participation.* The parties hereto recognize that joint participation and regular interaction among employees of both LASR and University is beneficial and encouraged. This may include service on committees, councils, review boards and/or other activities identified by either party for the mutual benefit and interest of both parties.

B. *University's Representation on LASR's Board.* The President of the University shall appoint the members of LASR's Board of Directors and the University will be allowed representation on LASR's Board of Directors as set forth in the Bylaws as attached hereto, the terms of which, with respect to appointment of the Board members and University representation on the Board shall not be changed without the prior written agreement of the University. Provided, however, the University's representation on the Board shall not constitute a majority of the Board.

C. *Cost Recovery.* The parties shall allocate costs associated with reciprocal operations in a fair and equitable manner so that the full and independent costs of such operations can be recovered by the respective parties.

D. *Classified Activities.* LASR shall be responsible for site security and providing all applicable registrations, approvals and reviews.

E. *Export Activities.* LASR shall be responsible for all matters pertaining to export control and providing all applicable registrations, approvals and reviews.

F. *Research Compliance and Export Control.* LASR shall be responsible for all matters pertaining to research compliance and export controls.

G. *Subsequent Agreements.* The parties hereto anticipate that they may enter into subsequent written agreements on a project by project basis setting forth the parties' respective duties and obligations in regard to such projects. As such, the parties hereto acknowledge and agree that any such agreement shall govern for the purpose of any such specified project. Provided, however, that if there is a conflict between the terms of the Operating Agreement and the terms of a subsequent agreement, the terms of the Operating Agreement will be controlling and supersede any inconsistent terms in the subsequent agreement.

H. *Access to Records.* The University shall have reasonable access to the financial records of LASR upon permission granted by LASR from time to time, which shall not be unreasonably withheld. All access by the University of such records shall be made in accordance with applicable laws, LASR policies, and guidelines. In addition, upon request of LASR, the University shall execute a proprietary and confidentiality agreement and instruct its agents and employees that all confidential information of LASR shall be protected from disclosure. Except as specifically authorized under this agreement or any applicable proprietary and confidentiality agreement between the University and LASR, the University's access shall not include proprietary information of LASR or of entities contracting with LASR for research services, such as information protected by trade secret or by specific confidentiality agreements.

I. *Records Management.*

1. LASR shall be responsible for maintaining all permanent records of LASR including but not limited to LASR's Articles, By-Laws and other governing documents, all necessary documents for compliance with IRS regulations, research grants, and all other LASR records as required by applicable laws.

2. LASR's Board of Directors shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The parties understand that LASR is not a public agency or a governing body as defined in the Idaho Code and the Idaho Open Meeting Law and Access to Public Records statutes. Nothing in this Operating Agreement shall be construed as a waiver of LASR's right to assert exemption from these statutes.

J. *Identification of Source.* LASR shall be clearly identified as the source of any correspondence, activities and advertisements emanating from LASR.

K. *Establishing LASR's Annual Budget.* LASR shall provide the University with LASR's proposed annual operating budget and capital expenditure plan (if any) prior to the date of LASR's Board of Directors meeting at which LASR's Board of Directors will vote to accept such operating budget.

L. *Attendance of the University's President at LASR's Board of Director Meetings.* LASR may invite the University's President to attend meetings of LASR's Board of Directors and may act in an advisory capacity in such meetings.

M. *Supplemental Compensation of University Employees.* No University employee shall receive direct payments, compensation, or other benefits from LASR, provided that LASR may pay for those benefits which are necessary for its normal course of operation, including, but not limited to, travel and continuing professional education. Any such payment must be paid by LASR to the University and the University shall then pay or reimburse the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from LASR. Provided however, nothing in this sub-section N shall limit or prohibit formal joint appointments of employees between the University and LASR under which LASR pays the percentage of salary and employee benefits allocated to LASR under the joint appointment agreement.

ARTICLE VI

AUDITS AND REPORTING REQUIREMENTS

A. *Fiscal Year.* LASR and the University shall have the same fiscal year.

B. *Annual Audit.* LASR shall have an annual financial audit conducted in accordance with Government Accounting Standards Board or Financial Accounting Standards Board principles as appropriate. The audit shall be conducted by an independent certified public accountant who is not a director or officer of LASR. Such audit shall be conducted at the same or similar time as the University audit and shall be reported to LASR's Board of Directors. Such

audit reports shall contain LASR's financial statements and the auditor's independent opinion regarding such financial statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

C. *Separate Audit Rights.* The University agrees that LASR, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of granted funds from LASR. LASR agrees that the University, at its own expense, may, at reasonable times, inspect and audit LASR's financial books and accounting records in accordance with Article V, H, above.

D. *Annual Reports to University President.* Upon request, LASR shall provide a written report to the University President setting forth the following items:

1. the annual financial audit report;
2. an annual report of LASR transfers made to the University, summarized by University department;
3. an annual report of grants and sponsored program awards received by LASR;
4. a list of all of LASR's officers, directors, and employees;
5. a list of University employees for whom LASR made payments to the University for approved purpose during the fiscal year, and the amount and nature of each payment;
6. a list of all state and federal contracts and grants managed by LASR;
7. an annual report of LASR's major activities; and
8. an annual report of any actual litigation involving LASR during its fiscal year, identification of legal counsel used by LASR for any purpose during such year, and identification of any potential or threatened litigation involving LASR limited to the extent necessary to protect attorney-client privilege and litigation strategy.

ARTICLE VII

CONFLICT OF INTEREST AND CODE OF ETHICS AND CONDUCT

A. *Conflicts of Interest Policy Statement.* LASR, in its by-laws has adopted a written policy addressing the manner LASR will address conflict of interest situations.

B. *Dual Representation.* Under no circumstances may a University employee represent both the University and LASR in any negotiation, sign for both Parties in transactions, or direct any other University employee under their immediate supervision to sign for the related Party in a transaction between the University and LASR. This shall not, however, prohibit

University employees from drafting transactional documents that are subsequently provided to LASR for LASR's independent review, approval and use.

C. *Contractual Obligation of University.* LASR shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. University approval of any such contract shall comply with policies of the State Board with respect to the State Board's approval of University contracts.

D. *Acquisition or Development of Real Estate.* LASR shall not acquire or develop real estate for the University's use or otherwise build facilities for the University's use unless the University first obtains the approval of the State Board. In the event of a proposed purchase of real estate for such purposes by LASR, the University shall notify the State Board, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and LASR. Any notification by the University to the State Board required pursuant to this Section may be made through the State Board's chief executive officer in executive session as permitted pursuant to Idaho Code Section 67-2345(1)(c).

ARTICLE VIII

GENERAL TERMS

A. *Effective Date.* This Agreement shall be effective on the date set forth above.

B. *Right to Terminate.* This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by LASR that is not cured within the time frame set forth above, LASR may require the University to pay, within 180 days of written notice, all debt incurred by LASR on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should LASR choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require LASR to pay any debt it holds on behalf of LASR in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the Dispute Resolution mechanism described below (through reference to LASR's Chairman and the State Board) to further attempt to negotiate a new agreement. Termination of this Operating Agreement shall not constitute or cause dissolution of LASR, provided however, in the event a new operating agreement is not achieved upon completion of the dispute resolution process, the association between LASR and the University will be ended, and LASR will cease all references

to the University of Idaho in its name and with respect to its operations other than as is necessary to complete projects or contracts pending as of the final date of the dispute resolution process.

C. *Dispute Resolution.* The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to LASR's Chairman and the University's President. If LASR's Chairman and University's President cannot resolve the dispute, then the dispute will be referred to LASR's Chairman and the State Board for resolution. If the dispute is not resolved by the aforementioned Parties, the University and LASR shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

D. *Dissolution of LASR.* Upon dissolution of LASR, it shall transfer the balance of all property and assets of LASR in a manner consistent with its Articles of Incorporation, which state that "upon dissolution or final liquidation, the assets of the Corporation remaining after discharge of the debts and obligations of the Corporation shall be distributed exclusively to the University of Idaho, or to such other charitable, scientific, literary, research or educational organizations designated by the University of Idaho which would then qualify under the provisions of the Internal Revenue Code §501(c)(3)."

E. *Board Approval of Operating Agreement.* Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every two (2) years or more frequently if otherwise requested by the State Board.

F. *Modification.* Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

G. *Providing Document to and Obtaining Approval from the University.* Unless otherwise indicated herein, whenever documents are to be provided to the University or whenever the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

H. *Providing Documents to and Obtaining Approval from LASR.* Unless otherwise indicated herein, whenever documents are to be provided to LASR or whenever LASR's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, LASR's Board of Directors or an individual to whom such authority has been properly delegated by LASR's Board of Directors.

I. *Notices.* Any notices required under this agreement may be mailed or delivered as follows:

To the University:

President of the University of Idaho
University of Idaho
P.O. Box 443151
Administration Building Room 105
Moscow, Idaho 83844-3151

To LASR:

President of LASR
LASR, Inc.

J. *No Joint Venture.* At all times and for all purposes of this Operating Agreement, the University and LASR shall act in an independent capacity and not as an agent or representative of the other Party.

K. *Liability.* The University and LASR are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

L. *Indemnification.* The University and LASR each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code Sections 6-901 et seq.

M. *Assignment.* This Agreement is not assignable by either Party, in whole or in part.

N. *Governing Law.* This Agreement shall be governed by the laws of the State of Idaho.

O. *Articles, Sections, Subsections and Subparagraphs.* This Agreement consists of text divided into Articles that are identified by roman numeral (for example Article I), Sections that are identified by an uppercase letter followed by a period (for example A.), subsections that are identified by a number followed by a period (for example 1.) and subparagraphs that are identified by a lower case letter followed by a period (for example a.). The organization is hierarchical meaning that a reference to a division of the document includes all of its subsections

(for example a reference to a Section includes the Section and all of its subsections and subparagraphs).

P. *Severability.* If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

Q. *Entire Agreement.* This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

R. *Cooperation of the Parties.* The parties hereto agree to do all acts and things necessary to make, execute and deliver any and all written instruments as shall from time to time be reasonably required to carry out the terms and conditions of this Agreement.

IN WITNESS WHEREOF, the University and LASR have executed this agreement on the above specified date.

University of Idaho

University of Idaho Laboratory of Applied
Science & Research, Inc.

By: _____
Its: President

By: _____
Its: Chairman

Exhibit A to Operating Agreement
Policies of the State Board

Idaho State Board of Education
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SECTION: V. FINANCIAL AFFAIRS

Subsection: E. Gifts and Affiliated Foundations

August 2009

E. Gifts and Affiliated Foundations

1. Purpose of the Policy

- a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions, school, and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions, school, and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions, school, and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions, school, or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations.
- b. The Board recognizes that foundations:
 - (1) Provide an opportunity for private individuals and organizations to contribute to the institutions, school, and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions, school, and agencies;
 - (2) Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;
 - (3) Provide an instrument through which alumni and community leaders can help strengthen the institutions, school, and agencies through participation in the solicitation, management, and distribution of private gifts; and
 - (4) Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.

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- c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions, school, and agencies under the Board's governance, adopts this policy with the following objectives:

- (1) To preserve and encourage the operation of recognized foundations associated with the institutions, school, and agencies under the Board's governance; and
- (2) To ensure that the institutions, school, and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

2. Institutional Foundations

The foregoing provisions are designed to promote and strengthen the operations of foundations that have been, and may be, established for the benefit of the public colleges and universities in Idaho. The intent of this policy is to describe general principles that will govern institutional relationships with their affiliated foundations. It is intended that a more detailed and specific description of the particular relationship between an institution and its affiliated foundation will be developed and committed to a written operating agreement, which must be approved by the Board. Technology transfer organizations, including the Idaho Research Foundation, are not subject to this policy.

a. Board Recognition of Affiliated Foundations

- (1) The Board may recognize an entity as an affiliated foundation if it meets and maintains the requirements of this policy. The chief executive officer of each institution must ensure that any affiliated foundation recognized by the Board ascribes to these policies. The Board acknowledges that it cannot and should not have direct control over affiliated foundations. These foundations must be governed separately to protect their private, independent status. However, because the Board is responsible for ensuring the integrity and reputation of the institutions and their campuses and programs, the Board must be assured that any affiliated foundation adheres to sound business practices and ethical standards appropriate to such organizations in order to assure the public that the foundation is conducting its mission with honesty and integrity.
- (2) Upon the effective date of this policy, the institution chief executive officer shall provide a list of current affiliated foundations and an implementation plan to bring each foundation before the Board to be formally recognized as a nonprofit corporation or affiliated foundation to benefit a public college or university in

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Idaho, for one or more of the purposes previously described in this policy. Each foundation shall be brought into substantial conformance with these policies and, upon so doing; the institution shall provide prompt notice to the Board in order that the Board may recognize the affiliated foundation. Upon recognition by the Board, the organization of the nonprofit corporation or foundation is ratified, validated, and confirmed, and it shall be deemed to have been organized as if its organization had taken place under authority of this policy. Likewise, any new foundations established subsequent to implementation of this policy must be brought to the Board for formal recognition before such foundation begins operations.

b. General Provisions Applicable to all Affiliated Foundations recognized by the Board

- (1) All private support of an institution not provided directly to such institution shall be through a recognized affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to affiliated foundations.
- (2) Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.
- (3) The institutions and foundations are independent entities and neither will be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members, or staff.
- (4) It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.
- (5) Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

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- (a) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or
 - (b) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.
- (6) Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.
 - (7) Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.
 - (8) Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.
 - (9) Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.
 - (10) The foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment

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performance and/or other information that would normally be open in the conduct of institution affairs.

- (11) A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to its affiliated institution, provided the affiliated institution is a qualified charitable organization under relevant state and federal income tax laws. To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.
- (12) Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; the policies of the Board; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.
- (13) Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.
- (14) Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.
- (15) Foundations shall make clear to prospective donors that:
 - (a) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and
 - (b) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.
- (16) Institutions shall ensure that foundation-controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such

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purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code 67-2345 (1) (c).

c. Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution. Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every two (2) years, or as otherwise requested by the Board, for review and re-approval. Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

(1) Institution Resources and Services.

(a) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.

(b) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:

(i) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);

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- (ii) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
 - (iii) Investment, management, insurance, benefits administration, and similar services; and
 - (iv) Development services, encompassing research, information systems, donor records, communications, and special events.
 - (c) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.
 - (d) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.
- (2) Management and Operation of Foundations.
- (a) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
 - (b) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).
 - (c) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
 - (d) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is

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achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.

- (e) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.
- (f) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.

(3) Foundation Relationships with the Institutions

- (a) The institution's ability to access foundation books and records.
- (b) The process by which the institution chief executive officer, or designee, shall interact with the foundation's board regarding the proposed annual operating budget and capital expenditure plan prior to approval by the foundation's governing board.
- (c) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.

(4) Audits and Reporting Requirements.

- (a) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.
- (b) The procedure foundations will use for reporting to the institution chief executive officer the following items:
 - (i) Regular financial audit report;
 - (ii) Annual report of transfers made to the institution, summarized by department;

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- (iii) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
- (iv) A list of foundation officers, directors, and employees;
- (v) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- (vi) A list of all state and federal contracts and grants managed by the foundation; and
- (vii) An annual report of the foundation's major activities;
- (viii) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and
- (ix) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

(5) Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

3. Foundations for Other Agencies

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Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

4. Idaho Educational Public Broadcasting System Foundations and Friends Groups

Foundations and Friends groups that exist for the benefit of the Idaho Educational Public Broadcasting System (IEPBS) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. Audits of the IEPBS Foundation and Friends groups will be conducted by the State Legislative Auditor.

- a. By action of the Board, the Idaho Educational Public Broadcasting System Foundation, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- b. By action of the Board, the Friends of Channel 4, Inc., has been designated to accept gifts made for the Benefit of KAID TV, Channel 4. The Friends of Channel 4, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- c. By action of the Board, the Friends of Channel 10, Inc., has been designated to accept gifts made for the benefit of KISU TV, Channel 10. The Friends of Channel 10, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- d. By action of the Board, the Friends of KUID, Inc., has been designated to accept gifts made for the benefit of KUID TV, Channel 12. The Friends of Channel 12, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

5. Acceptance of Direct Gifts

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and

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devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution, school, or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution, school, or agency. Gifts worth more than \$500,000 must be approved by the Board. The chief executive officer of any institution, school, or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution, school, or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution, school, or agency and an affiliated foundation, as described more fully herein).

Exhibit B to Operating Agreement
Form of Loaned Employee Agreement

DISCUSSION DRAFT

**AGREEMENT FOR LOANED EMPLOYEE
UNIVERSITY OF IDAHO/LASR**

THIS AGREEMENT is entered into by and between the UNIVERSITY OF IDAHO, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("University"), and the University of Idaho Laboratory of Applied Science & Research, Inc. ("LASR") and is effective the _____ day of _____, 2010.

BACKGROUND

A. LASR has asked University to make certain university employees available to LASR's for fulfilling various operational requirements of LASR.

B. University has agreed to loan its employee, *****("Loaned Employee"), to LASR to act in the capacity of ***** for LASR pursuant to the terms of this Agreement.

AGREEMENT

The parties agree as follows:

1. Relationship between Loaned Employee and University.

a. Status. At all times under this Agreement, Loaned Employee shall be an [**classified or exempt**], [**fiscal or academic**] year employee of the University subject to all applicable policies and procedures of the Regents and the University. LASR shall have control over all aspects of Loaned Employee's day to day work, and Loaned Employee shall devote 100% of his or her working time to performing services for LASR. Only University may terminate the employment of Loaned Employee. Notwithstanding the foregoing, LASR may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with LASR policies and procedures and applicable law. The parties acknowledge that University and Loaned Employee have agreed and acknowledged that Loaned Employee's contract with the University is contingent upon continuation of this Agreement and in the event this agreement is terminated Loaned Employee's contract with the University will also terminate. Loaned Employee will be considered a loaned employee under the worker's compensation law of the State of Idaho.

b. Compensation. University shall pay Loaned Employee a [**fiscal or

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academic**] year salary rate of \$****, payable on the regular bi-weekly paydays of the University, and subject to adjustment in accordance with the University's regular policies and procedures. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other full-time University employees of her/his classification. LASR shall pay University for this cost as provided in Section 3 below.

c. Travel Expenses. University shall reimburse directly to Loaned Employee costs incurred for LASR travel that is approved in advance by LASR or the University. LASR shall pay University for this cost as provided in Section 3 below.

d. No Prohibition on Leasing Employee to LASR. University represents and warrants to LASR that there is no agreement with Loaned Employee nor any University policy or procedure (including, without limitation, any agreement, policy, or rule of the Idaho State Board of Education, the Regents or the University) that prohibits the University from leasing Loaned Employee to LASR pursuant to the terms of this Agreement. University further represents and warrants that Loaned Employee is eligible for benefits as a full-time leased employee under the term of all applicable University benefit plans. University shall indemnify, defend, and hold LASR harmless from any breach of the foregoing representations.

2. Relationship between LASR and Loaned Employee.

a. Supervision. Loaned Employee will work full time under the supervision and direction of the LASR Board of Directors. Loaned Employee will report directly to LASR President or her/his designee, who shall determine her/his duties to perform work for LASR.

b. Performance Evaluations. LASR will evaluate the performance of Loaned Employee on an annual basis at a time consistent with the annual reviews of exempt employees at the University. LASR will provide University with a copy of any written documentation regarding the evaluation within fourteen (14) days after the evaluation is complete.

3. Relationship between LASR and University.

a. Lease of Loaned Employee. During the term of this Agreement, so long as Loaned Employee is employed by University, University shall make available to LASR the full time services of Loaned Employee, subject to University's continued employment of Loaned Employee. The furnishing of Loaned Employee shall not be considered a professional service of the University to LASR, nor shall University be considered a contractor of LASR.

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b. University to Provide Salary and Benefits. As indicated above, University shall provide Loaned Employee with a [**fiscal or academic**] year salary rate of \$**** and other University benefits to the same extent and on the same terms as other full-time University employees of her/his classification. University shall be responsible for all facets of payroll and benefits administration with respect to Loaned Employee, including, without limitation, withholding and payment of payroll taxes, unemployment compensation, worker's compensation coverage, social security, and providing any fringe and welfare benefit programs for Loaned Employee. University shall indemnify, defend, and hold LASR harmless for the payment of all items set forth in this Section 3(b) and any claims or losses resulting from the administration of any employee benefits pursuant to any applicable law, including without limitation the Fair Labor Standards Act, the Employee Retirement Income Security Act, and the Internal Revenue Code.

c. Reimbursement of Salary and Benefits by LASR. LASR will reimburse University for one hundred percent (100%) of the University's total cost of Loaned Employee's salary and benefits and any reimbursable costs such as travel expenses. Such costs will be billed annually and paid to the University in one annual installment. University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, LASR shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of five (5) years following the termination of this Agreement.

d. Review of Loaned Employee's Status/Discipline/Termination for Cause. Loaned Employee shall at all times remain an employee of University. Accordingly, University shall have the power to evaluate, discipline, and terminate Loaned Employee in its discretion and in accordance with any of its policies, procedures, or agreements between University and Employee. As provided above, LASR will conduct an annual review of Loaned Employee. LASR will provide a copy of any documents related to its evaluation to the University no later than fourteen (14) days after the evaluation is completed. Based on its annual review of Loaned Employee's performance or any interim review or concerns regarding Loaned Employee's performance, LASR may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with LASR policies and procedures and applicable law. If LASR makes such a determination, LASR shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason LASR is discontinuing the services of Loaned Employee.

e. Indemnification by LASR for Acts of Loaned Employee. University shall have no liability to LASR for loss or damage directly resulting from the fault, negligence, misconduct, or other acts of the Loaned Employee while Loaned Employee is performing

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activities on behalf of or at the direction of LASR. LASR therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, University, its governing board, officers, employees, and agents, from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities, for injuries (including death) to persons and for damages to property (including damage to property of LASR or others) arising out of or in connection with the activities of the Loaned Employee performed on behalf of or at the direction of LASR. Notwithstanding the foregoing, both parties may maintain any liability insurance coverage as it shall deem appropriate with respect to liabilities arising out of the acts or omissions of Loaned Employee.

f. Compliance With Employment Discrimination Laws.

- 1) LASR agrees to comply with all laws regarding employment discrimination, including, without limitation, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights Act, the Equal Pay Act, and the Idaho Human Rights Act with respect to Loaned Employee as if Loaned Employee were an employee of LASR. LASR shall notify University within five (5) days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. LASR shall indemnify, defend, and hold University harmless from any claims or losses resulting from LASR's failure to comply with any applicable employment discrimination laws.
- 2) University agrees to comply with all laws regarding employment discrimination, including, without limitation, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights Act, the Equal Pay Act, and the Idaho Human Rights Act with respect to Loaned Employee. University shall notify LASR within five (5) days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. University shall indemnify, defend, and hold LASR harmless from any claims or losses resulting from University's failure to comply with any applicable employment discrimination laws.

4. General Terms

- a. Term, Termination. The term that University shall lease Loaned Employee to LASR shall extend to *****, which is the term of employment specified in Loaned Employee's contract as an exempt employee of the University, unless it is terminated earlier upon the occurrence of any of the following:

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- 1) Notice to University Due to Loaned Employee Performance Problems. Pursuant to Section 3(d) above, LASR may discipline Loaned Employee by taking action up to and including termination of this Agreement for cause based on its annual review of Loaned Employee's performance or any interim review or concerns regarding Loaned Employee's performance. If LASR makes such a determination, LASR shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason LASR is discontinuing the services of Loaned Employee.
- 2) Termination in the Event of Default. Either party may terminate the lease of Loaned Employee by University to LASR upon the material default of the other's performance provided that the non-defaulting party first provides the other with at least ten (10) day's notice of the default and an opportunity to cure such default within the notice period.
- 3) Discontinued Employment of Loaned Employee by University. The lease of Loaned Employee to LASR shall automatically terminate if Loaned Employee is no longer an employee of University for any reason.

The parties may extend the term of this Agreement at any time upon mutual agreement for a new term that is equal to the term of the Loaned Employee's renewed contract with the University. LASR is under no obligation to extend the term of this Agreement for a new term, however, (in order to be consistent with University policies which call for at least 60 days notice if the University will not renew the Loaned Employee's employment agreement) in the event LASR determines that it will not agree to an extension of the term of this Agreement LASR will give University notice of its intention not to extend the term of this agreement at least 60 days prior to the expiration of the term of this Agreement.

b. No Third Party Beneficiaries. The parties acknowledge that there are no intended third party beneficiaries of this Agreement. Without limiting the foregoing, this Agreement shall not be construed as a promise of continuing employment to Loaned Employee, who remains subject to all applicable Regents and University policies, including but not limited to policies regarding nonrenewal of fixed term appointments and termination or discipline.

c. Governing Law. This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Latah County.

DISCUSSION DAFT

d. Notice. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To LASR:

University of Idaho Laboratory of
Applied Science & Research, Inc.,
Chairman

Phone: (208) _____
Fax: (208) _____

_____, ID 83____

To the University:

University of Idaho
Vice President for Research and
Economic Development
1106 Blake Avenue
Moscow, ID 83844-3150

Phone: (208) 885-6155
Fax: (208) 885-4999

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

e. Waiver. Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.

f. Attorney's Fees. In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

g. Assignment. Neither party shall assign this Agreement without the prior written consent of the other.

h. Amendments. This Agreement may not be modified or amended except by an agreement in writing signed by both of the parties.

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i. Acknowledgment by Employee. This Agreement shall not be effective until it is executed by University and LASR and acknowledged by Loaned Employee pursuant to the signature blocks below.

The parties have executed this Agreement effective as of the date set forth above.

UNIVERSITY OF IDAHO

University of Idaho Laboratory for Applied
Science and Research, Inc.

Lloyd Mues, Vice President
Finance and Administration

_____, Chairman

Acknowledgment by Loaned Employee:

Loaned Employee, by his or her signature below, acknowledges the terms of this Agreement between University and LASR and agrees that he or she is an employee of the University that is loaned to LASR pursuant to the terms of this Agreement. Loaned Employee further acknowledges that he or she is a 'loaned employee' pursuant to all state workman's compensation laws. Accordingly, Loaned Employee acknowledges and agrees that in the event of any work-related injury that is covered by workman's compensation insurance held for the benefit of Loaned Employee by University, Loaned Employee will be precluded from recovering damages from LASR for such injury in accordance with applicable state workman's compensation laws.

Name: _____

Exhibit C to Operating Agreement
Form of Service Agreement

**DISCUSSION DRAFT - SERVICES AGREEMENT
UNIVERSITY OF IDAHO – LASR**

THIS SERVICES AGREEMENT is entered into by and between the REGENTS OF THE UNIVERSITY OF IDAHO, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("University"), and the University of Idaho Laboratory of Applied Science & Research, Inc. ("LASR").

The University agrees to provide to LASR the following administrative, financial, and accounting, support services.

1. Administrative Support for LASR's general accounting and operations, including cash, receivables, and disbursement processing, preparation of financial statement and work papers for external audit, support for LASR Audit Committee, and support for LASR tax return filing,
2. Administrative support for LASR through the University Human Resources Office, including payroll and benefits management.
3. Administrative support for LASR through the University's Office of Sponsored Programs including support for LASR grant and contract management and compliance.

All University employees who provide support services to the LASR shall remain University employees under the direction and control of the University.

The University will supply the facilities, equipment, software and operating supplies necessary for the University employees supplying the above support services to the LASR, the nature and location of which shall be in the University's discretion. In addition, the University shall furnish office space and office equipment for use by the LASR's Managing Director the nature and location of which shall be subject to agreement of the parties.

LASR will pay directly to the University a reasonable consideration for the services, facilities, equipment, software and operating supplies provided to LASR pursuant to the Service Agreement based upon agreed upon budgets for the services and operations described herein. In conjunction with the University's annual budget process, the University will prepare and present to LASR for consideration and acceptance an operating budget for the services and operations to be provided under this Agreement upon which the consideration shall be based.

The Parties acknowledge that support services provided by the University to LASR hereunder are intended to continue only so long as is necessary for LASR to become a fully self-sufficient operational entity. As LASR gains in self-sufficiency, services provided hereunder may be assumed by LASR operations and discontinued by the University all as per the agreement of the Parties.

This Services Agreement shall be effective as of the date of the last signature thereto and shall continue in annual terms matched to the University's fiscal year until terminated by either party.

This Services Agreement may be terminated by either party upon written notice of termination, such termination to be effective sixty (60) days after notice thereof. This Services Agreement shall also terminate at the same time as any termination of the Operating Agreement between the University and LASR dated _____. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement which accrued prior to the date of termination.

UNIVERSITY OF IDAHO

University of Idaho Laboratory of Applied
Science and Research, Inc.

Lloyd Mues, Vice President
Finance and Administration

_____, Chairman

Date: _____

Date: _____

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Exhibit D to Operating Agreement
Articles of Incorporation

ARTICLES OF INCORPORATION
OF
UNIVERSITY OF IDAHO
LABORATORY OF APPLIED SCIENCE & RESEARCH, INC.

The undersigned, being over the age of eighteen (18) years, and for the purpose of forming a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby certifies and adopts the following Articles of Incorporation:

Article One

The name of the corporation is the UNIVERSITY OF IDAHO LABORATORY OF APPLIED SCIENCE & RESEARCH, INC., and its existence shall be perpetual.

Article Two

The address of the registered office of the corporation in the State of Idaho is 110 E. Wallace Avenue, Coeur d'Alene, ID 83814, and the name of its registered agent at that address is Paul W. Daugharty, P.A.

Article Three

The name and mailing address of the incorporator of the corporation is Paul W. Daugharty, P.A., 110 E. Wallace Avenue, Coeur d'Alene, ID 83814.

Article Four

1. The Corporation is formed for the purpose of engaging in any lawful act for which a nonprofit may be organized under Title 30, Chapter 3 of the Idaho Code lawful nonprofit purposes and objectives, which include but are not otherwise limited to, the following:

- a. Conducting research in areas deemed appropriate by the governing Board of Directors and consistent with the charitable, scientific, literary, research, educational, and service goals of the University of Idaho.
- b. Acquiring and disseminating knowledge, supporting the education, research, and public service functions of the University of Idaho.
- c. Executing, administering, letting and performing any and all contracts, subcontracts and agreements desirable and proper in order to perform and complete the activities of the Corporation including, without limitation, contracts and agreements with the University of Idaho and other entities.
- d. Acquiring facilities by lease, purchase, or otherwise, and operating such as may be desirable in order to carry out the charitable, scientific, literary,

research, educational, and service programs of both the Corporation and the University of Idaho.

- e. Receiving real and personal property from public and private sources, receiving grants and other monies from agencies of the United States, grants, contributions and endowments from foundations, public and private corporations, and the general public, without limitation.
- f. Employing personnel and engaging contractors and consultants in order to accomplish the purposes of the Corporation.
- g. Using and/or applying the whole, or any part of, the resources generated by the Corporation exclusively for charitable, scientific, literary, research, educational, or service purposes to benefit the Corporation and the University of Idaho.

2. Stock will not be issued. If and when the Corporation is dissolved, its assets will be distributed pursuant to the provisions of Article Ten. None of the assets will be distributed to private individuals.

3. The Corporation will not have members.

Article Five

The Corporation will seek a federal tax exemption as defined under Internal Revenue Code §501(c)(3) for its own income and will seek a ruling that contributions to the organization are federally tax deductible. If the Corporation becomes tax exempt in either category, it will perform any act required to retain tax exempt status and will refrain from any activities forbidden by Internal Revenue Code §501(c)(3).

Article Six

At all times, the Corporation's investments and investment policy will be consistent with its nonprofit purpose, and income and assets will be generated only to carry out the nonprofit purpose.

Article Seven

1. The number of Directors of this Corporation shall be fixed in the Bylaws and may be changed from time to time by amending the Bylaws.

2. The Corporation shall have Officers as provided in the Bylaws. Such Officers shall be elected or appointed by the Directors of the Corporation at such time, and in such manner, and for such terms as may be prescribed in the Bylaws. The Officers and Directors of the Corporation will not be personally liable for the Corporation's debts and

liabilities, and their personal property is exempt from seizure or levy to pay obligations of the Corporation.

3. The powers of the Corporation will include all powers granted by the State of Idaho to nonprofit Corporations including those set forth pursuant to Title 30, Chapter 3 of the Idaho Code. In addition, the Corporation's powers shall include the following, to the extent not prohibited by the State of Idaho or Federal Law:

- a. To solicit, collect, receive, hold, invest, distribute, and disburse funds in the form of donations, gifts, bequests, and subscription;
- b. The power to accept gifts from individuals, corporations and foundations in furtherance of the Corporation's nonprofit purpose; and
- c. To borrow funds with or without security, on terms at least as favorable as those offered on the open market, to carry out the Corporation's nonprofit purpose as authorized by the Corporation's Directors.

Notwithstanding the foregoing, the Corporation's powers shall be limited as follows:

- i. The Corporation shall not have nor exercise any power of authority expressly, by interpretation or by operation of law, nor shall it directly or indirectly engage in any activity that would prevent it from qualifying and continuing to qualify as described in Article V.
- ii. No part of the assets or net earnings of the Corporation shall ever inure to the benefit of or be distributable to its Directors, Officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make reimbursement in reasonable amounts for expenses actually incurred.

4. The initial Directors of this Corporation shall be nine (9) in number and their names and addresses are as follows:

| Name | Address |
|------|---------|
| | |
| | |
| | |
| | |
| | |
| | |

5. The term of the initial Directors shall be until the first annual meeting of the Corporation or until their successors are elected and qualified.

Article Eight

_____The Corporation's Board of Directors shall not be individually liable for the debts or obligations of the Corporation. Furthermore, no Director or Officer of the Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of his or her duties, unless the acts or omissions are the result of intentional misconduct.

Article Nine

Power to amend the organization's Articles of Incorporation and Bylaws will rest with the Board of Directors. An amendment can be had by the affirmative vote of sixty-six and two thirds of the Directors, present and voting at a regular or special meeting.

Article Ten

Upon dissolution or final liquidation, the assets of the Corporation remaining after discharge of the debts and obligations of the Corporation shall be distributed exclusively to the University of Idaho, or to such other charitable, scientific, literary, research or educational organizations designated by the University of Idaho which would then qualify under the provisions of the Internal Revenue Code §501(c)(3).

Article Eleven

The undersigned, being the incorporator hereinbefore named, for the purpose of forming a corporation to do business both within and without the State of Idaho, and in pursuance of the Idaho Non-Profit Corporation Act, does hereby make and file these Articles of Incorporation, and does hereby declare and certify that this is her act and deed and the facts herein stated are true.

IN WITNESS WHEREOF, these Articles of Incorporation are executed in duplicate on the ____ day of _____ 2010.

_____, Incorporator

STATE OF IDAHO)
 ss.
County of Kootena)

On this ____ day of _____, 2010, before me, the undersigned Notary Public in and for said state, personally appeared _____, being first duly sworn under oath, known or identified to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same.

WITNESS my hand and official seal.

Notary Public for Idaho
Residing at _____
My commission expires: _____

Exhibit E to Operating Agreement
By Laws

BYLAWS
OF
UNIVERSITY OF IDAHO
LABORATORY OF APPLIED SCIENCE & RESEARCH, INC.

Article One
Guiding Philosophy

The Directors, Officers and employees of the Corporation will strive to:

- * Promote ethical work standards where the highest quality of achievement is aspired to and expected.
- * Appoint and retain the highest caliber of staff and students that can be attracted where integrity, intelligence, self-motivation, expertise, performance, commitment, and fairness are prime considerations.
- * Create an efficient operation in which each individual expeditiously performs multiple tasks, as needed, to maximize quality output at the most attractive cost-performance tradeoff.
- * Create a stimulating, challenging, and fair work environment in which individuals are able to learn and advance professionally.
- * Foster cooperative research endeavors with public and private enterprises including institutions of learning, private businesses, individuals, and government agencies, leading to the dissemination and application of knowledge, discoveries, inventions, and technology for the greatest public good.
- * Enhance the University of Idaho's ability to meet its mission and goals by cooperative use of Corporation and University of Idaho resources including, facilities, faculty, researchers, staff and students.

Article Two
Board of Directors

a. Number. The number of directors on the Board of Directors shall be no fewer than five (5) or more than nine (9). Provided, however, the number shall always be odd.

b. Ex-Officio Directors on the Board. Ex-Officio Directors on the Board shall include the Corporation's President and other key persons as approved by a majority vote of the

Board of Directors. Ex-Officio Directors shall not count against the number of Directors allowed in these Bylaws. Provided, however, the number of Ex-Officio Directors shall not exceed five (5) and Ex-Officio Directors shall not be entitled to vote on any matter coming before the Board of Directors.

c. Manner of Selection and Vacancies. Appointments to fill vacancies or make additions to the Board of Directors shall be made by the President of the University of Idaho with the concurrence of the Board of Directors. Provided, however, the President of the University of Idaho shall request nominations from the Board of Directors. Such recommendations and nominations shall be made by resolution of a majority of the Board of Directors at a regularly scheduled meeting.

The University of Idaho will have representation on the Board of Directors, including the University's Vice-President of Research and the University's Vice-President of Finance and Administration (or their designees), provided however, the University's representation of the Board of Directors shall not constitute a majority of the full membership on the Board.

d. Term. Each Director, whether by initial appointment or appointment to a vacancy, shall serve for a term of two (2) to five (5) years as designated by the Chairman of the Board of Directors. The Chairman shall manage the length and/or start dates of terms to preclude, to the extent possible, more than three (3) new Directors being appointed in an one year. A person filling a vacancy is eligible for reappointment in the same manner as set forth in paragraph (c) above. A Director may resign at any time by delivering a written resignation to the President, a Vice-President, or the Recording Secretary. Unless otherwise specified therein, such resignation shall take effect upon delivery. Any Director may be removed by majority vote of the Board of Directors, upon adequate opportunity for hearing before the Board of Directors.

e. Actions by the Board.

- i. The Directors shall only act as a board, and the individual Directors shall have no power as such. At all meetings of the Board of Directors, the presence of a majority of the then total appointed and acting number of Directors shall be necessary and sufficient to constitute a quorum for transacting business. Except as otherwise required herein, in the Articles of Incorporation, or by statute, the action of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. The actions of a majority of the Board of Directors shall be valid and binding, if reduced to writing and signed by such majority, though not taken at a regular or special meeting. Provided, however, such writing must be transmitted to the Recording Secretary with five (5) business days and attached to the minutes of the next meeting of the Board of Directors.

- ii. The Board of Directors provides oversight and direction for the Corporation's policies, procedures and resource allocations, makes recommendations for the development of Corporation projects, assists in the development of effective relationships between the University of Idaho and various Corporation programs, and seeks to enhance and strengthen the research capabilities at the University of Idaho.
 - iii. Ex-Officio Directors have all rights of participation in discussion and contribution, except for voting at meetings of the Board of Directors. Provided, however, they may be excluded from specific matters by the Chair of the Board of Directors or by a majority vote of the Board.
 - iv. The property, affairs, and business of the Corporation shall be subject to oversight by the Board of Directors.
 - v. The Board of Directors may from time to time organize standing or ad hoc committees to provide greater insight into specific areas for which the Corporation's Board of Directors is responsible. Said committees are to be chaired by a Director and serve with other Directors and non-directors who have expertise relating to specific committee responsibilities. Committee chair or member assignments may change at any time as approved by the Board of Directors.
- f. Conflict of Interest.
- i. A Director is considered to have a conflict of interest if: (1.) the Director has existing or potential financial or other interest in a matter before the Board which might reasonably appear to impair the Director's independent, unbiased judgment in the discharge or responsibility; or (2.) the Director is aware that a family member, or any organization of which the family member is an officer, director, employee, member, partner, trustee or controlling stockholder, has existing or potential financial interest in any matter before the Board.
 - ii. Any possible conflict of interest on the part of any Director or officer shall be disclosed to the Board of Directors and made a matter of record, either through an annual procedure or when the interest becomes relevant to any matter before the Board.
 - iii. Any Director having a possible conflict of interest regarding a matter before the Board shall not vote or use his or her personal influence on the matter. Such Director shall not be counted in determining the meeting quorum regarding actions related to the potential conflict. The minutes of the meeting shall reflect such disclosure, abstention from voting, and the resulting quorum for action on the matter. The

foregoing requirements shall not be construed as preventing the Director from briefly stating his or her position in the matter, or from answering pertinent questions from other Directors since his or her knowledge may be of assistance. Provided, however, the Director may not participate in any debate regarding the matter.

- iv. This paragraph (f) shall not prohibit a Director, or an organization in which a Director has a financial interest from pursuing s Corporation purchase or contract.

g. Meetings.

- i. Regular Meetings. The Board of Directors shall meet quarterly unless otherwise determined by the Board. Directors may appear by telephone or streaming video if approved by the Chair. The first regular meeting held during the first quarter of each fiscal year shall be the annual meeting. The specific time and place of each regular meeting shall be fixed by the Chair of the Board of Directors. The purpose of the regular Board meetings shall be to establish or update policies, appoint officers, review finances, review on-going programs, plan and prioritize future directions, and perform any other appropriate functions as necessary for business operations as allowed pursuant to State and federal law. Directors, Ex-Officio Directors and Officers are invited to submit agenda items to the Recording Secretary or Chair of the Board of Directors fifteen (15) days prior to the subject quarterly meeting date. Ten (10) days prior to the meeting date the Recording Secretary shall give written notice of the time, place and location of such meeting to each Director. The Chair of the Board of Directors shall prepare an agenda for issuance by the Recording Secretary with said notice.
- ii. Special Meetings. Special meetings, in addition to a regular meeting, may be called by the Chair of the Board of Directors, or by written request to the Recording Secretary from a majority of the Directors. Written notice of the time, place and subject matter of each special meeting shall be given to each Director at least ten (10) days before the meeting date.

h. Leadership of the Board. The Corporation's Board may elect, by a majority vote, a Chair and Vice Chair, and may appoint a Recording Secretary.

i. Chair. The Chair of the Corporation's Board shall serve to carry out the goals and objectives of the Corporation, and shall:

- * Have and exercise general charge and supervision of the affairs of the Corporation and the Corporation's Board.

- * Provide oversight and guidance to the Corporation's President or designee who is responsible for the administration of the affairs of the Corporation.
- * Do and perform such other duties as assigned by the Board.

ii. Vice Chair. The Vice Chair of the Corporation's Board shall serve to carry out the goals and objectives of the Corporation, and shall:

- * In the absence of the Chair of the Corporation's Board, carry out all obligations and responsibilities assigned the Chair.
- * Do and perform such other duties as assigned by the Chair.
- * Do and perform such other duties as assigned by the Board.

iii. Recording Secretary. The recording Secretary may also serve as Administrative Assistant. Duties shall include:

- * Prepare and distribute notices, agendas, waivers and minutes of all Board meetings.
- * Keep records containing the name of all Directors, Ex-Officio Directors and Officers of the Corporation, including their place of residence.
- * Perform such other duties as assigned by the Chair.

iv. Administrative Assistant. The Administrative Assistant may also serve as Recording Secretary. Duties shall include:

- * Have custody of and maintain the corporate seal and such corporate books, documents, archives and papers as instructed.
- * File all reports required by Idaho law.
- * Perform such other duties as assigned by the Corporation's President or Chair.

Article Three Officers

a. Membership. Corporation Officers may consist of a President, Treasurer, Vice President for Business Operations, and as many Vice Presidents and Division Executives as the Board may appoint. One person may hold more than one position as appointed by

the Board. Provided, however, no person holding two or more offices may act in or execute any instrument in the capacity of more than one office.

b. Appointment. Corporation Officers shall be appointed and/or reappointed at an annual meeting of the Board of Directors and each shall serve until resignation, removal, or until a successor is appointed. A vacancy may be filled by the Board at a regular or special meeting.

c. Removal. Any Officer may be removed by a majority vote of the Board at either a special meeting or regular meeting.

d. Salaries. The salaries or other compensation of Officers shall be reviewed annually, adjusted if necessary and approved by the Board or designated committee. No Officer shall be prevented from receiving a salary or compensation by reason of the fact that they are also a Director.

e. Surety Bonds. If required by the Board, an Officer shall execute to the Corporation a bond in such amount and with such surety or sureties as directed, contingent upon the faithful performance of such Officer's duties, including responsibility for negligence and for the accounting of all property, monies, or securities of the Corporation which may come into his or her hands.

f. Duties and Authority. The responsibilities and authority of Officers and other leaders shall be as follows:

i. President. The President of the Corporation is an Officer and serves at the will of the Board. The duties of the President include:

- * Direct day-to-day business affairs of the Corporation consistent with the direction of the Board.
- * Advise, guide and direct the employees or representatives of the Corporation as they carry out the plans and programs, ensuring consistency with Board approved policy and procedure.
- * Exercise signature authority required by law to commit the Corporation and its assets and resources to the achievement of its mission, limited only by the Articles of Incorporation, these bylaws and Idaho law.
- * Oversee the human resources of the Corporation to assure that each individual is fairly treated in all aspects of their career.

- * Formulate policies for consideration and ratification by the Board.
- * Establish goals and objectives for the Corporation and ensure that operations are being carried out in concurrence with stated goals.
- * Oversee the adequacy and soundness of the Corporation's financial structure.
- * Represent the Corporation with the University of Idaho, funding agencies and the community.

ii. Vice President of Business Operations. Duties of the Vice President of Business Operations include:

- * Assist the Board and the President in the oversight and execution of the business of the Corporation.
- * Manage, review and direct accounting, communications, contracts and pricing, corporate events, information technology and logistics areas and audits, budgets and fiscal planning associated with these areas of assigned responsibility.
- * Assure compliance with laws and regulations as well as terms and conditions of contractual commitments within the specific areas of assigned responsibility. Provide on-site services where necessary in order to meet the needs of individual research organizations or divisions.
- * Have such other powers and duties as the President and Board may determine or as delegated or assigned by the Chair.

iii. Treasurer. Duties of the Treasurer include:

- * Have custody of all funds, property and securities of the Corporation.
- * File or cause to be filed all financial, business and tax reports required by the federal or state tax codes.
- * Execute and issue leases, invoices, receipts, vouchers and checks and make payment on behalf of the Corporation.

- * Keep accurate and full account of monies and obligations of the Corporation, and make such records available to the Board or other Officer upon reasonable times upon request.
- * Have such other powers and duties as the President and Board may determine or as delegated and assigned by the Chair.

iv. Division Executives. Duties of Division Executives, if appointed, include:

- * Have full authority to conduct the oversight and management affairs of the division, including commitment of resources to fully operate the division.
- * Establish and manage projects to assure the success of the research and creative work efforts.
- * Direct the affairs of the division, deciding the scope and depth of the technical direction, making scientific decisions, and driving the success of the division.
- * Assuring that all division activity is in accordance with the non-profit status of the Corporation.
- * Perform other duties as the President and Board may determine.

Article Four
Execution Of Instruments

a. Contracts. All contracts which are to be executed by the Corporation shall be signed by someone authorized by company policies such as the President or Vice President for Business Operations.

b. Other Instruments. Other instruments such as promissory notes, drafts, checks, endorsements and leases shall be signed by the officers or individuals as determined by resolution of the Board.

c. Classified Contracts. Contracts of a classified nature shall be handled and signed by those with specific and appropriate clearances. The Board may, by resolution, authorize such classified contracts to be managed and controlled by the President or Vice President for Business Operations.

d. Loans. No loan or advance shall be contracted on behalf of the Corporation. No negotiable paper or other evidence of its obligation under any loan or advance shall be issue in the Corporation's name. No property of the Corporation shall be mortgaged,

pledged, hypothecated, or transferred as security for payment of any loan, advance, indebtedness, or liability of the Corporation unless and except as expressly authorized by resolution of the Board.

Article Five

Voting Upon Stock Of Other Corporations

Unless otherwise ordered by the Corporation's Board of Directors, the Chair shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meeting of the stockholders of any corporation in which the Corporation may hold stock.

Article Six

Gifts And Contributions

The Corporation will seek a federal tax exemption as defined under Internal Revenue Code §501(c)(3) for its own income and will seek a ruling that contributions to the organization are federally tax deductible. If the Corporation becomes tax exempt in either category, it will perform any act required to retain tax exempt status and will refrain from any activities forbidden by Internal Revenue Code §501(c)(3). As such, the following shall apply:

a. Solicitations. Contributions and gifts may be solicited by representatives assigned by the Chair to promote, sponsor and carry out the purposes of the Corporation.

b. Deposit and Use of Contributions. Unless otherwise provided by the donor, all contributions received by the Corporation shall be deposited and held by the Corporation and may be used and disbursed by the Board to promote, sponsor and carry out the purposes for which the Corporation is organized.

c. Restricted Gifts. The limitations and restrictions upon any grant, gift, donation, bequest or devise shall be respected. Restricted gifts shall conform to all applicable state and federal laws and regulations.

d. Operating Expenses. The operating expenses of the Corporation may be defrayed by funds contributed directly to the Corporation or from income and other resources of the Corporation, from whatever source realized, except as restricted or specified in paragraph (c) above.

Article Seven

Liability And Indemnification

Directors, Ex-Officio Directors, Officers and employees of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, costs and expense incurred by or imposed upon them in connection with or resulting from any civil or criminal

action, suit, proceeding, claim of investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, Ex-Officio Director, Officer or employee of the Corporation.

Provided, however, the indemnification set forth above is subject to the condition that a majority of the Board, provided a quorum is present, who are not parties to such action, suit proceeding, claim of investigation or, if there be no such quorum, independent counsel selected by a quorum of the entire Board, shall be of the opinion that the involved person or persons exercised and used the same degree of care and skill as a prudent person would have exercised or used under the circumstances, or that such person took or omitted to take such action in reliance upon advice of counsel of the Corporation, or upon information furnished by a Director or Officer of the Corporation, and accepted in good faith and prudence by such person.

The indemnification set forth above shall inure to the benefit of the heirs, executors and personal representative of any Director, Officer or employee and shall not be exclusive of any other rights to which such person may be entitled by law or equity or under any resolution adopted by the Board.

Article Eight
Independent Audit And Fiscal Year

After the close of each fiscal year, the Corporation's Board of Directors shall cause an audit, as required by law or as directed by the Board, of all Corporation assets and accounts to be made. The fiscal year of the Corporation shall be from _____ through _____.

Article Nine
Items of Value

_____ Funds, grants, property, intellectual property, rights, claims, and every other item of value received, acquired, or developed by the Corporation shall be held by the Corporation and invested, sold, reinvested, marketed, or otherwise managed under the direction of the Board.

Article Ten
Corporate Seal

The seal of the Corporation shall be in the form of a circle and shall bear the full name of the Corporation and the date of incorporation. The specific form of the Corporation seal shall be adopted by resolution of the Board.

Article Eleven
Amendments

These bylaws may be altered, amended, repealed, or new bylaws adopted by an affirmative vote of a majority of the Board at any regular or special meeting, subject to prior

notification of such proposed action in a published agenda, and with a copy of the specified changes to be considered provided in advance to each Director.

Approved and adopted by Resolution of the Board of Directors on this ____ day of _____ 2010.

University of Idaho Laboratory of Applied
Science & Research, Inc.

By _____
_____, Chair

Attest:

By _____
_____, Recording Secretary

Transition Plan for the University of Idaho Laboratory for Applied Science, Inc.

The proposed University of Idaho Laboratory for Applied Sciences, Inc. (LASR) is an independent not-for-profit entity affiliated with the University of Idaho. The details of this affiliation are presented in the accompanying documents. LASR will be funded through contracts and grants from federal, state and private sector sources that it wins through a competitive process. Since the University of Idaho will not be using any of its funds to sustain LASR, it is necessary to have a transition plan that will permit LASR to become self sustaining.

In order for LASR to accept contracts and grants from the federal or state government it must have an approved overhead rate. This is a 3 to 6 month process that cannot begin until LASR is established. During that period it is essential that external awards continue to be received in order to keep those university employees that will transition to LASR paid.

Until LASR has its own overhead rate these contracts and grants will come to the University of Idaho and the employees will remain as University of Idaho personnel. Once LASR has an established rate, these awards will be transferred to LASR if it is appropriate to do so. It is anticipated that those University employees that are being paid from those awards will either be transferred to LASR or will be loaned from the University to LASR. Which of these two options is chosen will depend on circumstances.

In order for LASR to operate as an independent entity it will need to have available a number of services which include human resources, accounting and billing as well as award management. These are services that are paid by the overhead charges. Initially, LASR will not have these services or the money to develop them. This necessitates a transition plan in which the university supplies these services for a fee until LASR can supply them itself. An estimate for these services can be made from the University of Idaho's overhead rate. Roughly a quarter of the overhead rate charged by the University is devoted to human resources and grant management (12% out of the 43.4%). In addition, it is appropriate to loan university employees to LASR during the transition period. Under this arrangement, LASR would pay for the employees' salary and fringe benefits out of the awards that they have in-house. This would be a cost neutral arrangement with the University. Once LASR has sufficient awards in-house to pay for their employees and has generated enough overhead to pay for the necessary administrative support, LASR would become a self-sufficient unit with its own employees. Depending on the rate at which LASR secures external funding, this transition period is expected to last several months to a year.

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LASR pro forma budget - year ending June 30, 2011

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Totals |
|---|------|-----|-----|-----|--------|--------|--------|--------|--------|--------|---------|
| Operations | | | | | | | | | | | |
| 1 Salaries - research - microelectronics | - | - | - | - | 4,500 | 4,500 | 4,500 | 15,072 | 15,072 | 10,572 | 54,218 |
| 2 Salaries - research - biomolecular | - | - | - | - | - | - | - | - | - | - | - |
| 3 Salaries - service center | - | - | - | - | - | - | - | - | - | - | - |
| 4 Salaries - admin | - | - | - | - | - | - | - | - | - | - | - |
| 5 Salary - director | - | - | - | - | - | - | - | - | - | - | - |
| 6 Fringes | - | - | - | - | 1,386 | 1,386 | 1,386 | 4,638 | 4,638 | 3,252 | 16,687 |
| 7 Facility rent | - | - | - | - | 660 | 660 | 660 | 1,320 | 1,320 | 660 | 5,280 |
| 8 Communication | - | - | - | - | - | - | - | - | - | - | - |
| 9 Software & tools | - | - | - | - | - | - | - | - | - | - | - |
| 10 Supplies | - | - | - | - | 2,400 | 2,400 | 2,400 | 8,000 | 8,000 | 5,600 | 28,800 |
| 11 Travel | - | - | - | - | 250 | 250 | 250 | 500 | 500 | 500 | 2,250 |
| 12 Legal | - | - | - | - | - | - | - | - | - | - | - |
| 13 UI support | - | - | - | - | 899 | 899 | 899 | 3,142 | 3,142 | 2,243 | 11,225 |
| 14 Other | - | - | - | - | - | - | - | - | - | - | - |
| 15 | | | | | | | | | | | |
| 16 Total expenses | - | - | - | - | 10,095 | 10,095 | 10,095 | 32,673 | 32,673 | 22,828 | 118,460 |
| 17 | | | | | | | | | | | |
| Funding sources | | | | | | | | | | | |
| 18 | | | | | | | | | | | |
| 19 | | | | | | | | | | | |
| 20 Project A | | | | | | | | | | | |
| 21 Project A- Salary charge (researcher salary only) | - | - | - | - | 4,500 | 4,500 | 4,500 | 4,500 | 4,500 | - | 22,502 |
| 22 Project A - Fringe Charge | - | - | - | - | 1,386 | 1,386 | 1,386 | 1,386 | 1,386 | - | 6,930 |
| 23 Project A - Other Charge (Service center & other direct charges) | - | - | - | - | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | - | 12,000 |
| 24 Project A - F&A return - 43.4% | - | - | - | - | 3,596 | 3,596 | 3,596 | 3,596 | 3,596 | - | 17,981 |
| 25 | | | | | | | | | | | |
| 26 Project B | | | | | | | | | | | |
| 27 Project B - Salary charge (researcher salary only) | - | - | - | - | - | - | - | 10,572 | 10,572 | 10,572 | 31,717 |
| 28 Project B - Fringe Charge | - | - | - | - | - | - | - | 3,252 | 3,252 | 3,252 | 9,757 |
| 29 Project B - Other Charge (Service center & other direct charges) | - | - | - | - | - | - | - | 6,850 | 6,850 | 6,850 | 20,550 |
| 30 Project B - F&A return - 43.4% | - | - | - | - | - | - | - | 8,973 | 8,973 | 8,973 | 26,918 |
| 31 | | | | | | | | | | | |
| 32 Total Revenues | - | - | - | - | 11,883 | 11,883 | 11,883 | 41,530 | 41,530 | 29,647 | 148,354 |
| 33 | | | | | | | | | | | |
| 34 Net | - | - | - | - | 1,787 | 1,787 | 1,787 | 8,857 | 8,857 | 6,820 | 29,895 |
| 35 | | | | | | | | | | | |

Notes

- 38 For illustration purposes only. These projections are based on new awards to LASR as a separate entity
- 39 Project A and Project B are based on pending awards currently assigned to the UI.
- 40 Salaries and fringe calculated based on current UI employee salaries earned and fringe paid. It is assumed that UI will loan these employees to LASR on a project by project basis
- 41 Facilities rent is prorated based on proportional space needed for each project
- 42 UI support is based on 25% of the levied F&A charges. Rate of 43.4% is the current Federally negotiated rate in use for the UI. LASR F&A rate to be Federally negotiated

CAMBR transition budget - year ending June 30, 2011

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Totals |
|---|---------|-----------|-----------|---------|---------|---------|---------|---------|---------|---------|-----------|
| Expenses | | | | | | | | | | | |
| 1 Salaries - research - microelectronics | 61,198 | 44,726 | 44,726 | 44,726 | 54,726 | 54,726 | 54,726 | 54,726 | 54,726 | 54,726 | 523,732 |
| 2 Salaries - research - biomolecular | 13,363 | 13,363 | 13,363 | 13,363 | 13,363 | 13,363 | 4,228 | - | - | - | 84,406 |
| 3 Salaries - service center | 8,372 | 8,372 | 8,372 | 8,372 | 8,372 | 8,372 | 8,372 | 8,372 | 8,372 | 8,372 | 83,720 |
| 4 Salaries - admin | 6,109 | 6,109 | 6,109 | 6,109 | 6,109 | 6,109 | 6,109 | 6,109 | 6,109 | 6,109 | 61,090 |
| 5 Salary - director | - | - | - | - | - | - | - | - | - | - | - |
| 6 Fringes | 27,867 | 22,497 | 22,497 | 22,497 | 25,597 | 25,597 | 22,765 | 21,454 | 21,454 | 21,454 | 233,678 |
| 7 Facility rent | - | - | - | - | | | | | | | - |
| 8 Communication | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 13,200 |
| 9 Software & tools | 10,500 | 10,500 | 10,500 | 10,500 | 10,500 | 10,500 | 10,500 | 10,500 | 10,500 | 10,500 | 105,000 |
| 10 Supplies | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 5,000 |
| 11 Travel | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 10,000 |
| 12 Other (subcontract to employ expertise) | - | - | 10,648 | 10,648 | 10,648 | 10,648 | 10,648 | 10,648 | 10,648 | 10,648 | 85,184 |
| 13 | | | | | | | | | | | |
| 14 Total expenses | 130,229 | 108,387 | 119,035 | 119,035 | 132,135 | 132,135 | 120,168 | 114,629 | 114,629 | 114,629 | 1,205,010 |
| 15 | | | | | | | | | | | |
| 16 Funding sources | | | | | | | | | | | |
| 17 | | | | | | | | | | | |
| 18 Existing grants - salaries | 342,179 | | | | | | | | | | 342,179 |
| 19 Existing grants - fringe | 171,366 | | | | | | | | | | 171,366 |
| 20 Existing grants - other | | | | | | | | | | | - |
| 21 Pending portion - existing grants | | 545,520 | | | | | | | | | 545,520 |
| 22 F & A return | 33,364 | | | 33,364 | | | 33,364 | | | 33,364 | 133,456 |
| 23 State funding | 150,945 | | | | | | | | | | 150,945 |
| 24 Other | | | | | | | | | | | - |
| 25 | | | | | | | | | | | - |
| 26 Funding Balance | 697,854 | 1,113,145 | 1,004,758 | 919,088 | 800,053 | 667,918 | 569,148 | 448,980 | 334,350 | 253,085 | 1,343,466 |
| 27 Expenses | 130,229 | 108,387 | 119,035 | 119,035 | 132,135 | 132,135 | 120,168 | 114,629 | 114,629 | 114,629 | 1,205,010 |
| 28 Net remaining funds | 567,625 | 1,004,758 | 885,724 | 800,053 | 667,918 | 535,784 | 448,980 | 334,350 | 219,721 | 138,456 | 138,456 |
| 29 | | | | | | | | | | | |
| 30 Notes | | | | | | | | | | | |
| 31 | | | | | | | | | | | |
| 32 This sheet shows the runoff of existing CAMBR grants. New grants received directly by or transferred to LASR are shown on a separate sheet as an example of how LASR will cash flow. | | | | | | | | | | | |
| 33 The forecast above assumes that a new engineer will be added in January to replace one of two recently resigned engineers. | | | | | | | | | | | |
| 34 Once LASR is approved a new federal overhead rate will be applied for to allow a mechanism to transfer projects to LASR. No projects will be transferred until the new rate is set. | | | | | | | | | | | |
| 35 During the transition phase, some employees may be loaned to LASR by the University subject to current policies covering such loaned employees. | | | | | | | | | | | |
| 36 During and after the transition phase some functions, such as HR, accounting, grant administration and the like, may provided by the University and reimbursed by LASR | | | | | | | | | | | |
| 37 No new employees will be hired by LASR until new grants have either been awarded directly or transferred from CAMBR. | | | | | | | | | | | |
| 38 Additional \$780,000 in current grants and contracts are not represented in this spreadsheet as they are designated for specific use under terms and conditions of the contracts | | | | | | | | | | | |
| 39 | | | | | | | | | | | |

IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Sub-Lease: Idaho Educational Services for the Deaf and the Blind (IESDB) and Gooding Recreation District

REFERENCE

| | |
|-----------|--|
| June 2009 | Lease by the State Board of Education (SBOE) to the Idaho School for the Deaf and the Blind (ISDB)/Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) of certain premises on Idaho School for the Deaf and the Blind's (ISDB) main campus. |
|-----------|--|

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b

BACKGROUND/DISCUSSION

IESDB (lessee) has a sublease with the Gooding Recreation District for use of the school's gym and swimming pool. On September 15, 2009, Gooding Recreation District entered into an agreement with the North Canyon Medical Center to sub sublease the swimming pool for physical therapy. The IESDB is seeking ratification of this sub sublease per the terms of the lease.

Additionally, the Gooding Recreation District requests the use of sports fields on the ISDB campus. The Recreation District utilizes the fields for practice and recreational games. Attached is a proposed amended sublease which incorporates the use of the sports fields for an additional \$500/year. The additional \$500/year will be utilized for water and maintenance of the sports fields.

Finally, Board staff requests that the Board authorize the Executive Director of the State Board of Education to review and approve any future subleases.

STAFF COMMENTS AND RECOMMENDATIONS

This is a basic transaction in which the lessee, pursuant to the lease agreement, is seeking ratification from the lessor (State Board) for the sub sublease of a campus facility. In addition, the lessee seeks approval to amend the sublease to expand the scope of leased facilities to the sub-lessee.

The terms of the lease provide that "any changes to existing subleases, termination of subleases, or execution of new subleases will require the express consent of the Lessor."

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 14, 2010

ATTACHMENTS

| | |
|---|--------|
| Attachment 1 – Proposed Lease: IESDB/Gooding Rec. District | Page 3 |
| Attachment 2 – Letter – Gooding Rec. District, Sub Sublease | Page 9 |

BOARD ACTION

I move to ratify the Gooding Recreation District's request to sub sublease the swimming pool on the campus of the Idaho School for the Deaf and the Blind to the North Canyon Medical Center, to approve the amended sublease between the Idaho Educational Services for the Deaf and the Blind and the Gooding Recreation District as presented. I move to authorize the Executive Director of the State Board of Education to review and approve any changes to existing subleases, termination of subleases, or execution of new subleases pursuant to the terms of the lease.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GYMNASIUM, SPORTS FIELD AND SWIMMING POOL LEASE

This AGREEMENT, made and entered into _____, 2010, by and between the Idaho Educational Services for the Deaf and the Blind, Lessor, and the Gooding Recreation District, Gooding, Idaho, Lessee.

WHEREAS, Lessor, as a part of the facilities of the Idaho Educational Services for the Deaf and the Blind, (IESDB) located in Gooding, Idaho, ~~owns~~ leases an indoor swimming pool, gymnasium; and sports field ~~allocated~~ located on the campus of the Idaho School for the Deaf and Blind (ISDB), and

WHEREAS, for the purpose of this Agreement, the "sports field" include a baseball field diamond which is located on the ISDB campus.

WHEREAS, Lessee has expressed a desire to lease the gymnasium and indoor swimming pool and sports field and accompanying facilities with the intent to manage and operate recreation programs and a city swim program; and

WHEREAS, the Gooding Recreation District does not have a gymnasium; and

WHEREAS, the Gooding Recreation District does not have a municipal indoor swimming pool;

WHEREAS, the Gooding Recreation District does not have a baseball field or diamond; and

NOW THEREFORE, it is agreed:

1. Lessee will be entitled to use the gymnasium, sports field and indoor swimming pool of Lessor located in Building #510 from October 1, 2009 through September 30, 2010.
2. Lessee agrees to pay a rental sum of \$11,000.00 to be paid in two equal installments of \$5,500.00 on December 1, 2009 and April 1, 2010.
3. Lessee agrees to pay Lessor the additional sum of \$1,500.00 to cover annual cost of property insurance no later than 10 days after the beginning of the new contract period. In the event of any loss(es), Lessee shall be responsible for payment of the deductible(s).
4. Lessee agrees to pay IESDB all charges for water consumed by the gymnasium/pool complex.

5. Lessee accepts the gymnasium, sports field and swimming pool as is, with any and all defects if any, which may exist as of the date of the execution of this Lease Agreement.
6. Lessee will only use the gymnasium, sports field and swimming pool for the purpose of the Gooding Recreation District's authorized programs; and proper certification from the Idaho Department of Health and Welfare to operate such programs will be obtained and a copy furnished to Lessor.
7. Lessee agrees to exclusive management and maintenance of the gymnasium, sports field and swimming pool during the period of occupancy. Lessee shall, at Lessee's expense during the period of occupancy, ensure the following are provided and paid for in connection with the operation of Lessor's gymnasium and pool.
 - a. All utilities necessary to operate the gymnasium, sports field and swimming pool.
 - b. All supplies necessary to operate the gymnasium, sports field and swimming pool including routine replacement of interior light-bulbs. Lessor will maintain outside security lights.
 - c. Cleaning and normal maintenance of the gymnasium, sports field and swimming pool area, dressing rooms, lavatories and other surrounding areas. At a minimum, cleaning will be done on a weekly basis or more often as required to keep the gymnasium, pool and adjacent areas in a clean and sanitary condition. Failure to comply with this requirement will result in Lessor taking necessary steps to hire a cleaning service with subsequent costs charged to the Gooding Recreation District.
 - d. Normal maintenance of the sports field.
 - e. All salaries and other expenditures related to the ongoing operation of the gymnasium, sports field and swimming pool will be paid by the Gooding Recreation District.
8. All repairs up to \$500 per repair necessary to maintain the gymnasium, sports field and swimming pool in proper working order for the life of the lease are the responsibility of the Lessee and shall be at the Lessee's expense. Lessee shall also be responsible for any repairs over \$500 in the event such repairs are required as a result of Lessee's negligence and/or the result of actions of the Lessee's participants, clients or users.
9. Lessor will not be responsible for any capital improvements to the gymnasium, sports field and swimming pool, and reserves the right to terminate the lease should repairs over \$500 be required in order to continue operation of the gymnasium, sports field or swimming pool. Should Lessee voluntarily undertake repairs not due to negligence of Lessee which are over \$500, Lessor

shall not be responsible for the cost of such repairs. Any repairs over \$500 must be approved in writing by the Lessor.

10. Lessee shall defend, indemnify and hold harmless the Lessor from and against all claims, damages, costs, legal fees, expenses, actions and suits whatsoever including but not limited to the injury or death of others or any employee of the Lessee arising out of Lessee's use of the gymnasium, swimming pool and sports field.
11. Lessee shall provide Lessor, no less than ten days following the start of this lease, a Certificate of Insurance showing that there is in effect a current policy providing minimum limits of Comprehensive General Liability Insurance in the amount of \$500,000.00. Idaho Educational Services for the Deaf and the Blind shall be listed as an "Additional Insured". The insurance policy and certificate of insurance shall further state, "This policy is intended to be primary to and not contributory with any other insurance maintained by or on behalf of the State of Idaho or its agencies."
12. Lessee shall have the right and responsibility to:
 - a. Determine days and hours the gymnasium, sports field and swimming pool will be available for use by ~~the~~ ISDB, the Gooding Recreation District or the general public;
 - b. Establish fees to be charged for the use of the gymnasium, sports field and swimming pool by members of the general public.
 - c. Employ certified lifeguards, a pool manager and/or recreation director as required by statutes and regulations of the State of Idaho, and its agencies, and be responsible for payment of such personnel.
13. Lessor agrees to work with and assist Lessee and its agents in the scheduling and utilization of the gymnasium, sports field and swimming pool. It is agreed and understood that ~~the~~ ISDB and/or any entities affiliated with ~~the~~ IESDB or ISDB shall be provided first priority or preference for any and all scheduled events for the gymnasium, sports field and swimming pool. The Department of Recreation programs shall be given second preference for any and all scheduled events for the gymnasium, sports field, and swimming pool. That any remaining times or openings within the schedule can be assigned to and/or delegated to other community entities or the general public at the sole discretion of lessee and/or in a manner to be determined by the Lessee.
14. Lessee has represented to Lessor that adequate Lessee funds in the amount of \$14,000.00 at a minimum are available for the execution of the terms of this lease.

15. Lessee shall maintain the structure of the gymnasium, swimming pool, and sports field so that they are in compliance with all fire codes under Idaho law. No building modifications can be made by Lessee without specific written property approval, or that will violate any safety codes.
16. Lessee cannot change the building and door locks without giving Lessor proper notice and shall provide a reasonable number of keys to Lessor to ensure continued and uninterrupted access to the gymnasium, sports field and swimming pool.
17. Lessee shall comply with Idaho Executive Order No. 92-2 which prohibits smoking in any building on the IESDB campus. In addition, Lessee shall comply with the State Board of Education's resolution adopted March 18, 1994 establishing a no smoking requirement. Pursuant to this resolution, smoking is not permitted in or on any of the buildings or property of the Idaho Educational Services for the Deaf and the Blind.
18. Lessee shall provide a copy of the inspection reports to Lessor, including inspection reports from the Division of Building Safety.
19. Lessor shall provide and maintain:
 - a. Fire Alarm System
 - b. Fire Extinguishers
 - c. Emergency Lights
 - d. Exit Lights
20. Assignment: This lease shall not be assigned nor shall the premises be sublet, in whole or in part, without prior written consent of Lessor.

THIS AGREEMENT may be terminated by either party upon giving a thirty (30) days written notice to the other party. With the consent of both parties, this contract may be terminated without thirty (30) days notice.

IN WITNESS WHEREOF, the parties have caused their company names to be hereunto subscribed pursuant to the resolutions duly passed.

~~IDAHO DEPARTMENT OF EDUCATION~~ STATE BOARD OF EDUCATION

by _____
~~Tom Luna~~ Mike Rush
~~Superintendent~~ Executive Director

Date

LESSOR

IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

by _____
~~Aylee Schaefer~~ Brian Darcy
~~Interim~~ Administrator

Date

LESSEE

GOODING RECREATION DISTRICT

by _____
Joleen Toone
Executive Director, Board of Directors

Date

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**Gooding Recreation District
202 14th Ave East
Gooding, ID 83330**

April 26, 2010

Idaho Educational Services for the Deaf and Blind
State Board of Education
1450 Main Street
Gooding, ID 83330

Dear IESDB and State Board of Education:

The Gooding Recreation District (GRD) is requesting your permission to sub lease the Gooding Indoor Pool, which we are currently leasing from the Idaho Educational Services for the Deaf and Blind.

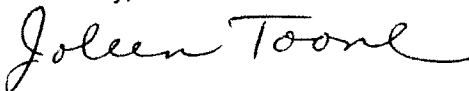
We would be sub-leasing to the North Canyon Medical Center, formerly the Gooding County Memorial Hospital, for their Aqua Therapy program.

The Aqua Therapy program would use the pool on Tuesdays and Thursdays, for 4 hours each day.

The North Canyon Medical Center agrees to pay the Gooding Recreation District, \$1500.00 (see agreement) to offset the cost of utilities, chemicals, training of lifeguards and maintenance to the facility.

We appreciate your consideration of this request.

Sincerely,



Joleen Toone
President
Gooding Recreation District



**Space Utilization Agreement
Gooding Recreation District and North Canyon Medical Center**

This Agreement is made and entered into effect September 15th, 2009, by Partners In Healthcare, Inc dba North Canyon Medical Center, hereinafter referred to as "NCMC" and The Gooding Recreation District, hereinafter referred to as "GRD".

WITNESSTH:

Whereas, GRD operates a building located at 315 14th Avenue East in Gooding, ID, and
Whereas, NCMC wishes to lease a portion of said building designated as "the pool and locker rooms", and
Herein, both parties agree to the following:

SECTION I – TERM & TERMINATION

- 1.1 **Term.** The term of this agreement shall be effective for two (2) years from the date of August 12th, 2009 and thereafter renegotiated within ninety (90) days of the anniversary date.
- 1.2 **Termination.** Either party may terminate this agreement with thirty days written notice to the other party, except that termination cannot be used as a process to renegotiate rates.
- 1.3 **Effect of Termination.** Upon termination of this agreement, the right of use of facilities will terminate.

SECTION II - OBLIGATIONS

- 2.1 **Utilization of Space.** GRD shall allow the space known as the "the pool and locker rooms" and more specifically outlined under "Exhibit A", to be utilized by NCMC for the purposes of Aquatic Therapy for a monthly fee as designed under section III. Additional hours will also be made available for an additional fee as set under section III.
- 2.2 **Dates of Use.** NCMC will work with GRD to schedule dates and times in advance which meet the needs of the NCMC, and fits within the schedule of other services being provided by GRD in the Pool and Locker Rooms. Due to NCMC's generous funding of the renovation of such pool and locker rooms, NCMC will have the ability to expand their utilization to meet the needs of their rehabilitation patients; given that such additional hours/times will be charged to NCMC at the rate calculations shown in Exhibit A.
- 2.3 **Rules.** NCMC will be expected to meet common standards and regulations of pool use.
- 2.4 **Access.** GRD will allow access during scheduled times and provide appropriate access keys.
- 2.5 **Maintenance.** GRD will ensure Pool and Locker Rooms are kept clean, are well maintained, and that the pool is set at appropriate temperature per Aquatic Therapy guidelines. NCMC is not responsible for repairs or maintenance.
- 2.6 **Damage and Destruction.** If the space or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for NCMC's purposes, then NCMC shall have the right within thirty (30) days notice to GRD to terminate this Agreement as of the date of such damage. In the event of minor damage to any part of the space, and if such damage does not render the space unusable for NCMC's purposes, GRD shall promptly repair such damage. Failure of GRD to repair damages due to funding or other unforeseen reductions in GRD capabilities will be considered a breach of this agreement, and will specifically result in the termination of this lease and all obligations relating within. NCMC shall be relieved from paying rent and other charges during any portion of the term that the space are inoperable or unfit for occupancy or use, in whole or in part, for NCMC's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to NCMC. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond NCMC's reasonable control and which renders the space, or any appurtenance thereto, inoperable or unfit for occupancy in whole or in part, for NCMC's purposes.
- 2.7 **NCMC Insurance.** NCMC shall maintain a policy of comprehensive general liability insurance on the space and common area related thereto. NCMC shall also maintain professional liability insurance (malpractice) insurance on its agents and employees.



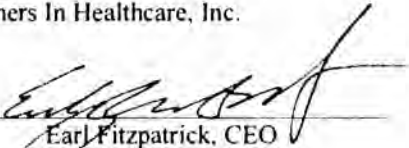
NORTH CANYON
MEDICAL CENTER

- 2.8 Entire Agreement of the Parties. This Agreement supersedes any and all Agreements, either written or oral, between the parties hereto with respect to the subject matter contained herein and contains all of the covenants and Agreements between the parties with respect thereto. Each party to this Agreement acknowledges that no representations, inducements, promises or Agreements, oral or otherwise, have been made by either party, or anyone acting on behalf of either party, which are not embodied herein, and that no other Agreement, statement or promise not contained in this Agreement shall be valid or binding.
- 2.9 Indemnification. Each party agrees to indemnify and hold harmless the other party, its agents, employees or affiliates, against and from all damages arising solely from the illegal, negligent or intentional acts or omissions of the indemnitor or the indemnitor's agents, employees, affiliates, board members, successors or medical staff.

SECTION III - COMPENSATION

- 3.1 Compensation. In consideration for GRD allowing utilization of their space by NCMC, GRD shall be paid a fee as calculated per exhibit A.
- 3.2 Charging of Class Participants. NCMC is an Independent Contractor and a separate entity or person from GRD. GRD will not charge or collect funds from NCMC's class participants for services provided NCMC. NCMC shall not charge class participants for GRD services or Building Utilization. Each party will collect for their own services.

NCMC:
Partners In Healthcare, Inc.

By: 
Earl Fitzpatrick, CEO
267 North Canyon Drive
Gooding, Idaho 83330
Phone: 208-934-4433 X1105
Fax: 208-934-8760

GRD:
Joleen Toone, Board President


By: 
Joleen Toone, Board President



Exhibit A

NCMC will compensate GRD on a monthly basis for pool and locker utilization per the attached lease agreement. Such monthly expense will be based on cost of the prior quarter and the monthly utilization.

Each quarter, GRP will provide to NCMC the overall three month costs associated with the direct operation of the pool including chemicals used, general cleaning services, pool activity related employment expense, and utilities. Such records will be as detailed as possible and explained in full at the request of NCMC. As guard utilization is charged separately, cost of training and hours for lifeguards will not be included in such calculation. The three months of cost will be calculated to a daily rate.

This quarterly calculation of daily rate will then be used as a daily rate. The rate will be charged to NCMC based on their utilization (number of days the pool is utilized by NCMC) during the next three months. GRD will invoice NCMC monthly, utilizing this rate, until such quarterly rate is recalculated.

Example:

| | |
|---------------------------|---|
| Quarter 1 costs: | \$14,000 |
| Days in Quarter: | 93 |
| Cost per day: | \$150.53 (new rate per day for the next three months) |
| Days NCMC (Month 4) | 10 |
| Cost per day (from above) | \$150.53 |
| Invoice to NCMC | \$1,505.53 |

Additional Days

While it is expected that NCMC will be utilizing the pool 2 days per week for Aquatic Therapy, there may be requirements to increase pool utilization. Such additional days will be naturally billed as part of the overall monthly utilization and charged at the quarterly rate per day as calculated above.

Additional Staff

It is expected that a certified lifeguard will be on duty during all sessions. Should NCMC request and GRD provide such staff, GRD shall invoice, as part of the regular invoice, an additional amount to include the cost of such lifeguards with a fee of 5% added for providing the service. Timesheets and employee rate information will be provided by GRD with any such billings as an attachment to the monthly invoice.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | IDAHO STATE UNIVERSITY – APPROVAL OF NOTICE OF INTENT: EXPAND DOCTOR OF PHARMACY TO MERIDIAN | Motion to Approve |
| 2 | NORTH IDAHO COLLEGE – APPROVAL OF NOTICE OF INTENT: NEW ELECTRONIC MEDICAL RECORDS ADOPTION FOR HEALTHCARE PRACTICES POST-SECONDARY CERTIFICATE PROGRAM | Motion to Approve |
| 3 | RESEARCH STRATEGIC PLAN | Information Item |
| 4 | UNIVERSITY OF UTAH, SCHOOL OF MEDICINE ANNUAL REPORT | Information Item |
| 5 | IDAHO STATE UNIVERSITY – APPROVAL OF NOTICE OF INTENT: TECHNICAL CERTIFICATE IN ENERGY SYSTEMS RENEWABLE ENERGY | Motion to Approve |

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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Notice of Intent: Expansion of Pharmacy Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Board Policy III.G., Program Approval and Discontinuance

BACKGROUND/DISCUSSION

Idaho State University (ISU) seeks Board approval to expand the Doctor of Pharmacy program at its Meridian campus in order to address student interest, need for pharmacists in Idaho, provide better access to applicants statewide, and to capitalize on clinic placement sites across the State. ISU currently offers the third and fourth years of the program in Meridian. The expansion of the program would include offering the first two years and would allow ISU to offer the entire program at this location.

The College of Pharmacy has a long history in the Treasure Valley offering clinical pharmacy at the Idaho State School and Hospital in Nampa in 1971 and offering the Pharm.D. degree program since 1988. Due to economic and population growth over the years, health care services have also grown. The Treasure Valley being central to the State's largest site of health care facilities is the ideal location for expanding ISU's Pharm.D. program. Additionally, the Treasure Valley provides significantly more opportunities for students to complete clinical experiences.

While recent economic conditions have decreased slightly, the demand for pharmacists continues to be healthy in Idaho. The Idaho Department of Labor indicates that employment in pharmacy professional will grow faster than average and that job prospects will likely remain high in the future. The Department of Health and Human Services projects by the year 2020 there will be a 10% shortage of pharmacists and by 2030 an 11% shortage. The increased number of graduates will help meet the growing needs of Idaho.

The ALSAM Foundation supported ISU's new facility in Meridian by providing \$5 million to remodel a portion of the ISU Meridian Health Science Center for the development of the L.S. Skaggs Pharmacy Complex. This center will facilitate the expansion of the Pharm.D. program

IMPACT

As provided in the Notice of Intent, the expansion of the first and second years of the program will result in additional expenditures to the institution with an average of \$764,226 per fiscal year. ISU anticipates a growth in enrollment over a seven-year period and will require additional faculty and staff.

ATTACHMENTS

Attachment 1 – Idaho State University Notice of Intent

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's request to expand its Doctor of Pharmacy in Meridian is consistent with its Eight-Year Regional Plan for Delivery of Academic programs in the Southwestern Region. Idaho State University is the only institution currently offering the Doctor of Pharmacy in Idaho. The Council on Academic Affairs and Programs (CAAP) and Board staff has reviewed the proposal and recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to expand its existing Doctor of Pharmacy program by permitting it to offer the first two years of such program at its Meridian campus.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Academic/Professional-Technical Education

Notice of Intent

Institution Submitting Proposal: Idaho State University

Name of College, School, or Division: College of Pharmacy

Name of Department(s) or Area(s): College of Pharmacy

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

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

Doctor of Pharmacy

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: Fall, 2010

For New Programs:

Program (i.e., degree) Title _____

CIP 2010 Code _____
 (consult Institutional Researcher/Registrar)

For Existing Programs:

Doctor of Pharmacy (Pharm.D.)
 Program (i.e., degree) Title _____

51.2001

CIP 2010 Code

Paul S. Cady 7/21/10
 College Dean (Institution) Date

James R. Steffen 8/13/10
 Chief Fiscal Officer (Institution) Date

Barry P. Olson 8-11-10
 Chief Academic Officer (Institution) Date

William V. Vukobratovic 8/13/10
 President Date

For Other Instructional Activity:

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Program Activity

☐ Instructional/Research Unit

☒ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program/Collaborative

☐ Other

VP Research and/or Graduate
 Dean (as applicable) Date

State Administrator, SDPTE
 (as applicable) Date

Dele Brown 8-15-10
 Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.

This NOI is ISU's formal request for State Board permission to expand the Doctor of Pharmacy (Pharm.D.) degree program in Meridian to include all four years of the program. The addition of the first two years will permit students to complete all four years of the professional program in Meridian. Offering the full four years in the Treasure Valley will allow us to increase our class size from 60 students per year to 90 students per year. Additionally, current accreditation guidelines require clinical experiences in each of the four years. The expansion of our program in Meridian will provide the additional clinical sites that are required for accreditation.

Interest in the pharmacy profession in Idaho remains strong. During the 2010 application cycle, over 500 applicants sought admission to Idaho State University's (ISU) College of Pharmacy. The need for pharmacists in Idaho continues to be robust. Idaho Department of Labor lists pharmacy as a growing profession in the state. In order to address both student interest and the need for pharmacists in Idaho, the College of Pharmacy has had plans in place for some time to increase the number of students accepted into the Pharm.D. program.

In an attempt to provide better access to applicants statewide and to capitalize on clinical placement sites across the state, the expansion is best accomplished at ISU's Meridian campus. The Meridian facility combined with our facilities in Pocatello gives us the ability to meet the future needs of Idaho.

The College of Pharmacy has a long history in the Treasure Valley. A current faculty member began teaching clinical pharmacy to ISU pharmacy students at the Idaho State School and Hospital in Nampa in 1971. For the past thirty years, the Boise Veterans Affairs Medical Center has been a major teaching site for advanced pharmacy practice experiences. The Treasure Valley has undergone rapid economic and population growth over the last 20 years and is the state's largest metropolitan area. As would be expected, health care services have also grown and the valley is home to the state's largest concentration of health care facilities. The relationship with the College of Pharmacy has also expanded to the extent that the College presently has eleven faculty members located in the area.

The College of Pharmacy, with State Board of Education approval, began offering the Pharm.D. degree in 1988. Many of our clinical sites and clinical faculty members were located in the Treasure Valley at that time. Due to the availability of teaching sites and advanced pharmacy practice experiences, approximately half of the Pharmacy students moved to the Treasure Valley each year to complete their fourth-year clinical experiences. A cohort of third-year students have completed their third-year in the Treasure Valley since 2004.

Due to changes in Pharmacy accreditation standards, it became necessary for all students to complete additional clinical experiences during each of the three years prior to their fourth year. This necessitated additional clinical sites. The large health care infrastructure in the Treasure Valley can provide significantly more opportunities for students to complete these experiences earlier in their professional program.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

- a) A projection of full-time and part-time enrollment over a three year period of time.

The following table includes current and projected enrollment increases over a seven-year period. The planned expansion (33% increase) will require additional faculty and staff. Securing sufficient experiential sites is essential. The chart below indicates the first three years of the planned expansion.

| Year of Expansion | Total Students | Additional Students |
|-------------------|----------------|---------------------|
| 0 | 240 | 0 |
| 1 | 250 | 10 |
| 2 | 260 | 20 |
| 3 | 270 | 30 |

- b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.

The demand for pharmacists continues to be healthy in Idaho and in the United States. Recent economic conditions have decreased demand slightly. All students who graduated in 2010 were able to secure employment. The Department of Labor indicates that employment in pharmacy will grow faster than average and that job prospects will likely remain high in the future. The Department of Health and Human Services projects that by the year 2020 there will be a 10% shortage of pharmacists and by 2030 an 11% shortage. The demand for pharmacists will continue despite the increase in the number of pharmacy graduates primarily because of the relative expansion in the elderly population and the rising per capita consumption of pharmaceuticals.

- c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The increased number of graduates from the College of Pharmacy will help meet the growing health care needs of Idaho. The provision of excellent health care is a major component for economic growth. The outreach programs of the College of Pharmacy, such as Operation Diabetes and Operation Immunization, provide additional benefits to the citizens of Idaho (e.g., quality pharmaceutical care that is easily accessible and cost effective). These programs also serve to identify those patients suffering from silent yet potentially deadly disease processes such as diabetes or hypertension and referring them for appropriate medical attention.

Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

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

Prior to authorizing the expansion, the Accreditation Council for Pharmacy Education (ACPE) required a focused site visit. The planned expansion was approved by ACPE in January, 2009. The College of Pharmacy is following the approved plan and will not expand the student population until there are sufficient resources and faculty to meet the requirements of the plan that was approved.

The college is currently undergoing a self-study in preparation for a full accreditation review in March of 2011. We are making every effort to assure that all accreditation standards are met.

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.***

The only degree in Pharmacy (Pharm.D.) in Idaho is offered by the College of Pharmacy at Idaho State University. Currently there are two colleges of pharmacy in Utah, Washington and Oregon. Montana, Wyoming, and Nevada each have one college of pharmacy. Presently, Alaska does not have a college of pharmacy.

Degrees offered by school/college or program(s) within disciplinary area under review:

| Institution and Degree Name | Level | Specializations Within the Discipline (to Reflect a National Perspective) | Specializations Offered Within the Degree at the Institution |
|------------------------------------|--------------|--|---|
| BSU | NA | | |
| CSI | NA | | |
| CWI | NA | | |
| EITC | NA | | |
| ISU | Pharm.D. | | |
| LCSC | NA | | |
| NIC | NA | | |
| UI | NA | | |

Enrollment and Graduates (i.e., number of majors or other relevant data)
 By Institution for the Proposed Program
 Last three years beginning with the current year and the 2 previous years

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|-------------|--------------------------|----------------------|----------------------|---------------------|----------------------|----------------------|
| | Current Year (2010) | Previous Year (2009) | Previous Year (2008) | Current Year (2010) | Previous Year (2009) | Previous Year (2008) |
| BSU | NA | | | | | |
| CSI | NA | | | | | |
| CWI | NA | | | | | |
| EITC | NA | | | | | |
| ISU | 263 | 248 | 237 | 54 | 60 | 55 |
| LCSC | NA | | | | | |
| NIC | NA | | | | | |
| UI | NA | | | | | |

*The numbers provided above reflect all students in the Pharmacy Program regardless of location. The numbers listed below reflect enrollment numbers in the Meridian program over the last three years.

| | 2010 | 2009 | 2008 |
|-----|------|------|------|
| ISU | 99 | 71 | 47 |

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

Pharmacy has been included as part of Idaho State University's statewide mission and scope since 1983. "As a regional public Doctoral/Research University, Idaho State University meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, ISU is the state's lead institution for education in the health professions and related biological and physical sciences."

6. Describe how this request fits with the institution's vision and/or strategic plan.

Pharmacy is an integral part of health education at ISU and is listed in the institution's statewide mission and scope. The expansion of the Pharm.D. degree is consistent with ISU's strategic plan. Goal three in the strategic plan is: Advance medical and health care education throughout the state and region through increasing the quality of healthcare, the number of practicing health care professionals, and promotion of translational research.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes X No

If not on your institution's regional 8-year plan, provide a justification for adding the program.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

Prior to a student being admitted into the Pharm.D. program, they must complete pre-pharmacy requirements. Pre-pharmacy is a three-year curriculum. Courses that meet the pre-pharmacy requirements can be completed at other institutions in Idaho and outside Idaho. We work with pre-pharmacy advisors at all other state institutions of higher education.

Distance learning is used extensively between the Pocatello campus and Meridian Health Science Center for students in the professional, four-year Pharm.D. program. Using distance education, we are able to bring experts into our classroom from many parts of Idaho.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

The College of Pharmacy at ISU has been recognized nationally for many years. Many students are referred by alumni, practicing professionals, pre-pharmacy advisors at other Idaho institutions, by contacting the accrediting agency or professional pharmacy organizations, and by the national media as it relates to pharmacy education and the national movement in health care reform.

The College of Pharmacy actively participates in ISU recruiting efforts and attends events at all Idaho institutions. Demand for pharmacy education is high. We have many more applicants than available seats in our program. During the admissions process, the College maintains a wait list of eligible students who are offered seats when an opening occurs. Filling all positions has not been a problem.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

IRSA

| Estimated Fiscal Impact | FY 2010-11 | | FY 2011-12 | | FY 1012-13 | | Cumulative Total | |
|--------------------------------|----------------|---------------|----------------|---------------|------------------|---------------|------------------|---------------|
| | Recurring | Non-Recurring | Recurring | Non-Recurring | Recurring | Non-Recurring | Recurring | Non-Recurring |
| A. Expenditures | | | | | | | | |
| 1. Personnel | 580,098 | 0 | 630,080 | 0 | 878,502 | 0 | 2,088,680 | 0 |
| 2. Operating | 68,000 | 0 | 68,000 | 0 | 68,000 | 0 | 204,000 | 0 |
| 3. Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Facilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 648,098 | 0 | 698,080 | 0 | 946,502 | 0 | 2,292,680 | 0 |
| B. Source of Funds | | | | | | | | |
| 1. Appropriated - Reallocation | 165,283 | 0 | 165,283 | 0 | 165,283 | 0 | 495,849 | 0 |
| 2. Appropriated - New | 146,627 | 0 | 273,254 | 0 | 395,049 | 0 | 814,930 | 0 |
| 3. Federal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Other (Specify) | 357,258 | 0 | 320,612 | 0 | 447,240 | 0 | 1,125,110 | 0 |
| Total Revenue | 669,168 | 0 | 759,149 | 0 | 1,007,572 | 0 | 2,435,889 | 0 |

Note: Sources of Funds

Appropriated – Reallocation is the current student fees collected for this program.

Appropriated – New is the potential student fees collected for this program due to the increase in enrollment.

Other – is the increase in revenue is due to the increase in student enrollment assessed professional fees.

TAB Page 9

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010

NORTH IDAHO COLLEGE

SUBJECT

Approval of Notice of Intent: new Electronic Medical Records Adoption for Healthcare Practices post-secondary certificate program.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Board Policy III.G., Program Approval and Discontinuance

BACKGROUND/DISCUSSION

North Idaho College (NIC) proposes to add a new ***Electronic Medical Records (EMR) Adoption for Healthcare Practices*** option to their Computer Applications and Office Technology program. This certificate program is ideally suited to healthcare employees who are now faced with adopting and implementing an Electronic Health Record system in their facility. The courses in this program are designed to assist these healthcare employees navigate the EMR adoption process. This is also a good add-on program for students that are close to completing a Health IT-related certificate or degree program. One can find out more about this program and/or apply for admission into the program at www.nic.edu/emra.

Beginning spring semester 2011, NIC plans to offer an additional post secondary certificate program titled, ***Electronic Medical Records IT Support***. That certificate will be ideally suited to persons who already possess a strong IT foundation that wish to transition into healthcare and work with healthcare facilities and EMR vendors implementing, installing, configuring, and troubleshooting EMR software products. NIC is currently in the curriculum approval process for this new program. It will also be a 10-credit program, offered completely online. Prospective students must have recent IT work experience or have recently earned an IT certificate or degree prior to being admitted into this program.

These new program options will be funded by the American Recovery and Reinvestment Act of 2009 Health Information Technology grant. NIC is the only community college in Idaho that received the grant for educating a workforce for implementing and supporting electronic medical records. All required courses will be offered online so students throughout the state can enroll in the program.

The budget submitted for the ***EMR Adoption for Healthcare Practices*** program option will also cover the ***Electronic Medical Records IT Support*** program option.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010

IMPACT

The proposed option is being funded by a Healthcare IT Workforce training Federal grant. There are no plans to continue offering the program after the two-year funding period ends, which is after the spring 2012 semester. No State Professional-Technical Education funds are requested.

ATTACHMENTS

Attachment 1 – North Idaho College Notice of Intent

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The addition of the Electronic Medical Records Adoption for Healthcare Practices option will expand opportunities to students throughout Idaho and meet an industry need for healthcare and information technology professionals. While this will be a short term program lasting only two years, NIC is committed to educating 300 students within this period with an 80% completion rate.

This proposal has been reviewed by the Division of Professional-Technical Education and Board staff recommends approval.

BOARD ACTION

I move to approve the request by North Idaho College to create a new post-secondary certificate program in Electronic Medical Adoption for Healthcare Practices.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

RECEIVED
JUL 21 2010

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: North Idaho College
 Name of College, School, or Division: Business and Professional Programs
 Name of Department(s) or Area(s): Computer Applications and Office Technology

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

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

Post Secondary Technical Certificate

(Degree or Certificate)

Proposed Starting Date: August 23, 2010

For New Programs:

Electronic Medical Records
 Adoption for Healthcare Practices
 Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

JM/Mun 7/14/10
 College Dean (Institution), Date

Sarah Garcia 7/15/10
 Chief Fiscal Officer (Institution) Date

J. Lee 7/15/10
 Chief Academic Officer (Institution) Date

J. Lee 7/15/10
 For President
 Bell

VP Research & Graduate Studies 7-27-10
 Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

Revised 11/30/09

Page 1

| President | Date | SBOE/OSBE Approval | Date |
|-----------|------|--------------------|------|
|-----------|------|--------------------|------|

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

New post secondary certificate program that is grant funded by the American Recovery and Reinvestment Act of 2009 Health Information Technology grant.

2. Provide a statement of need for a new program or a program modification. Include the following:
 - a) projection of full-time and part-time enrollment over a three year period of time
 - b) provide verification of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.

Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

As health care organizations struggle to move from a paper-based world to one of digital healthcare information systems, the workforce needed to successfully navigate this path will grow in numbers as well as in needed skills and knowledge. The changes brought about by health information technology (HIT) will likely affect every level and every role in the health care delivery organization - from the executive suite through medical practice/clinic management to the front line patient care and administrative staff. It will also affect the role and experiences of both patients and their families.

Moreover, IT in the health care industry has significant and unique challenges from other industries that have also experienced the IT challenge. One is the historic underfunding and underinvestment in information technology. Against that backdrop, the American Recovery and Reinvestment Act of 2009 (ARRA) allocated \$19.2B for health information technology. However, the implementation guidelines are very tight and the expectations significant for provider organizations. They must ramp up quickly to deploy electronic medical records to become eligible for incentive payments. In addition, simply the ability to run a provider organization of any size is becoming increasingly dependent on sophisticated technology.

This curriculum is designed to address these needs and challenges, especially as they relate to the ambulatory setting. These provider organizations generally have less support and skill set development in the areas of technology, project management and business intelligence. To assist the learner, they will come away from this program with a practical toolkit to use in their clinical setting for planning and deployment purposes. Each course within the curriculum will have specific tools identified as applicable to that topic area. The instructor and other industry experts can contribute to a library for students to use for projects of varying size. Suggested specific topic areas to cover in each module are included in these discussions.

North Idaho College is committed to enrolling 300 students in this program in a 2-year period with an 80% completion rate. We are the only community college in Idaho that received the HIT grant for educating a workforce for implementing and supporting electronic medical records. All of the required courses will be offered online so that people throughout the state can enroll in the program and incumbent healthcare workers desiring to take the program can work around their work schedule.

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

Revised 11/30/09

Page 2

The curriculum has been designed by healthcare curriculum design specialists and is being taught by healthcare and information technology professionals involved with the implementation and support of electronic medical records. Input on program requirements was given by an advisory committee composed of healthcare professionals throughout the state of Idaho.

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.

Does not apply. North Idaho College is the only institution in the state offering such a program.

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|-------------|--------------------------|---------------|---------------|---------------------|---------------|---------------|
| | Current | Previous Year | Previous Year | Current | Previous Year | Previous Year |
| BSU | | | | | | |
| CSI | | | | | | |
| CWI | | | | | | |
| EITC | | | | | | |
| ISU | | | | | | |
| LCSC | | | | | | |
| NIC | | | | | | |
| UI | | | | | | |

Degrees offered by school/college or program(s) within disciplinary area under review

| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
|-----------------------------|-------|--|--|
| BSU | | | |
| CSI | | | |
| CWI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves. This certificate expands opportunities for students and contributes to student success.

6. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes ____ No X

If not on your institution's regional 8-year plan, provide a justification for adding the program.

This program is being initiated as a result of a Federal Grant received by North Idaho College in March of 2010. North Idaho College is the only community college in Idaho that received money through this grant to establish a course in Electronic Medical Records Adoption for Healthcare Practices. This will be a short term grant lasting two years.

7. List potential ways your institutions can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho.

These courses will all be delivered via Internet. The intent of this method of course delivery is to provide opportunity for students throughout the state to take advantage of this new certificate.

8. Resources--Needed. (Use additional sheets if necessary.):

| Estimated Fiscal Impact | FY 2011 | FY 2012 | FY | Cumulative Total |
|------------------------------|--------------------|----------------|----|------------------|
| A. Expenditures | | | | |
| 1. Personnel | 130,140 | 130,140 | | 260,280 |
| 2. Operating | 257,300 | 107,300 | | 364,600 |
| 3. Equipment | 0 | 0 | | |
| 4. Facilities | 0 | 0 | | |
| TOTAL COST: | 387,440 | 237,440 | | 624,880 |
| B. Source of Funds | (See note 1 below) | | | |
| 1. Appropriated-reallocation | 0 | 0 | | |
| 2. Appropriated – New | 0 | 0 | | |
| 3. Federal | 387,440 | 237,440 | | 624,880 |
| 4. Other: | 0 | 0 | | |
| TOTAL: | 387,440 | 237,440 | | 624,880 |
| B. Nature of Funds | | | | |
| 1. Recurring * | | | | |
| 2. Non-recurring ** | 387,440 | 237,440 | | 624,880 |
| TOTAL: | 387,440 | 237,440 | | 624,880 |

* 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.

Note 1: NIC's Electronic Medical Records/HIT certificate program(s) are funded by the Office of the National Coordinator, Department of Health and Human Services ARRA support Award # 90CC007701

SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: North Idaho College

Program/Option Title: Computer Applications and Office Technology/Electronic Medical Records Adoption for Healthcare Practices

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 4 months

Degree/Certificate: Technical
Post Secondary/Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

| | | |
|------------------------|----------------------------------|----|
| Credit Summary: | Technical Credits | 10 |
| | General Education Credits | |
| | Total Credits | 10 |

Recommended Program Scope and Sequence

| Course Title | Course Number | Technical Credits | General Education Credits | Code N = New C = Change (See Note 1) | Semester Sequence (See Note 2) |
|---|----------------------|--------------------------|----------------------------------|--|--|
| Introduction to Health Information Technology | BLDR 150 | 3 | | | 1 |
| Medical Terminology | CAOT 179 | 2 | | | 1 |
| Legal Issues in Healthcare | CAOT 180 | 1 | | | 1 |
| EMR System Planning and Selection | EMRS 100 | 2 | | N | 1 |
| EMR System Deployment and Management | EMRS 110 | 2 | | N | 1 |

| Course Title | Course Number | Technical Credits | General Education Credits | Code N = New C = Change (See Note 1) | Semester Sequence (See Note 2) |
|---|---------------|-------------------|---------------------------|---|-----------------------------------|
| Total Semester Credits | | 10 | | | |
| <u>Electives</u> ____ credits required from the following: | Course Number | Technical Credits | General Education Credits | Code N = New C = Change (see Note 1) | Semester Sequence (See Note 2) |
| | | | | | |
| Program Credits | | | | | |

TOTAL PROGRAM CREDITS 10

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

There is no effect on existing NIC programs. However, students enrolled in Computer Information Technology (CITE) programs and various allied health programs, i.e., Nursing, Medical Administrative Assistant, Medical Billing Specialist, Medical Transcriptionist, Medical Receptionist, and Radiography Technology, would be encouraged to add this certificate to their student education plan to open opportunities to work with healthcare facilities in the adoption of Electronic Medical Records.

2. Courses Deleted from Program/Option:

3. Courses Added to Program/Option:

4. Attach New ("N") or Changed ("C") course descriptions and Program/Option competencies. See attached NIC Curriculum Council forms for the new courses: EMRS 100 and EMRS 110

**North Idaho College
Curriculum Council**

Page 1 of 4

Division: Business and Professional Programs**Course:** Electronic Medical Records (EMR) System Planning and Selection**Date:** _____**FORM 4-A: INITIATION OF A NEW COURSE**

| | |
|-------------------|---|
| DIVISION | Business and Professional Programs |
| DEPARTMENT | Computer Applications and Office Technology |

| | |
|---|--|
| PROPOSED SEMESTER FOR IMPLEMENTATION | |
|---|--|

MARK THE APPROPRIATE CHOICES (X)

| | |
|---|---|
| | Below 100 Level |
| X | 100 Level |
| | 200 Level |
| | Convert 204 097, 197, or 297, Special Interest to a Permanent Course Number |

| | PROPOSED COURSE INFORMATION | |
|------------------------|--|------------------------|
| Course Prefix | EMRS | |
| Course Number | 100 | |
| Course Title | Electronic Medical Records (EMR) System Planning and Selection | |
| Course Credits | 2 | |
| Hours in Lecture | Hrs per wk: 2 (or 4) | Wks per sem: 16 (or 8) |
| Lecture Credits | 2 | |
| Credit Equivalents | 2 | |
| Hours in Lab | Hrs per wk: | Wks per sem: |
| Lab Credits | 0 | |
| Lab Credit Equivalents | 0 | |
| Standard Course Cap | 25 | |
| Prerequisite(s) | None | |
| Co-requisite(s) | None | |

PROPOSED COURSE DESCRIPTION

Using a project management framework, this course introduces health care information technology strategic planning, key applications/systems and related practical and applicable knowledge and skills for healthcare practice managers. The process of system planning and selection is laid out step-by-step, with particular emphasis on the electronic medical record (EMR).

**North Idaho College
Curriculum Council**

Page 2 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Planning and Selection

Date: _____

RATIONALE:

As health care organizations struggle to move from a paper-based world to one of digital healthcare information systems, the workforce needed to successfully navigate this path will grow in numbers as well as in needed skills and knowledge. The changes brought about by health information technology (HIT) will likely affect every level and every role in the health care delivery organization - from the executive suite through medical practice/clinic management to the front line patient care and administrative staff. It will also affect the role and experiences of both patients and their families.

Moreover, IT in the health care industry has significant and unique challenges from other industries that have also experienced the IT challenge. One is the historic underfunding and underinvestment in information technology. Against that backdrop, American recovery and Reinvestment Act of 2009 (ARRA) allocated \$19.2B for health information technology. However, the implementation guidelines are very tight and the expectations significant for provider organizations. They must ramp up quickly to deployment electronic medical records to become eligible for incentive payments. In addition, simply the ability to run a provider organization of any size is becoming increasingly dependent on sophisticated technology.

This course is designed to address the needs and challenges of EMR system planning and selection, especially as they relate to the ambulatory setting. These healthcare provider organizations generally have less support and skill set development in the areas of technology, project management and business intelligence. To assist the learner, they will come away from this program with a practical toolkit to use in their clinical setting for planning and deployment purposes. The instructor and other industry experts can contribute to a library for students to use for projects of varying size. Suggested specific topic areas to cover in each module are included in these discussions.

List other NIC programs affected by this change

There is no effect on existing NIC programs. However, students enrolled in Computer Information Technology (CITE) programs and various allied health programs, i.e., Nursing, Medical Administrative Assistant, Medical Billing Specialist, Medical Transcriptionist, Medical Receptionist, and Radiography Technology, would be encouraged to add this certificate to their student education plan to open opportunities to work with healthcare facilities in the adoption of Electronic Medical Records.

Yes

COURSE IS INCLUDED IN A DEGREE OR CERTIFICATE PROGRAM (Y OR N)**IF "Yes" INDICATE PROGRAM**

| | Degree / Certificate | Program |
|---|------------------------------------|--|
| | Associate of Arts | |
| | Associate of Science | |
| | Certificate of Completion | |
| X | Post Secondary Certificate | Electronic Medical Records Adoption for Healthcare Practices |
| | Certificate of Technology | |
| | Certificate of Advanced Technology | |

**North Idaho College
Curriculum Council**

Page 3 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Planning and Selection

Date: _____

| | | |
|--|------------------------------|--|
| | Associate of Applied Science | |
|--|------------------------------|--|

ATTACH CURRENT PROGRAM GUIDELINE

COURSE IS RELATED TO CURRICULUM (Check 1 or more)

| | |
|---|---|
| | Intended to meet General Education Requirement (Attach Form 6-A or B) |
| | Intended to be developmental in nature |
| X | Intended to meet a professional or technical need |
| | Intended to meet special community interest |
| | Intended to meet Workforce / Professional Developmental need |
| | Intended to meet Division, Departmental, and/or major core |

INTENDED TRANSFERABILITY OF COURSE

| | Institution | Prefix | Number | Letter or Articulation Agreement |
|--|---------------------------|--------|--------|----------------------------------|
| | Boise State University | | | |
| | Idaho State University | | | |
| | Lewis Clark State College | | | |
| | University of Idaho | | | |
| | Elective Credit | | | |
| | Other | | | |

COURSE OUTLINE (May be attached before the Action Transmittal Form / Signature Page)

| Module | Title |
|--------|---|
| 1 | HIT Strategic Planning and EMR Readiness Assessment |
| 2 | Project Management |
| 3 | Survey of Healthcare Information Technology (HIT) |
| 4 | Practical Informatics I: Administrative Health Information Technology |
| 5 | Practical Informatics II: The Electronic Health Record & Consumer Informatics |
| 6 | Practical Informatics III: Overview of Data Sets, Vocabularies and Classification Systems |
| 7 | Healthcare System Infrastructure |
| 8 | Information Systems Acquisition I – Workflow Analysis |

**North Idaho College
Curriculum Council**

Page 4 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Planning and Selection

Date: _____

| | |
|----|---|
| 9 | Information Systems Acquisition II – Requirements Definition |
| 10 | Information Systems Acquisition III – Decision-Making and Selection |
| 11 | Information Systems Acquisition IV – Contracting |

FYI - COMPLETED BY DIVISION CHAIR - This information should not be used by Curriculum Council Members in making curricular decisions.

ESTIMATED ANNUAL COST

| | |
|--------------------------------|--|
| Instructional | |
| 1. Instructional Salaries | |
| 2. Staff Salaries | |
| 3. Equipment - start-up needs | |
| 4. Equipment - annual needs | |
| 5. Facilities - start-up needs | |
| 6. Facilities - annual needs | |
| 7. Supplies | |
| 8. Other | |
| Learning Resources | |
| Student Services | |
| General Administration | |
| General Institutional | |
| TOTAL ESTIMATED COSTS | |

Attach Course Outline

Attach Form 8-A: Action Transmittal Form / Signature Page

**North Idaho College
Curriculum Council**

Page 1 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Deployment and Management

Date: _____

FORM 4-A: INITIATION OF A NEW COURSE

| | |
|-------------------|---|
| DIVISION | Business and Professional Programs |
| DEPARTMENT | Computer Applications and Office Technology |

| | |
|---|--|
| PROPOSED SEMESTER FOR IMPLEMENTATION | |
|---|--|

MARK THE APPROPRIATE CHOICES (X)

| | |
|---|---|
| | Below 100 Level |
| X | 100 Level |
| | 200 Level |
| | Convert 204 097, 197, or 297, Special Interest to a Permanent Course Number |

| | PROPOSED COURSE INFORMATION | |
|------------------------|---|------------------------|
| Course Prefix | EMRS | |
| Course Number | 110 | |
| Course Title | Electronic Medical Records (EMR) System Deployment and Management | |
| Course Credits | 2 | |
| Hours in Lecture | Hrs per wk: 2 (or 4) | Wks per sem: 16 (or 8) |
| Lecture Credits | 2 | |
| Credit Equivalents | 2 | |
| Hours in Lab | Hrs per wk: | Wks per sem: |
| Lab Credits | 0 | |
| Lab Credit Equivalents | 0 | |
| Standard Course Cap | 25 | |
| Prerequisite(s) | None | |
| Co-requisite(s) | None | |

PROPOSED COURSE DESCRIPTION

This course covers the overall project management flow as the focus shifts to the actual EMR system deployment. Change management is revisited with greater emphasis at this time and students learn the basics of decision support and data mining. Project close-out and return on investment (ROI) concepts are explored, as well as resources for ongoing student learning concerning health IT.

**North Idaho College
Curriculum Council**

Page 2 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Deployment and Management

Date: _____

RATIONALE:

As health care organizations struggle to move from a paper-based world to one of digital healthcare information systems, the workforce needed to successfully navigate this path will grow in numbers as well as in needed skills and knowledge. The changes brought about by health information technology (HIT) will likely affect every level and every role in the health care delivery organization - from the executive suite through medical practice/clinic management to the front line patient care and administrative staff. It will also affect the role and experiences of both patients and their families.

Moreover, IT in the health care industry has significant and unique challenges from other industries that have also experienced the IT challenge. One is the historic underfunding and underinvestment in information technology. Against that backdrop, American recovery and Reinvestment Act of 2009 (ARAA) allocated \$19.2B for health information technology. However, the implementation guidelines are very tight and the expectations significant for provider organizations. They must ramp up quickly to deployment electronic medical records to become eligible for incentive payments. In addition, simply the ability to run a provider organization of any size is becoming increasingly dependent on sophisticated technology.

This course is designed to address the needs and challenges of EMR system deployment and management, especially as they relate to the ambulatory setting. These healthcare provider organizations generally have less support and skill set development in the areas of technology, project management and business intelligence. To assist the learner, they will come away from this program with a practical toolkit to use in their clinical setting for planning and deployment purposes. The instructor and other industry experts can contribute to a library for students to use for projects of varying size. Suggested specific topic areas to cover in each module are included in these discussions.

List other NIC programs affected by this change

There is no effect on existing NIC programs. However, students enrolled in Computer Information Technology (CITE) programs and various allied health programs, i.e., Nursing, Medical Administrative Assistant, Medical Billing Specialist, Medical Transcriptionist, Medical Receptionist, and Radiography Technology, would be encouraged to add this certificate to their student education plan to open opportunities to work with healthcare facilities in the adoption of Electronic Medical Records.

Yes

COURSE IS INCLUDED IN A DEGREE OR CERTIFICATE PROGRAM (Y OR N)**IF "YES" INDICATE PROGRAM**

| | Degree / Certificate | Program |
|---|------------------------------------|--|
| | Associate of Arts | |
| | Associate of Science | |
| | Certificate of Completion | |
| X | Post Secondary Certificate | Electronic Medical Records Adoption for Healthcare Practices |
| | Certificate of Technology | |
| | Certificate of Advanced Technology | |

**North Idaho College
Curriculum Council**

Page 3 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Deployment and Management

Date: _____

| | | |
|--|------------------------------|--|
| | Associate of Applied Science | |
|--|------------------------------|--|

ATTACH CURRENT PROGRAM GUIDELINE

| COURSE IS RELATED TO CURRICULUM (Check 1 or more) | |
|---|---|
| <input type="checkbox"/> | Intended to meet General Education Requirement (Attach Form 6-A or B) |
| <input type="checkbox"/> | Intended to be developmental in nature |
| X | Intended to meet a professional or technical need |
| <input type="checkbox"/> | Intended to meet special community interest |
| <input type="checkbox"/> | Intended to meet Workforce / Professional Developmental need |
| <input type="checkbox"/> | Intended to meet Division, Departmental, and/or major core |

| INTENDED TRANSFERABILITY OF COURSE | | | | |
|------------------------------------|---------------------------|--------|--------|----------------------------------|
| | Institution | Prefix | Number | Letter or Articulation Agreement |
| | Boise State University | | | |
| | Idaho State University | | | |
| | Lewis Clark State College | | | |
| | University of Idaho | | | |
| | Elective Credit | | | |
| | Other | | | |

COURSE OUTLINE (May be attached before the Action Transmittal Form / Signature Page)

| Module | Title |
|--------|---|
| 1 | Course Introduction, Review and Overview |
| 2 | Privacy and Security |
| 3 | Information Systems Implementation I: Design and Build |
| 4 | Information Systems Implementation II: Testing |
| 5 | Information Systems Implementation III: Training |
| 6 | Information Systems Implementation IV: Deployment and Change Management |
| 7 | Information Systems Implementation V: Support and Ongoing Maintenance |
| 8 | Clinical Decision Support and Business Intelligence |

**North Idaho College
Curriculum Council**

Page 4 of 4

Division: Business and Professional Programs

Course: Electronic Medical Records (EMR) System Deployment and Management

Date: _____

| | |
|-----------|---|
| 9 | Project Close-out and Return on Investment |
| 10 | The Road Ahead: HIT Challenges in the Next Decade |
| 11 | Course Wrap-up |

| | |
|--|--|
| FYI - COMPLETED BY DIVISION CHAIR - This information should not be used by Curriculum Council Members in making curricular decisions. | |
| ESTIMATED ANNUAL COST | |
| Instructional | |
| 1. Instructional Salaries | |
| 2. Staff Salaries | |
| 3. Equipment - start-up needs | |
| 4. Equipment - annual needs | |
| 5. Facilities - start-up needs | |
| 6. Facilities - annual needs | |
| 7. Supplies | |
| 8. Other | |
| Learning Resources | |
| Student Services | |
| General Administration | |
| General Institutional | |
| TOTAL ESTIMATED COSTS | |

Attach Course Outline

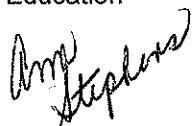
Attach Form 8-A: Action Transmittal Form / Signature Page

MEMORANDUM

July 27, 2010

TO: Mike Rush
Executive Director
State Board of Education

FROM Ann Stephens
Administrator



SUBJECT: Notice of Intent

In accordance with State Board policy, the enclosed Notice of Intent is forwarded for approval by the State Board for Professional-Technical Education.

The North Idaho College Professional-Technical Division has requested to add a new **Electronic Medical Records Adoption for Healthcare Practices** option to the **Computer Applications and Office Technology** program. This new option will be funded by the American Recovery and Reinvestment Act of 2009 Health Information Technology grant. All of the required courses will be offered online so students throughout the state will be able to enroll in the program.

The Division has reviewed and approved the request and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have any questions regarding the enclosed request, please let me know. Thank you.

AS/ds

Enclosures

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010**

SUBJECT

Statewide Strategic Plan for Higher Education Research

REFERENCE

April 22, 2010 The Board was provided with a summary of the Statewide Strategic Plan for Higher Education Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

Idaho's universities have recognized the need for a statewide, collaborative approach to increase research activity among Idaho's public four-year institutions and the public and private sector and to enhance opportunities for greater external funding. In an effort to accomplish these objectives, the Vice Presidents for Research of the University of Idaho, Boise State University and Idaho State University were charged by the university presidents with developing a Statewide Strategic Plan for Research.

The plan represents the role Idaho's research universities could play in driving innovation, economic development, and enhancing quality of life in Idaho through national and internationally lauded research programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; identifies research challenges and barriers facing universities; includes research opportunities Idaho should capitalize upon to further build its research base, and includes steps for achieving the research vision for Idaho's universities.

IMPACT

Investing in the state's unique research expertise and strengths could lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation.

ATTACHMENTS

Attachment 1 - Statewide Strategic Plan for
Higher Education Research

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff members have reviewed the plan and support the collaborative efforts of Idaho's research Universities.

BOARD ACTION

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

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STRATEGIC RESEARCH PLAN FOR IDAHO HIGHER EDUCATION

Submitted to the Idaho State Board of Education

September 14, 2010

Pamela L. Crowell
Vice President for Research
Idaho State University

John K. McIver
Vice President for Research and Economic Development
University of Idaho

Mark J. Rudin
Vice President for Research
Boise State University

EXECUTIVE SUMMARY

Research is fundamental to the mission of a university due to its role in knowledge discovery and in providing new ideas for technology commercialization via patents, copyright, licenses, and startup companies. Idaho's research universities have strengths and opportunities for economic development in energy production and environmental protection, natural resource utilization and conservation, biosciences and health, novel materials and geosciences. By focusing collaborative efforts in these areas, the research universities will expand research success, public-private partnerships and overall economic development in the state. Specifically, we propose to 1) promote research collaboration with other universities through research meetings, workshops, conferences and multi-institutional grant proposals; 2) foster university technology transfer by developing common tools and best practices, and sharing them with the private sector; and 3) enhance university-private sector partnerships through symposia, websites, joint grant proposals, and research contracts.

INTRODUCTION

Research is an indispensable part of education and advancing human knowledge, as well as a driving force for regional, state, and national economic development. University faculty who engage in research and creative activity are at the leading edge of their respective fields. And, these faculty and their vibrant research programs attract the best graduate and undergraduate students to the university, and provide unique, cutting-edge learning experiences in their research laboratories, studios, field sites, and classrooms.

Likewise, research is the foundation of a university's economic development role. On the most basic level, it strengthens a university's primary product: innovative, well-educated students ready to enter a competitive workforce. On the next level, the influx of research dollars from external grants and contracts creates new jobs at the university, with the attendant purchase of supplies, services, materials and equipment to boost the economy. The new wage-earners themselves also spend locally, on everything from groceries to homes. Then, there is the impact of the research itself: new knowledge, new ideas, and new processes, some of which may lead to patents, startup companies, or more efficient businesses. Research success enhances the national reputation of the faculty and the university, and royalties from patents and copyrights can further stimulate local economics. With proper maintenance, guidance, and support, the entire research process becomes a cycle of intellectual and economic growth.

At Idaho's public research universities, it is the function of the Vice Presidents of Research to provide their institutions such guidance for research programs, and to seek out appropriate means of maintenance and support. This document is a Strategic Plan for how we and our universities intend to work together over the coming years, cooperatively, to achieve mutual success in research and economic development. In doing so, we are mirroring a key factor in today's research environment: collaboration. Progress and innovation most often rely on the expertise and insights of talented researchers from diverse backgrounds who work together to address complex questions. By pooling resources, sharing ideas and focusing on what matters most, researchers are able to leverage their unique skills to accomplish far more than anyone could do alone.

What's true for researchers is also true for the research programs of Idaho's research universities. While individual research efforts will always have an important role, our strength lies in our ability and commitment to work together to address issues of concern and relevance for Idahoans. Our statewide programs in areas such as energy production, novel materials and policy research are addressing issues critical to our state. These and other key areas are fertile ground where the universities can be especially effective in research efforts, whether discussing student preparation for challenging and rewarding careers, attracting faculty and students to Idaho institutions, encouraging businesses and start-up firms to locate here, building foundations for further research, or enhancing Idaho's overall visibility and image in regional, national and international venues.

The development and implementation of this **Strategic Research Plan for Idaho Higher Education** is critical to the effort to increase the collective stature, scope, impact and success of all the universities' research programs, and thus drive economic development and innovation in

our state. This strategic plan will emphasize facets of research with economic development potential, while acknowledging the full depth and breadth of university research and creative activity that enhances human knowledge and the quality of life. It is our goal that this plan, in conjunction with similar plans from the private sector and/or government agencies, will be an effective tool for identifying and attaining quantifiable goals for research and economic growth and success in Idaho. We intend for this plan to be a living document which we will update regularly amid the fast-changing pace of research discovery.

HIGHER EDUCATION RESEARCH VISION AND MISSION

Vision Statement

Idaho's universities seek to be the driving force in knowledge discovery, innovation, economic development and enhanced quality of life in the State of Idaho through nationally- and internationally-lauded research programs in strategic areas. Through engaging in research and creative activity, university faculty and students will continually blaze new trails in their disciplines. By developing and leveraging the state's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation.

Mission Statement

The research vision for Idaho's universities will be achieved by:

- 1) Developing a sustainable resource base by identifying, recruiting and retaining top faculty with expertise in key research areas;
- 2) Building infrastructure including facilities, instrumentation, connectivity and database systems to support an expanding statewide and national research platform;
- 3) Attracting top-tier students to Idaho universities at the undergraduate and graduate levels, and providing outstanding education and research opportunities that will prepare them to excel in future careers;
- 4) Raising awareness among state, national and international constituencies about the research excellence and capabilities of Idaho's universities by developing and implementing targeted outreach, programs and policies.
- 5) Collaborating with external public, private, state, and national entities to further the shared research agenda for the state, thereby promoting economic development.

IDAHO UNIVERSITY RESEARCH

Boise State University is Idaho's metropolitan research university of distinction, with a service area of the Treasure Valley and a responsibility for working with local and regional businesses to support economic development in southwest Idaho. Located in the state's population center and capital city, Boise State is a cultural hub with programs that enrich both campus life and the larger community. The university offers degree programs at the undergraduate, master's and doctoral level, and engages in research, creative activity, public service and technology commercialization in its seven colleges: Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and Social Sciences and Public Affairs. Student enrollment is nearly 20,000, with 2,400 faculty and staff.

Boise State's research strengths include sensor development; health, public and energy policy; nanoelectronics and integrated systems; geochemistry and geophysics; and novel materials, with emerging strengths in biomolecular science and STEM (science, technology, engineering and math) education programs. University faculty collaborate with colleagues in Idaho and around the world on research funded by the National Science Foundation, National Institutes of Health, Department of Agriculture, Environmental Protection Agency, Department of Education, Department of Energy and Department of Defense, among others. Significant funding also comes from state agencies such as the Idaho Department of Health and Welfare, Idaho Department of Education and Idaho Department of Transportation, and from the private sector. Boise State's extensive lab facilities and instrumentation are utilized by faculty and students, researchers from other institutions, and by entrepreneurs and private industries.

Idaho State University (ISU) is a public, doctoral research university, with responsibility for education in the health professions and the related biological and physical sciences. The University consists of a Graduate School and the colleges/divisions of Arts & Letters, Business, Education, Health Sciences, Pharmacy, Science & Engineering, and Technology, each of which is engaged in research, creative activity, and/or technology commercialization. ISU is home to more than 700 faculty and 15,500 students, with degree offerings from the associate to the doctorate. ISU health programs with interdependent education, research, and clinical service components include family medicine residency, physician assistant, dental residency, dental hygiene, nursing, pharmacy, physical therapy, public health, occupational therapy, audiology, speech pathology, nutrition science, radiographic science, and counseling.

The research foci of Idaho State University are in energy, health and biomedical science, and the environment. Many ISU research projects take place in its research centers and institutes, including the Center for Archeological Materials and Applied Spectroscopy; Center for Ecological Research and Education; Family Medicine Clinical Research Center; Geographic Information Systems Center; Idaho Accelerator Center; ISU Biomedical Research Institute; Informatics Research Institute; Institute for Nuclear Science and Engineering; Institute of Rural Health; Intermountain Center for Education Effectiveness; Measurement and Control Engineering Research Center; and the Idaho Museum of Natural History. In addition, ISU is an active partner in the Center for Advanced Energy Studies (CAES). Emerging areas of ISU research are in the social and behavioral sciences, including history, anthropology, and psychology.

The University of Idaho is the state's land-grant institution with a Carnegie Foundation ranking for high research activity. The university's student population of 12,302 includes first-generation college students and ethnically diverse scholars. The university offers more than 130 undergraduate and graduate degree options in the colleges of Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education; Engineering; Law; Letters, Arts and Social Sciences; Natural Resources; and Science. The university also is charged with the statewide mission for medical education through the WWAMI program. Some 700 faculty and 2,300 staff members serve the university.

Scholarly activity at the University of Idaho extends from creative arts through research in science, technology, engineering and mathematics education to basic discoveries in the physical sciences. As a land grant university, this institution has significant research in the development of new plant varieties as well as biomass conversion and invasive species. The university also has a strong interest in the evolutionary biology and host pathogen interactions in plants, animals and humans. STEM education remains a strong area of emphasis with particular interest in understanding the reasons why children do not pursue careers in these areas. Water is an area of emphasis with topics ranging from water rights and management through supply and quality to ecohydraulics and watershed research. The use and management of natural resources remains an area of study for significant number of faculty members and students. With the aid of the EPSCoR program there has been a steady growth and interest in climate change and its potential impact on agriculture and the environment. Finally, the University of Idaho is an active participant in the Center for Advanced Energy Studies, particularly in the areas of nuclear engineering, carbon sequestration and biomass conversion. In the future, the university will be developing four signature areas. These are: the rural to urban transition; the nexus of agriculture, environment and energy production; real-time evolution; and STEM education.

Altogether, external funding from grants and contracts generated over \$212 million in income for Idaho's research universities in FY2010, and the vast majority of this funding came from federal agencies. Each institution demonstrated a 20-30% increase in external funding from FY2009 to FY2010.

In the latest available national rankings generated by the National Science Foundation based on research and development expenditures (<http://www.nsf.gov/statistics/profiles>), the University of Idaho ranked 139th among the nation's 662 universities and colleges, Idaho State University ranked 233rd, and Boise State University ranked 269th. As a state, Idaho ranked 35th in the nation (<http://www.nsf.gov/statistics/nsf10314>).

IDAHO RESEARCH ADVANTAGES, THREATS, CHALLENGES AND OPPORTUNITIES

Research Advantages

The Idaho National Laboratory (INL) and the Center for Advanced Energy Studies: Idaho is fortunate to be home to the Idaho National Laboratory, one of only 20 national laboratories in the U.S. The INL's unique history and expertise in nuclear energy, environmental sciences and engineering, alternative forms of energy, and biological and geological sciences and related fields provides an excellent opportunity for research collaboration with Idaho's university faculty in the sciences, engineering, business and other fields.

The Center for Advanced Energy Studies (CAES), established at the request of the U.S. Department of Energy, is a public-private partnership that includes Idaho's research universities—Boise State University, Idaho State University, and the University of Idaho—and the Battelle Energy Alliance (BEA), which manages the INL. The CAES partners work together to create unique educational and research opportunities that blend the talents and capabilities of Idaho's universities and the INL. A 55,000 square-foot research facility in Idaho Falls supports the CAES energy mission with laboratory space and equipment for students, faculty, and INL staff in collaborative research projects. The State of Idaho invested \$3.2M in direct support of the three Idaho research universities during FY09 and FY10. During these first two years, the CAES partners won \$24M in external support for CAES research that has contributed to both scientific advances and economic development in the state and region.

Natural Resources: Idaho's beautiful natural resources are well known to fishermen, hunters, skiers, and other outdoor enthusiasts. Through its rivers, forests, wildlife, geological formations, and rangelands, Idaho itself is a unique natural laboratory for geological, ecological, and forestry studies. Idaho is home to some of the largest tracts of remote wilderness in the lower 48 states. In addition, the proximity of Yellowstone National Park and the Great Salt Lake provide additional one of a kind opportunities for ecology and geology research.

Small Population: Idaho's relatively small population of 1.4 million people enables every group in the state to be included in research surveys, providing more accurate information than a sampling of only some groups.

Intrastate Networks: The existing networks within the state, including agricultural extension services and rural health networks, provide a foundation for collecting research data from across the state, and rapidly implementing new policies and practices as a result of research discoveries.

Research Threats

Economy: The current economic recession is the most severe downturn most of us have seen in our lifetimes. The immediate effects of this recession on university research are state-wide budget cuts, with results that include hiring freezes, loss of university faculty and staff, higher teaching loads for faculty (with correspondingly less time for research), and delayed improvements in research infrastructure, including major equipment.

However, it is not only the current recession which threatens Idaho university research. Idaho has relatively few industries, and seems to attract fewer new companies and industries than other states. When one major sector suffers, as agriculture is at the present time, the entire state suffers. As state institutions, the research universities suffer. Over time, a relatively slow state economy leads to at least two problems: 1) recruitment and retention of faculty, who go to institutions offering higher salaries, more startup money, and better infrastructure; and 2) aging infrastructure, keeping Idaho researchers behind their national peers in terms of having the most up-to-date facilities and equipment. Without proper infrastructure, Idaho research faculty are at a distinct disadvantage in competing with peers across the nation for federal grants.

Competition from Other Universities: In research, university faculty compete nationally for grant funds from federal agencies such as the National Science Foundation, Department of Energy, and the National Institutes of Health. Many other universities are well ahead of Idaho's universities in terms of state funding per student, patent royalty income, endowments, etc., and are able to move ahead at a faster pace, leaving Idaho universities further behind as time goes on.

University Culture: Each of Idaho's research universities aspires to greater levels of achievement in research and creative activity, yet many faculty at each of the universities are not fully engaged on a national level in their respective fields. This is changing for the better under new leadership and with new research-active faculty hires at each institution, but these cultural differences remain, resulting in discomfort with change aimed at making the universities more nationally competitive.

Research Challenges

Attraction and Retention of Faculty and Students: The ability to attract and retain faculty who contribute to the research enterprise is critically dependent on nationally-competitive salaries, the quality of the student body, the condition of the research and support facilities and the availability of faculty with related interests. Declining state investment in the research universities which results in non-competitive salaries, non-existent or below average raises, decaying or inadequate infrastructure and lack of administrative support discourages top-tier faculty from applying for and accepting open positions and encourages the best faculty to leave. Similarly, non-competitive graduate student stipends keep the best students from accepting positions in the Idaho universities.

Vastness of State and Distances Between Schools: Although the distances between the research universities is not much different from those in other western states, the topography of Idaho increases the time and cost required for travel well beyond those experienced in other states. This fact discourages collaborations between faculty members and administrators at the different research universities as well as between universities and other entities within Idaho. Although video conferencing can alleviate this problem, there is limited capability at each university. There is also the continuing problem of finding funds to pay for the necessary connectivity between the universities as well as to the world outside of Idaho.

Aging Infrastructure: Modern research requires access to sophisticated and precision instrumentation which, in turn, requires a stable and controlled environment in order to operate. The three research universities in Idaho have limited numbers of these facilities or even space that could be economically converted into modern laboratory space. At present all laboratory space—modern or otherwise—is occupied. This means that there is little room for growing the research enterprise and certainly no space to accommodate new faculty or major new projects.

Data Issues: There is very little long-term, quality data available on the research enterprise or economic development. The data that exists are scattered among various entities in a variety of formats thus make it hard to centralize and use. Furthermore, there is no one entity responsible for collecting, analyzing and dispersing it. This is also true for many of the sectors that will strongly influence the future economic impact of Idaho. While there are large amounts of data that have been collected on watersheds, forests and agricultural operations and the environment—to name a few—they are distributed across a number of agencies and individuals within those agencies. Worse yet, much of this information is lost every time a researcher retires.

Private Sector Support: Idaho has very little high-technology industry within its borders. This reduces the potential for developing an applied research initiative within the universities that, in many states, provides one important arm of economic development and technology transfer. This also means that it is much harder to develop those private/public partnerships that provide the universities with additional capital to construct research and technology transfer facilities.

Fragmented Economic Development Initiatives: There are seemingly too many economic development initiatives in Idaho and they are not well coordinated. It is imperative that state, university, and community initiatives work together toward common and agreed to goals. As it is, little progress is being made towards developing an economic strategy for the state that includes the research universities and little money has been secured to drive the economic development process. In fact, it is not uncommon to find that different entities in Idaho are competing against each other.

Lack of Coordination Among Universities In Advancing Research and Economic Development (technology transfer): By and large the research universities have not coordinated and shared their technology transfer and economic development activities among themselves. This not only decreases each university's competitiveness at the national and state level but also increases the costs for achieving a particular goal. There is some redundancy in programs, services and infrastructure between the universities. This duplication both limits the success that any one university can achieve and increases the cost.

Historical Competition Between Universities: One of the greatest problems with growing the research and economic development enterprise within the Idaho university arena has been the competitiveness between research universities. This problem existed at all levels within the universities themselves, extended through university administration to the state level, and was even prevalent in the press. While competition between the universities is to be expected when all are competing for a finite pot of money within the state and is even healthy at some level, the

level of competition was counterproductive. The real competition that Idaho universities face is other universities in the United States when it comes to research dollars and attracting faculty and students. Economic development is also not a competition between the state universities but rather a competition with other states.

Lack of National and International Competitiveness: While each Idaho research university has faculty members that can successfully compete on the national and international scene for research funds, no one university has the necessary reputation, breadth of faculty expertise or facilities to compete for the large projects that are necessary to establish a national or international reputation and substantially grow its research funding. This becomes less relevant if the universities work together and better coordinate their research activities. It is more than simply agreeing to cooperate on developing projects; it must extend to each university developing complementary research programs so that, taken together, they can successfully compete within any university in the country in selected areas.

Lack of Diversity: The population of faculty, staff and students at each of the three research universities, like that of the State, is fairly homogeneous. This lack of diversity—be it cultural, socio-economic or ethnic—hurts the universities and surrounding communities in several different ways. First, it makes recruitment of students, faculty and staff from under-represented groups more difficult. Second, it is noted on accreditation reports and, as such, is a negative reflection on the institution. Finally, it limits the competitiveness of the university in several federal agencies where plans for including under-represented groups in the program are a key element of the proposal.

Research Opportunities

Idaho's research universities have developed statewide strengths in strategic research areas that have great potential to drive future economic growth and success. The criteria used to select these areas include: number of faculty and qualifications; peer-reviewed publications and impact; infrastructure (facilities, equipment, information technology, staff); external grant and contract funding; academic programs; student involvement; potential benefit to the State; and technology transfer activity, including patents, licenses, and startup companies. By *focusing* collective research efforts and resources in these areas, the universities will be on the most efficient and effective route to research success and state-wide economic development.

Energy Production and Environmental Protection: Energy is a major area of emphasis in Idaho's research universities, as well as the Idaho National Laboratory, CAES, and a growing number of Idaho businesses. Within the general area of energy production and environmental protection, the universities have engineers, scientists, and policy analysts with expertise in the nuclear fuel cycle and other aspects of nuclear energy; materials analysis and testing; carbon sequestration; and energy policy. In addition, renewable energy (e.g. geothermal, wind, and solar) is an emerging area of collaborative research activity across the state. Idaho's research universities, via their formal partnership with the INL through CAES, are well positioned to contribute to energy research and economic development to address the energy challenges of the nation.

Natural Resource Utilization and Conservation: In the broad field of natural resource utilization and conservation, Idaho's universities have expertise in water resources, agriculture, forestry, and recreation. For example, university geologists, ecologists, and policy experts are collaborating on broad-ranging research projects that examine and predict the impact of climate change on Idaho's water resources. As water is essential to agriculture, recreation, the ecosystem, and human health, the universities have research strength in an area of tremendous societal and economic impact. Aquaculture and agriculture remain an important part of the economy of Idaho. Development of new plant varieties with improved resistance to disease and climate change remain an area of importance as does the development of new feeds for domestic fish production. The often competing demands for preservation and exploitation put on the environment require understanding of the various ecosystems in the state and region as well as societal and economic impacts of policy decisions. These are areas of existing or developing expertise in the universities.

Health and Biosciences: Idaho's universities have well-established research programs in selected areas of biosciences and health. University microbiologists and informatics experts, for example, study real-time change in pathogenic microorganisms that enable them to become drug resistant, worsening human disease and mortality rates. In addition, Idaho health scientists and clinicians study the challenges of and create solutions for high quality rural health care delivery. Translational health research—from the laboratory bench to the patient bedside—is an area of potential growth in Idaho's bioscience and health research efforts. Idaho's university health clinics, rural health networks, and clinical trial centers are a solid framework upon which future translational and clinical trials can take shape, and where research discoveries on new drugs, diagnostic tests, and treatment procedures can be tested.

Novel Materials: Novel materials research focuses on improving the performance of materials such as plastics, metals and ceramics by manipulating their structures to exhibit new properties for a wide range of products and applications. The development of novel materials with unique properties is critical to advances in industry, medicine, energy systems, microelectronics, aeronautics, and many other fields. Researchers at the Idaho universities are pursuing a broad range of interdisciplinary potential for new products and applications.

Geosciences and Geophysics: The Idaho universities have developed world-class expertise in studies of the Earth's shallow subsurface and in chemical analysis and characterization of geologic materials from around the world. This research has applications for everything from cleaning up oil spills and identifying the sources of surface water pollution, to understanding the consequences of climate change.

STRATEGIC OBJECTIVES

1) Promote research collaboration among Idaho universities and colleges

What was once competition among Idaho's research universities is undergoing transformation to collaboration under new administrative leadership, and through the cooperative work of university faculty, staff and students in the Center for Advanced Energy Studies, the

NSF-sponsored EPSCoR water resources project, and the NIH-funded Idea Network of Biomedical Research Excellence (INBRE) program. In order to sustain these productive research initiatives and build additional nationally-recognized research programs and centers, it is important for the Idaho universities to cooperate. As Vice Presidents for Research and on behalf of our universities, we are dedicated to this principle, and will continue to provide leadership in fostering research collaboration and developing major inter-institutional research initiatives. In addition, it is crucial for faculty and administrators to augment face-to-face meetings and overcome the large distances between our institutions through videoconferences, teleconferences, social networking, and other communication technology advances.

Action items:

- a. Continue monthly meetings among the Vice Presidents for Research (VPRs)
- b. Arrange visits by VPRs and research faculty to each of the other Idaho research universities
- c. Coordinate external funding for STEM education initiatives among the universities and colleges
- d. Develop at least one new major collaborative research initiative in the coming year
- e. Develop sustainability plans for CAES, the EPSCoR water project, and the INBRE program in collaboration with HERC and the state EPSCoR committee

2) Expand research collaboration with universities in the West and across the nation

As with research collaboration across our state, it is essential to reach across state borders and, indeed, across the nation for research expertise complementary to that found at our universities. Major research initiatives require the brightest minds and extensive research experience, not all of which may be found in Idaho. The close proximity of productive research universities such as Washington State University, the University of Utah, and Utah State University, for example, offers excellent opportunities for research collaboration.

Action items:

- a. Schedule VPR campus visits with regional universities
- b. Identify key areas of common interest with each university
- c. Initiate a collaborative research project and/or grant proposal within a year

3) Foster university technology transfer

A major long-term expectation of state, local and federal governments is sustained economic growth, and one of the foundations of sustained economic growth is the development and commercialization of new technologies. University research plays a key role in the creation of new ideas for technology. University scientists, engineers and other inventors patent or copyright their intellectual property, licensing those inventions to companies that will commercialize them, and/or develop cooperative agreements with industry partners that may result in patentable inventions and a commercial product. Further funding for additional research is often a by-product of these processes. Cooperative research provides more scientific and technical capabilities as return on investment in Research and Development (R&D), and potentially a commercially competitive product for the industry partner. For every dollar

invested in collaborative research by the university and its partner(s), two or more, often many more, technology dollars are returned. For the university, an industry partner brings new expertise to a project, and may help to market the new technologies developed in a collaborative research project. Intellectual property arising from university-industry cooperative research can be shared to the mutual benefit of both parties.

In order to increase technology transfer and commercialization, university research and academic leaders should first establish technology transfer as part of the university culture and values. Patents, copyright and startup companies are tangible products of technology transfer, and should be duly considered along with publications, grants, contracts, presentations, and other measures of faculty research performance in evaluation, tenure and promotion decisions.

It is important for the Idaho research universities to cooperate in technology transfer endeavors. The newly-established Idaho Technology Transfer Consortium, consisting of the technology transfer officers from each research university, is an excellent first step in this process. By sharing knowledge and best practices, developing common templates for research agreements, contracts, and other documents, and sharing these documents, processes, and available technologies with the private sector, technology transfer will be enhanced and made easier for both universities and businesses. The universities should also consider models in which one administrative unit could provide technology transfer services to all of the research universities. At the state as well as university levels, it is important to periodically review intellectual property policies to insure that they are meeting the needs of universities and businesses.

Action items:

- a. Continue monthly meetings among the Technology Transfer Consortium
- b. Develop common templates for technology transfer documents
- c. Create an Idaho university technology transfer brochure
- d. Review the Idaho State Board of Education intellectual property policy
- e. Publicize university intellectual property and technology transfer opportunities, policies and practices with the private sector and state government

4) Enhance research university, private sector, and state government engagement

One of the most important strategies to improve research in the state is to increase communication and engagement among the research universities, the private sector, and state government. Through organizations such as the Higher Education Research Council and the Idaho Technology Council, universities, businesses and state entities now have seats at the same table to provide leadership, ideas and access to technology across the state. Other regular lines of communication should be opened among universities and businesses via websites, listservs, social networks, and other means. The shared information could include research expertise, available technologies, technology transfer practices and policies, and upcoming seminars, workshops and other events of mutual interest.

The research universities and Idaho businesses are engaged through student internships and collaborative research projects. First, many university students do internships in Idaho

businesses, learning real world lessons and gaining expertise in a business setting. The businesses, in turn, receive some services, and have the opportunity to recruit the top-performing interns for permanent positions. Second, university faculty and industry employees often work together on research projects of mutual interest. Such projects are often funded through a research contract, which specifies the scope of work, budget, publication rights, and intellectual property ownership. Another mechanism by which businesses and universities can cooperate in research and economic development is through federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants, led by businesses in cooperation with research universities. By increasing communication among universities and Idaho businesses, student internships and public-private research partnerships will increase.

Action items:

- a. Track collaborative projects and other university-private sector interactions
- b. Actively participate in the Idaho Technology Council and other state-wide economic development initiatives
- c. Develop or improve website(s) to advertise university research capacity and available technologies
- d. Organize and participate in economic development symposia with the private sector
- e. Visit companies and invite business representatives to campus to tour research facilities and discuss research and technology transfer opportunities

5) **Strategically invest in university research and technology transfer**

Successful, nationally-competitive university research programs have creative, industrious faculty; high quality students; sound academic programs; and the cutting-edge equipment, information technology, laboratory space and other infrastructure needed to support the research. Because research universities recruit nation-wide for faculty, they must offer nationally-competitive faculty salaries and startup packages to attract the best candidates. To sustain nationally and globally-competitive research, the university must also keep up with rapidly changing technological advances via periodic major equipment purchases and other infrastructure improvements. At the most fundamental level, in order to grow university research and technology commercialization, we—the universities, the state, the private sector, and individual donors—must invest strategically in highly productive faculty, students and research infrastructure to build and maintain a sustainable research base. Idaho has begun this process through targeted investment in CAES personnel, and a return on the investment began within the first year. Likewise, other states such as Utah have made a concerted effort to invest in selected areas of university research and economic development, and are now reaping the rewards.

Sustaining the research enterprise requires multiple funding streams and strategic investment in key research areas. The investment may come in the form of money, time (e.g. experts from the private sector or national laboratory advising faculty or graduate students on their research projects), or donations of high tech equipment. The funding streams include external funding through sponsored programs (grants and contracts), royalties from patents and copyright, philanthropy, venture capital, and state appropriations. Within the university, the investment of indirect costs from grants and contracts, royalties, and philanthropic gifts provide the best opportunity to grow and sustain research. Finally, to enhance university research

commercialization, it is crucial to invest in the ‘gap’ between basic research discovery and commercial production, for it is well recognized across the nation that there are few if any other sources for these funds.

Action items:

- a. Vice Presidents for Research work together to seek external funding for major state-wide research programs
- b. Through the Higher Education Research Council, address strategic uses of state resources for research support
- c. Vice Presidents for Research coordinate as a voice for Idaho higher education research and economic development at the national level, through organizations such as the Association of Public and Land Grant Universities (APLU) and the Association of University Technology Managers (AUTM)

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010**

SUBJECT

University of Utah, School of Medicine Annual Report

REFERENCE

June 2008 The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.V.I.3.(a)

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education has held an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. This cooperative agreement provides opportunities for eight Idaho students annually to attend medical school through a cooperative agreement. A total of 32 Idaho students can be enrolled in this four-year program.

As part of this agreement, UUSOM provides the Board an annual report which includes information regarding the established tuition and fees for Utah residents for the upcoming academic year, the names of students accepted for the upcoming school year, and a summary of the academic progress of continuing students enrolled.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine
Annual Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The FY 2011 appropriation for UUSOM did not include funding for contract increases. In addition, JFAC approved legislative intent language which specifically directed that health education program seats may not be reduced. As a result, UUSOM had no choice but to shift the contract cost increases to the Idaho-sponsored students. Beginning in Fall 2010 all Idaho-sponsored UUSOM students are paying an additional \$1,078.13 in tuition to cover the shortfall between state support and contract costs. The UUSOM contract is up for renewal at the end of the 2010-2011 academic year.

BOARD ACTION

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

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University of Utah, School of Medicine

Idaho State Board of Education Annual Report

2010

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Directory of Administrative Offices

**accurate as of 4/12/10*

University of Utah Health Sciences

John A. Moran Eye Center
50 North Medical Drive
Salt Lake City, UT 84112

Administration

A. Lorris Betz, M.D., Ph.D., Vice President for Health Sciences
Richard Sperry, Associate VPHS, Academic and Clinical
David Entwistle, CEO, University of Utah Hospital
Stephen Warner, Associate VPHS, Development and Alumni
Ron Harris, Assistant VPHS, Diversity
Jerry Kaplan, Assistant VPHS, Research

School of Medicine, Office of the Dean

30 North 1900 East, Room 1C100
Salt Lake City, UT 84132

Administration

| | |
|--------------------------------|--------------|
| David J. Bjorkman, M.D., Dean | 801-581-6436 |
| Karen Anastasopoulos, Director | 801-585-6119 |

Admissions

| | |
|--|--------------|
| Wayne M. Samuelson, M.D., Associate Dean | 801-581-7498 |
| Kathy Z. Doulis, Director | 801-581-8546 |
| Tammy Llewelyn, Project Coordinator | 801-581-7498 |
| Goldie Kacinski, Project Coordinator | 801-581-7498 |

Continuing Medical Education

| | |
|-----------------------------------|--------------|
| Jack Dolcourt., Assistant Dean | 801-581-6887 |
| Brad Halvorsen, Director | 801-585-6120 |
| Renae Hanson, Project Coordinator | 801-581-6884 |
| Jerry Roberts, Graphic Designer | 801-581-6886 |

Curriculum & Medical Education

| | |
|--|--------------|
| Sara Lamb, Interim Dean | |
| Rita Litsas, Director | 801-581-6474 |
| Michele Haight, Director, Curriculum | 801-585-1568 |
| Wendy Hughes, Administrative Program Coordinator | 801-587-3084 |
| Kristen Lybbert, Project Coordinator | 801-585-1342 |
| Gabrielle Haring, Academic Coordinator | 801-585-1579 |
| Lisa Enrico, Academic Coordinator | 801-585-6125 |

Dental Education

| | |
|---|--------------|
| G. Lynn Powell, M.D., Assistant Dean | 801-581-8951 |
| Nancy Comarell, Administrative Assistant. | 801-581-8951 |

Inclusion & Outreach

| | |
|--|--------------|
| TBA., Assistant Dean | |
| Candi Ramos, Director | 801-585-2430 |
| Mateo Montoya, Administrative Program Coordinator | 801-585-3568 |
| Melanie Hooten, Administrative Program Coordinator | 801-587-7672 |
| Rosio Granados, Project Coordinator | 801-581-7203 |

Faculty Administration

| | |
|--|--------------|
| Kurt H. Albertine, M.D., Assistant Dean | 801-581-6417 |
| Jennifer Allie, Director | 801-581-5705 |
| Jan Cundey, Administrative Program Coordinator | 801-587-7882 |

Finance

| | |
|--------------------------------|--------------|
| Cathy Anderson, Associate Dean | 801-585-6123 |
| Julie Oyler, Manager | 801-585-6124 |
| Wanda Penovich, Manager | 801-585-6122 |
| Jason Atuaia, Accountant | 801-581-7443 |

Financial Aid

| | |
|-------------------------------------|--------------|
| Rita Litsas, Financial Aid Officer | 801-581-6474 |
| Karen Henriquez, Associate Director | 801-585-6903 |

Graduate Medical Education

| | |
|---|--------------|
| Larry Reimer, M.D., Associate Dean | 801-585-2951 |
| Alan J Smith., Assistant Dean | 801-581-2401 |
| Ginger Blanchard, Education Coordinator | |
| Accreditation | 801-581-2401 |
| Sharee Bracken, Financial Manager | 801-581-2401 |
| Summer O'Neal, Education Coordinator | 801-581-2401 |
| Credentialing | |
| Chris Springman, Administrative Manager | 801-581-2401 |
| Breanna Stoll, Project Coordinator | 801-581-2401 |
| Anne Vinsel, Project Administrator | 801-587-3559 |
| Nathan Tice, Accounting Specialist | 801-581-2401 |

Idaho Affairs & International Medical Education

| | |
|---|--------------|
| DeVon C. Hale, M.D., Assistant Dean | 801-585-9573 |
| Juan J Rios, Administrative Program Coordinator | 801-587-9286 |

Learning Resources

| | |
|---------------------------------|--------------|
| Steven Baumann, Director | 801-587-8998 |
| Derek Prows, Research Assistant | 801-581-5595 |

Mission Based Management

| | |
|------------------------------------|--------------|
| Cynthia Best, Director | 801-585-0946 |
| Stacy Jonson, Executive Assistant | 801-585-0944 |
| Scott Smith, Development Manager | 801-587-6204 |
| Wendy Chen, Developer | 801-587-6203 |
| Bill Gray, Developer | 801-587-6202 |
| Chris Evans, Database Lead | 801-587-6205 |
| Amber Molyneaux, Financial Analyst | 801-585-1776 |
| Brooke Peay, Program Coordinator | 801-585-0287 |
| Mishka Foster, Project Coordinator | 801-585-7552 |

Research

| | |
|------------------------------------|--------------|
| Jerry Kaplan, M.D., Associate Dean | 801-581-7427 |
| Derek Prows, Research Assistant | 801-581-5595 |

Student Affairs

| | |
|---|--------------|
| Edward P Junkins., Associate Dean | 801-581-3657 |
| Julia Clayton, Director | 801-581-6499 |
| Carol Stevens, Director | 801-581-3683 |
| TBA, Administrative Program Coordinator | 801-581-3657 |
| TBA, Project Coordinator | 801-581-5599 |

Student Counseling

| | |
|------------------------------|--------------|
| Leonard Haas, M.D., Director | 801-587-3401 |
|------------------------------|--------------|

Veteran's Affairs

| | |
|--------------------------------------|--------------------|
| Ronald Gebhart, M.D., Associate Dean | 801-582-1565 x1505 |
|--------------------------------------|--------------------|

Overview of Regional Activities

The University of Utah School of Medicine has three major missions: **education**, **research**, and **clinical service**. The three missions are closely interrelated. Each supports and, in turn, benefits from the others. All are considered to be of equal importance.

Education

The University of Utah School of Medicine is responsible for the predoctoral, graduate, and continuing education of physicians; the graduate and postdoctoral education of biomedical scientists; and the training of certain other health professionals. In determining the size and types of its educational programs, the school is guided primarily by the needs of the State of Utah. The school is also guided by the imperatives of affirmative action and by the needs of the surrounding states which lack their own medical schools. In addition, the school emphasizes high quality programs that address national priorities, such as the need for generalist and academic physicians, rural practitioners, basic biomedical scientists, and selected medical subspecialists.

The four years of formal medical education constitute but a brief introduction to a broad, deep, and rapidly changing discipline. The mastery of medical knowledge and technical skills requires lifelong self-education.

The curriculum is designed to provide students with the knowledge, skills and attitudes necessary to practice medicine. Students spend the first two years in the sciences basic to medicine, including anatomy, biochemistry, physiology, microbiology, genetics, pharmacology, pathology, and behavioral science. Concepts and skills necessary to manage clinical illness, to understand the social issues in medicine, and to be well grounded in the ethics of medical practice are introduced early and explored in depth as the curriculum progresses. Emphasis is placed on prevention, diagnosis, and management of disease states and in the systematic application of these concepts to organ specific diseases.

Curriculum revision is an ongoing process. Courses and their content may change periodically from year to year.

Research

The University of Utah School of Medicine promotes research of such quality and quantity as to ensure national recognition of a scientifically excellent institution. Each department is expected to expand the frontiers of the discipline it represents. Active pursuit of peer-reviewed funding is encouraged. Research is conducted ethically according to established guidelines for the welfare of human volunteers and experimental animals. The school encourages active collaboration across university boundaries and fosters the development of young scientists. Investigators are encouraged to report their work in journals with high editorial standards or to respected scientific societies.

In addition to education, and the multitude of avenues and services that The University of Utah Health Sciences Center provides, our faculty and staff conduct, collaborate and initiate research. We advance knowledge through innovative, basic and clinical research and translate our discoveries into applications that help people.

The University of Utah is ranked among the top 30 public research universities in the nation with particular distinctions in medicine and genetics. As a result of our benchmarking research, the university received over \$309 million in research and student aid funding from external sources and ranks 15th in the nation for significant awards to faculty for research efforts.

Research in the health sciences spans many fields of study. From genetics, to molecular biology – from biomedical engineering to drug and pharmaceutical research; University of Utah researchers are on the leading edge of the development and enhancement of knowledge in the medical and health sciences.

Clinical Service

The University of Utah School of Medicine is committed to providing state-of-the-art clinical care to the patients it serves. The institution provides advanced and innovative medical procedures and practices to patients in this region. Faculty physicians are expected to provide effective role models for clinicians in training. This responsibility implies efficiency, humanity, cost-effectiveness, and scientific excellence. The school also provides model practice settings for training in primary care. Innovation and leadership are expected in the development of alternative systems of health care delivery, with a volume of clinical activity sufficient to sustain University Hospital teaching and research missions.

School of Medicine Educational Objectives

Overview

Our curriculum reflects a continuum of learning. This continuum spans the formal settings of undergraduate education, medical school, and postgraduate training and extends to lifelong learning once our graduates enter their careers. Students arrive with a broad and varied undergraduate experience including, but not limited to, the sciences. The medical school curriculum has enough flexibility to maximize the potential of students with highly diverse education and experiential backgrounds. Our educational objectives are designed to expose students to the variety of experiences necessary to make an informed career choice, and to ensure that they have the knowledge base, skills, and values to become competent physicians. The heart of the curriculum is a thorough education in basic and clinical science. Mastery in these two areas is essential for exemplary medical practice, and they comprise the bulk of our instruction and evaluation. Thus, the objectives are arranged in order of emphasis in the curriculum, with knowledge of basic and clinical sciences first. Subsequent objectives serve as valued educational threads woven into various courses and clinical rotations. We take diversity seriously. Consequently, we have incorporated objectives to ensure that our graduates understand and value diversity and can conduct themselves professionally and sensitively in multiple settings and with disparate populations.

Our goal is to train accomplished physicians. Thus, for almost every objective, an important assessment activity is the application of the specific knowledge, skill, or attitude in clinical practice. Assessments of application in clinical practice are performed by attending physicians and clinical preceptors, verbally and in writing, and are made apparent in both recommendations and grading.

Knowledge

BASIC SCIENCES

Objective: The student will be able to:

1. Describe the normal functioning of the human organism on molecular, cellular and organ system levels.
2. Describe the pathophysiology of all major disease processes at the cellular and organ system levels.
3. Explain the mechanism and possible adverse effects of various therapeutic interventions.
4. Analyze the basic science issues presented by a clinical problem.
5. Apply significant principles of basic science as they relate to clinical medicine.

Rationale: The biological sciences are the foundation upon which our understanding of health and disease is built. The rapid advance of these sciences provides both a deepening knowledge of normal and pathological processes, as well as new tools for diagnosis and treatment.

Assessment: Standardized (USMLE) and courses specific tests, including multiple choice and short answer questions, case-based problem solving, preceptor evaluation of clinical practice.

CLINICAL SCIENCES

Objective: The student will be able to:

1. Describe the signs, symptoms and physical findings of all major disease entities.
2. Identify deviations from the expected course of a disease.
3. Identify and interpret diagnostic procedures appropriate to confirm or refute the diagnosis of particular clinical conditions.
4. Predict the expected results of a treatment plan for any given clinical condition.
5. Provide patient care in the areas of preventive, acute, chronic, continuing, rehabilitative, and end-of-life medicine.
6. Distinguish between primary and specialty care.

Rationale: The knowledge of clinical medicine is the *sine qua non* of clinical practice. A strong fund of knowledge in clinical medicine is essential for competent practice. Competence in a range of areas, and recognition of the scope of practice between primary and specialty care, leads directly to safe, effective clinical decisions.

Assessment: Standardized and course specific tests, including multiple choice and short answer questions, standardized patients, preceptor evaluation of clinical practice.

THE PATIENT CONTEXT

Objective: The student will be able to:

1. Demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments.
2. Assess and describe the effects of factors influencing the health care status of individual patients beyond those of a biological nature, including social, cultural, economic, psychological, environmental, occupational, familial and spiritual factors.
3. Formulate a diagnosis and plan for treatment that incorporates these factors.
4. Employ these factors in communicating with patients to define clinical problems and agree on a treatment plan.

Rationale: Many disease processes are influenced by the patient's social, economical, and personal environment. The physician must be sensitive to the cultural, social, financial and environmental factors influencing the patient's perceptions, behavior and compliance.

Assessment: Standardized patients, essay, case discussions, evaluation of history and physical techniques by clinical preceptor.

HEALTH CARE DELIVERY SYSTEM

Objective: The student will be able to:

1. Describe the history of the United States' health care system.
2. Describe health care delivery and financing, including gender and cultural biases, and the role of the government and private payers.
3. Analyze a financing or delivery issue in writing.
4. Explain the theory and practice of managed care.
5. Compare health care systems of other major developed countries to the U.S. system.

Rationale: Information regarding how health care is delivered and paid for is critical on a number of levels. First, knowledge of the health insurance system can help a physician take care of a patient in the most efficient and effective way possible. Second, by understanding the way that health care is delivered and financed physicians can influence health care policy. Third, a working understanding of the health care system is required if a physician is to make rational decisions about career choice and practice type.

Assessment: Essay or research project, preceptor evaluation of clinical practice.

LEGAL AND ETHICAL ISSUES

Objective: The student will be able to:

1. Describe selected ethical concepts, including informed consent, advanced directives, end-of-life care, and the role of the Institutional Review Board.
2. Identify the competing considerations involved in ethical issues.
3. Formulate an approach to particular ethical problems consistent with the moral responsibilities of a medical professional.
4. Describe legal principles of negligence, malpractice, and risk management.
5. Describe legal guidelines for contracting, employee rights and responsibilities, self referral, and antitrust.

Rationale: Knowledge of informed consent and advanced directives allows physicians to promote the patient's right to personal autonomy and active participation in health care. Best practice requires that physicians know how the legal system works and be familiar with the principles of the law of negligence and the maxims of risk management. Finally, the advent of managed care has created a set of ethical issues involving the physician, the patient, and managed care companies. Exposure to these issues promotes the development of critical thinking skills.

Assessment: Short answer or essay questions; essay or research project on a legal or ethical issue, preceptor evaluation of clinical practice.

HEALTH PROMOTION AND DISEASE PREVENTION

Objective: The student will be able to:

1. Describe preventive health care measures across the life span and across cultures.
2. Assess the patient for current health promotions and disease prevention activities and deficits.
3. Create, implement, and evaluate a treatment plan with the patient that includes attention to health promotion and disease prevention.
4. Describe selected complementary therapies.

Rationale: Preventing disease is less costly than treating it. Many consider complementary therapies to be important adjuncts to promoting health and preventing disease. Thus, physicians must know what keeps people healthy and help patients make the best choices to maintain or improve health.

Assessment: Written short essay examinations on health promotion, standardized patient sessions, essays, and preceptor evaluation of clinical practice.

COMMUNITY HEALTH

Objective: The student will be able to:

1. Describe the basic principles of public health, epidemiology and biostatistics.
2. Analyze a community health problem in writing.
3. Use resources available in the community to help improve the overall quality of society's health, as well as the health of individual patients.
4. Advocate for better health for patients and the community.

Rationale: Every patient belongs to a community, which will have its own, special influence on the health of its members. Every aspect of life benefits from public health measures that provide clean air, land and water. Thus, all physicians must understand the tenets of public health.

Assessment: Multiple choice and short answer exams, research project, written essay, primary care preceptor evaluation. Skills

CLINICAL SKILLS

Objectives: The student will be able to:

1. Take and record a clinical history in a variety of situations.
2. Perform a comprehensive and accurate physical examination.
3. Demonstrate ethical principals in caring for patients, and in relating to patients' families and to others involved in patient care.

Rationale: Quality care begins by obtaining useful and accurate information from the patient, including those who are disoriented or otherwise un- or non-communicative. Skilled physicians adapt their interview, communication, and examination methods to

each situation. This process works best if everyone involved is treated fairly and honestly.

Assessment: Preceptor assessment of history and physical during clinical rotations. Objective structured clinical examinations (OSCE).

PROBLEM SOLVING / PATIENT MANAGEMENT SKILLS

Objectives: The student will be able to:

1. When presented with initial history, develop a preliminary problem list and initial plans for additional data collection, including further history, focused physical examination, and laboratory evaluation to refine the problem list.
2. Incorporate additional information to develop a formal differential diagnosis.
3. Develop plans for continued evaluation and/or treatment based on the above data and additional information obtained from textbooks, medical literature, colleagues, etc.
4. Develop plans that include cultural considerations and are sensitive to the health care needs and issues of non-dominant groups.
5. Integrate and apply knowledge derived from diverse domains and sources in the solution of clinical problems.

Rationale: The physician is primarily a problem-solver. The use of problem-solving techniques allows the physician to correctly identify a problem, devise a realistic, flexible, and accurate treatment plan with the patient, and to adjust the plan based on continuous evaluation. While the steps of problem solving may not be replicated for every problem, they are important for every physician to use in assessing and managing unfamiliar conditions. Best problem solving occurs when data is derived from multiple sources. Plans for care are most effective when they are culturally and socially sensitive.

Assessment: Evaluation and management plans in classroom and clinical settings. Objective structured clinical examinations (OSCE).

COMMUNICATION AND INTERVIEW SKILLS

Objectives: The student will be able to:

1. Employ active listening skills, including nonverbal and verbal interaction.
2. Establish, maintain, and terminate an empathetic relationship.
3. Manage the phases of a clinical interview, including opening and closing, transitions, and the body of the interview.
4. Demonstrate effective communication with uncooperative, depressed, mentally ill, non-English speaking, or physically handicapped individuals.
5. Maintain professional behavior with colleagues and patients, demonstrating courtesy, respect, tact, and appropriate emotional control.
6. Negotiate with the patient as a partner in decisions about his/her health including agreeing on the definition of the patient's clinical problem and establishing mutually acceptable goals for treatment.

Rationale: Excellence in practice requires an ability to encourage and accurately hear patient communication, and to communicate effectively with colleagues.

Assessment: Standardized patient interviews, OSCE examination, and preceptor evaluation of clinical practice.

INFORMATION MANAGEMENT

Objective: The student will be able to:

1. Retrieve information, demonstrating the ability to perform database searches using logical operators, controlled vocabulary, appropriate limits, and evidence-based filters.
2. Manage selected citations from a database search and organize them into a personal database for tracking literature in an area of interest.
3. Manage both handwritten and electronic medical records.
4. Protect confidentiality of private information obtained from patients, colleagues and others.
5. Make use of online and print resources to enhance presentation skills and answer a clinical question.
6. Conform to copyright and intellectual property regulations.

Rationale: Information management via computer is already a core skill for physicians, and will increase in importance over time. Evidence-based practice requires that physicians answer a clinical question using computerized reference databases of selected medical literature. Developing skills to manage and track literature in an area of interest is vital for staying current. Ethical principles and legal constraints demand patient confidentiality.

Assessment: Submission, in writing, of a clinical question and its answer with supporting documentation including a printout from the computerized literature search. Preceptor evaluation of clinical practice.

APPLICATION OF RESEARCH FINDINGS

Objective: The student will be able to:

1. Critically analyze a selected research paper from the medical literature.
2. Find and apply multiple sources of information, including clinical trials, review articles, and practice guidelines, to a particular clinical situation.
3. Assess the quality and validity of these sources of evidence using literature analysis techniques.
4. Describe his/her responsibility to maintain information and skills over the length of practice.

Rationale: The short half-life of clinical information requires that physicians base their practice on current research findings.

Assessment: Formal oral presentation, multiple choice tests, preceptor evaluation of clinical practice.

PATIENT EDUCATION

Objectives: The student will be able to:

1. Identify the need and opportunity for educating patients in a clinical setting.
2. Form a teaching plan for a variety of persons and situations.
3. Implement and evaluate a teaching plan sensitive to developmental, gender, cultural and individual differences.

Rationale: All physicians teach patients and their families regarding disease treatment and progression, health maintenance, and disease prevention. Formal and informal teaching occurs in all clinical settings, requiring that the physician understand basic information about assessment of the need for teaching, multiple strategies for teaching, and how to assess the efficacy of teaching.

Assessment: Standardized patients, preceptor evaluation of clinical practice.

Attitudes

RESPECT

Objective: The student will be able to:

1. Identify patient needs and priorities, particularly when in conflict with the student's.
2. Protect the patient's rights to privacy and autonomy at all times.
3. Identify the effects of intolerance and discrimination on the health care of non-dominant ethnic and social groups.

Rationale: Physicians are dedicated to their patient's wellbeing and best interest, as defined by the patient. Every patient has a right to privacy and a right to have input into their care. Every patient also has a right to biasfree access and care, delivered by a physician conscious of the effects of social and ethnic discrimination on health access and care.

Assessment: Standardized patient model and short answer patient management problems, preceptor evaluation of clinical practice.

COOPERATION

Objective: The student will be able to:

1. Work constructively with other health care providers in interdisciplinary teams.
2. Display the professional ethics of physicians.

3. Demonstrate professional behavior in individual patient encounters and as a member of the health care team.

Rationale: All physicians work with others in the health care team and should value the input/contribution of other team members. Part of a physician's role is how to conduct oneself in a professional manner; this includes showing respect for all members of the health care team, all patients and their families.

Assessment: Ward evaluations from attending physicians, preceptor evaluation of clinical practice.

SELF AWARENESS

Objective: The student will be able to:

1. Evaluate one's own performance, skills, and attitudes realistically and objectively.
2. Recognize one's own personal limitations.
3. Protect and promote one's own mental and physical health to the extent that it impacts patient care.
4. Recognize and address gender and cultural biases in themselves and others, and in the process of health care delivery.

Rationale: Awareness of one's shortcomings, including personal philosophy, physical limitations, and personal social and ethnic biases, is essential to making an appropriate response to the great variety of individuals the physician will work with. This awareness comes from self-evaluation. Attention to the maintenance of one's own physical and mental health is fundamental to being able to provide the best care possible to the patient.

Assessment: Preceptor evaluation of clinical practice.

An Overview of the Four Year Curriculum

Introduction

The four years of formal medical education constitute but a brief introduction to a broad, deep, and rapidly changing discipline. The mastery of medical knowledge and technical skills requires lifelong self-education.

The curriculum is designed to provide students with the knowledge, skills and attitudes necessary to practice medicine. Students spend the first two years in the sciences basic to medicine, including anatomy, biochemistry, physiology, microbiology, genetics, pharmacology, pathology, and behavioral science. Concepts and skills necessary to manage clinical illness, to understand the social issues in medicine, and to be well grounded in the ethics of medical practice are introduced early and explored in depth as the curriculum progresses. Emphasis is placed on prevention, diagnosis, and management of disease states and in the systematic application of these concepts to organ specific diseases.

Curriculum revision is an ongoing process. Courses and their content may change periodically throughout the year.

First Year

Phase I

Foundations of Medicine

To provide medical students the knowledge to become proficient in the skills necessary to function in a role similar to a medical assistant and to gain a strong foundation of the medical sciences, clinical medicine, and medical arts to foster success in Phase II and encourage life-long learning.

Phase II

Cells Molecules and Cancer

Foundation of normal and abnormal cell and molecular formation and regulation. Progressing to a knowledge of genetics and cancer formation and treatment.

Host and Defense

Normal and abnormal functions of common infectious diseases, immunologic, autoimmune, and rheumatologic diseases and their relevancy in clinical medicine, medical science, and medical arts.

Life Cycle

Application of knowledge of the normal life cycle, emphasizing transitions within the life span according to its place in clinical medicine, medical science, and medical arts.

Second Year

During the second year, the aim is to integrate basic scientific facts with specific diseases and clinical problems. This is accomplished through a multidisciplinary course, organized by specific organ systems, which emphasizes pathophysiologic processes, clinical manifestations, and treatment.

Doctor/Patient Relationship: Continuation of first year course with one on one assignments of students with practicing physicians to observe, discuss, and develop the skills necessary in an effective doctor-patient relationships.

Geriatrics: Basic scientific background for approaching common clinical problems attendant to the aging process.

Neuroanatomy: Gross and microscopic structure of the nervous system.

Organ Systems: Elements of pharmacology, pathology, and physiology, integrated with clinical aspects of the musculoskeletal system, dermatology, endocrinology, nephrology, reproduction, cardiovascular system, pulmonary system, gastroenterology/nutrition, and hematology/oncology. Principles of development and aging of these systems are included.

Pathology: Systemic pathology taught in conjunction with the neuroscience and the organ system courses covering the pathologic basis of disease, along with applications of laboratory medicine, by organ system.

Pediatrics: Introduction to the physiology of and diseases seen in newborns, infants, children, and adolescents.

Pharmacology: General principles of pharmacology, autonomic pharmacology, central nervous system pharmacology, and chemotherapy of infections and cancer. Pharmacology instruction includes an introduction to toxicology and clinical pharmacology and material related to and coordinated with the neuroscience and the organ systems courses.

Physical Diagnosis II: An interdisciplinary course enhancing the students' skills in patient history taking and physical examination skills.

Physiology: General physiologic principles and physiology of neurological and other organ systems.

Psychiatry: Introduction of major topics of adult psychiatry and fundamental issues dealing within child and geriatric psychiatry.

Science of Medicine: Continuation of first year course with focus on evidence based medicine and information management.

Social Medicine: Continuation of first year course with focus on social aspects of medicine, medical care delivery and unique patient populations with discussion groups designed to foster personal and professional growth.

Third Year

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

Family Practice Clinical Clerkship: Four weeks with a community based or faculty family practice preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

Internal Medicine Clinical Clerkship: Twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. The second rotation consists of 3 weeks of inpatient responsibilities and 3 weeks in an ambulatory clinic. Inpatient clerkships consist of case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship: Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Medical Center, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

Obstetrics and Gynecology Clinical Clerkship: Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship: Six weeks divided into two three-week blocks. Three weeks are spent on the inpatient wards at Primary Children's Medical Center (PCMC). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the University of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship: Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Medical Center, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/ liaison service and one half day per week in the office of an outpatient therapist.

Surgery Clinical Clerkship: Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and the VA Medical Center. Students spend six weeks on general surgery and two weeks in subspecialty areas.

Topics in Medicine: Eight hours per month addressing medical economics, patient continuity management, informatic skills, medical literature analysis, and psychosocial/ethical issues. The course focuses on teaching the skills of evidence based medicine and continuous learning in addition to imparting the content data needed to manage the cases, which are pertinent to the student's concurrent clerkship.

OSCE – Objective Structured Clinical Exam: During the third year, students will participate in exams called OSCE's at the end of each clerkship rotation. The term OSCE refers to the Objective Structured Clinical Exam. It is a simulated student doctor-patient encounter designed to test a particular clinical skill or set of skills. There will also be a cumulative "End of Year OSCE" to help prepare students for the required national USMLE Step 2 CS (Clinical Skills) exam.

Fourth Year

Seniors must complete a minimum of 36 weeks of credit. Included in the 36 weeks are a two-week half-day medical ethics course, a two week half-day Health Care Delivery course, a required hospital-based subinternship (4 weeks), a required public/community project (4 weeks), and a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. A minimum of 24 weeks must be spent at the University of Utah School of Medicine or its approved sites unless specific prior approval to do otherwise is obtained from the dean of student affairs and education. A

minimum of 12 weeks must be spent in clinical electives except when specific approval to do otherwise is obtained from the dean of student affairs and education who has authority to define what qualifies as a clinical elective. Students interested in exploring or pursuing research experiences, including obtaining graduate degrees, are encouraged to do so through individualized programs designed in consultation with research mentors in the various departments. Senior credit hours can only be earned by electives completed in the 3rd and 4th years.

Interdisciplinary Education Program: A required half day session that takes place between January and May of the senior year, where medical students will participate in a clinical simulation in which students from several health care disciplines work together to formulate a treatment plan for a standardized patient. Teams will consist of one student each from nursing, pharmacy, physical therapy, occupational therapy, and medicine.

Each student will meet with the patient for 15 minutes, functioning as they would in a clinical skills exam, while the other team members watch by video. After all team members complete their patient encounter, the team formulates a comprehensive treatment plan. All teams will then meet and present their plans to the other teams. In addition to presenting the patient treatment plan, participants will discuss the role of the other members of their team.

Idaho Student Affairs Update

Introduction

Program Leadership

Dr. DeVon C. Hale is a Board Certified physician in Internal Medicine, Infectious Diseases, and Microbiology. Upon completion of his residency in 1978 and until 1984, he was in private practice in Idaho Falls and held the positions of Medical Director of the Microbiology Laboratory and a Consult in Epidemiology at the Idaho Falls Consolidated Hospitals. He moved to Utah in 1984, accepting a faculty appointment with the University of Utah School of Medicine. In addition to his faculty appointment in Internal Medicine and Pathology, since 1995 Dr. Hale has been the Assistant Dean for Idaho Student Education.

Dr. Ilana Shumsky is a Board Certified Internal Medicine physician. She earned her M.D. degree from UCLA and completed her Internal Medicine Residency at the University of Utah. She was a member of the University of Utah faculty as Clerkship Director for Internal Medicine for three years before moving to Boise, Idaho. She currently is on staff at the Boise VAMC and has a clinical faculty appointment at the University of Washington. Additionally, she is the Director of Idaho Student Programs for the University of Utah. In this capacity, she coordinates the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho.

Admissions

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

We evaluate applications against minimum and average standards in 8 specific areas. Applicants must achieve at least the minimum level of performance in all 8 areas and be average or above in 5 out of the 8 areas in order to proceed in the admissions process. Successful applicants distinguish themselves with outstanding performance in one or more of these areas. The 8 areas are listed below.

Academic Requirements

Grade Point Average (GPA): The minimum acceptable GPA is 3.0. Applicants with a science, non-science or overall GPA below 3.0 will not be considered. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA.

To determine average criteria, the applicant's GPA is compared to the average GPA of students who have gone on to attend medical school from the institution granting the applicant's highest degree.

Medical College Admission Test (MCAT): All applicants are required to take the MCAT within 3 years of their application. For the class entering medical school in 2009, scores will be accepted from tests taken in 2008, 2007 and 2006. Tests taken after September 2010 will not be considered for the 201 application year.

The minimum acceptable score for each section, (physical science, biological science and verbal reasoning) of the MCAT examination is 7. The average score for entering freshmen is 10 in each section. If the test is taken more than once within 3 years of application, the best score for each section will be considered. MCAT scores are evaluated in comparison to national standards.

Required Activities

Extracurricular Activities: Extracurricular activities are defined as activities outside the usual duties of a full-time job and/or school. The committee is interested in how applicants deal with the demands of their lives outside of the classroom. This is a strong indicator of how well they handle responsibilities and deal with stressful situations. It

also predicts how well they will handle the difficult demands of medical school. Activities may include sports, church, family, volunteering and other special interests.

- The minimum requirement is some involvement in outside activities.
- The average applicant devotes 20 hours per week during each of the 4 years prior to entering medical school to activities such as work, volunteer service, research, athletics, student government and family obligations.

Community/Volunteer Service: Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

- The minimum requirement is 36 hours.
- The average applicant devotes 48 hours during each of the 4 years prior to entering medical school.

Leadership Ability: Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring and mentoring will satisfy this requirement.

- The minimum leadership requirement is 1 leadership experience lasting 3 months during the 4 years prior to matriculation.
- The average applicant has 3 different leadership experiences each lasting 3 months during the 4 years prior to matriculation.

Research: Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials.

Research is the foundation of medical knowledge. We consider participation in research activities to be an important part of the preparation for medical school. Physicians depend on medical literature to remain current in their fields. Most physicians participate in research at some point in their careers. Research experience may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

Research performed, as part of a class is not acceptable unless the course was in independent research and the applicant completed independent, hypothesis-based research under the supervision of the professor. Research completed for a graduate thesis

is acceptable. Applicants should be able to describe their project, the hypothesis investigated, and their role in the conduct of the research.

- The minimum requirement is 4 hours per week for 2 months or the equivalent of 32 hours.
- The average experience is 4 hours per week for 3 months or the equivalent of 48 hours.

Physician Shadowing: Physician shadowing is defined as the observation of a physician as s/he cares for and treats patients and carries out the other responsibilities of medical practice.

Applicants should spend enough time directly shadowing physicians to understand the challenges, demands and lifestyle of a medical doctor. Shadowing must be done with an allopathic (M.D.) or osteopathic (D.O.) physician. Time spent shadowing residents, physician assistants, podiatrists, veterinarians, nurses, EMT's, PhD's etc., will not be considered.

- The minimum requirement is 8 hours shadowing a physician(s) through all the activities of an average day.
- The average applicant spends 24 hours with a physician(s).

Patient Exposure: Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of patients. It is important that the applicant be comfort-able working with and around people who are ill.

Direct patient exposure can be gained in a variety of ways. Experience can be gained through volunteering or working in hospitals, emergency rooms, homeless clinics or care facilities. Patient contact must include patients other than family members and friends and does not include indirect patient care such as housekeeping (cleaning operating rooms or patient rooms) working at the hospital information desk, or working in a pharmacy.

- The minimum patient exposure requirement is 4 hours per week for a period of 2 months or the equivalent of 32 hours.
- The average applicant spends 4 hours per week in patient exposure for 3 months or the equivalent of 48 hours.

Idaho Report: Academic Year 2009-2010

Admissions Report

| Academic Year | Idaho Med Stud Applicant Pool | Selected for Interviews | Accepted for Admission | Sponsored Students | Non-Sponsored Students |
|----------------------|--------------------------------------|--------------------------------|-------------------------------|---------------------------|-------------------------------|
| 2009 - 2010 | 84 | 45 | 14 | 8 | 2 |
| 2008-2009 | 108 | 64 | 12 | 8 | 1 |
| 2007-2008 | 116 | 61 | 13 | 8 | 0 |
| 2006-2007 | 93 | 43 | 9 | 8 | 1 |
| 2005-2006 | 112 | 57 | 13 | 8 | 0 |
| 2004-2005 | 86 | 47 | 11 | 8 | 1 |
| 2003-2004 | 84 | 33 | 14 | 8 | 4 |
| 2002-2003 | 99 | 53 | 17 | 8 | 0 |
| 2001-2002 | 88 | 50 | 13 | 8 | 4 |
| 2000-2001 | 96 | 50 | 13 | 8 | 1 |
| 1999-2000 | 88 | 42 | 9 | 6 | 0 |
| 1998-1999 | 87 | 52 | 13 | 6 | 0 |

* Includes one MD/PhD Student

Freshman



Heather Curtis



Justin Doble



Ashley Elsensohn



Nathan Eshenrode



Nathan Grimm



Benjamin Jones



Maximilian Padilla



Joseph Strunk

Sophomores



Colby Bingham



Nicholas Blickenstaff



Bryan Cheyne



Garrett Coman



Christina Ellefson



Laura Fink



Varsha Iyer



Zackery Oakey

Juniors



Justin Chandler



Trenton Hansen



Alison McIntuff



Alexandra Meier



Christopher Thacker



Casey Turner



Sara Wilson



Daniel Winchester

Seniors



Brian Beesley



Benjamin Brennan



Lindsay Burt



Stuart Knapp



Erik Linn



Noah Minskoff



Michelle Reina



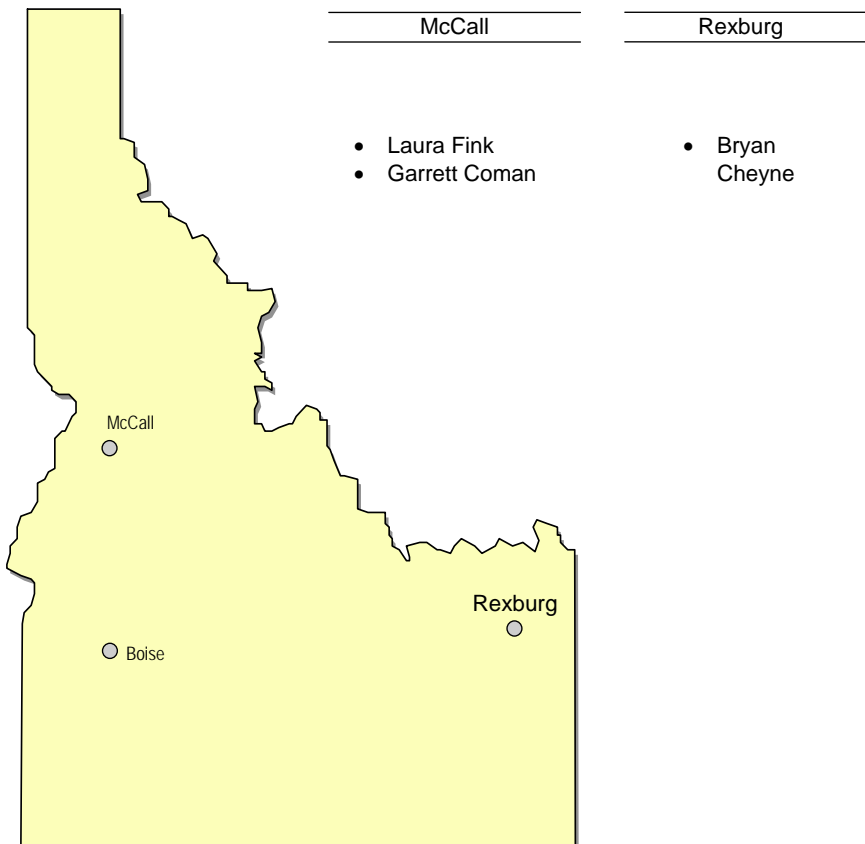
Kristin Satterfield

Observational Experience

A four to eight week non-credit observational experience for students is offered between their first and second year of medical school.

Students receive a stipend and travel expenses.

The following students completed the observational experience from mid-June through mid-August 2010:



Clinical Medical Education in Idaho

During an Idaho medical students third year, two of the required rotations, the Family Practice Clinical Clerkship and the Internal Medicine Clinical Clerkship, are completed in Idaho. While the Family Practice Clinical Clerkship is four weeks with a community based or faculty family practice preceptor, the Internal Medicine Clinical Clerkship is twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. It is during the second six-week rotation that the student travels to Idaho for three weeks to work in an ambulatory clinic. Additionally, during an Idaho medical student's fourth year, the student completes a four-week Public/Community Project. This project can be completed in Utah or Idaho.

Family Practice Clinical Clerkship

Overview: The required, four-week Family Practice Clinical Clerkship exposes the medical student to the role and capabilities of family physicians as primary care doctors in their local settings. They are also introduced to other elements of the health care delivery system in the community which supports and compliments the services provided by the primary care physician.

Educational Objectives: The student will:

1. Demonstrate basic competency in history taking, physical examinations, procedural skills, and clinical decision making as applied to the wide range of problems seen in family medicine.
2. Be able to discuss the diagnosis of common acute undifferentiated problems while taking into account disease prevalence, geographic factors, the socioeconomic structure of the community, and the psycho-social factors surrounding the patient.
3. Be able to implement a reasonable health maintenance plan for patients of various ages and of either sex.
4. Be able to describe the family physician's role as the coordinator of health care for individuals and families in the overall community, and in the care of chronic and complicated problems.
5. Be able to use the problem oriented medical record, discuss the cost effectiveness in primary care, and show some understanding of risk management quality assurance and ethical issues in family practice.

Activities: The student will spend approximately 70% of their time in clinical activities, including office, hospital, nursing home, and home visits with their preceptor. The remaining 30% will consist of time spent learning and experiencing other elements of the health care system in the preceptor's community (hospital and medical staff issues, public health agencies, occupational and environmental health risks), as well as independent study.

Preceptors/Site Requirements: The preceptor must be board certified in family medicine, hold a University of Utah Volunteer Clinical Faculty appointment or Volunteer Preceptor agreement with the Department Family and Preventative Medicine.

Evaluations: The preceptor will evaluate the student with regards to their personal and interpersonal qualities, fund of knowledge, and clinical skills. The evaluation will be submitted to the Family Practice Student Programs Office within a few weeks of completion of the student's clerkship.

Family Medicine Volunteer Clinical Faculty in Idaho

| Physician | Location | Phone |
|--------------------|--|---------------|
| Suzanne Allen, MD | Family Practice Medical Center 777 North Raymond Street Boise | 208- 367-6030 |
| Barry Bennett, MD | South East Family Medicine 2775 Channing Way Idaho Falls | 208-524-0133 |
| Larry Curtis, MD | Teton Valley Med Center 283 North 1 st East Driggs | 208-354-2302 |
| John Franson, MD | Lakeview Medical Clinic 292 South 3 rd West Soda Springs | 208-547-3118 |
| Leanne LeBlanc, MD | Mountain State Family Medicine 620 North West 2 nd Street Grangeville | 208-983-5120 |
| Waj Nasser, MD | Capital City Family Medicine 1520 West State Street Boise | 208-947-7700 |
| Michael Packer, MD | Family Medical Center 1 Professional Plaza Rexburg | 208-356-9231 |
| Richard Paris, MD | Hailey Medical Clinic 706 South Main Street Hailey | 208-788-9238 |
| Eddie Rodriguz, MD | Valley Fam Hlth Cln* 207 East 12 th Street Emmett | 208-365-1065 |
| David Spritzer, MD | Physician Center 6560 Shoshone Street East, Suite 100 Twin Falls | 208-732-3020 |

* Idaho SEARCH site

Internal Medicine Clinical Clerkship

The third year internal medicine curriculum requires a three week ambulatory care rotation in internal medicine for all students. Since 2007, the contract requires this rotation to be done in Idaho. These rotations are scheduled for the second half of the third year so that students going have had at least six months of patient contact

Internal Medicine Volunteer Clinical Faculty in Idaho

| Physician | Location | Phone |
|-------------------------|--|--------------|
| Sky Blue, MD | 125 South Idaho Street Suite 203 Boise | 208-338-0148 |
| Julie Foote, MD | 900 North Liberty Street Suite 201 Boise | 208-367-6740 |
| Christopher Goulet, MD | Boise Gastroenterology Associates 6259 West Emerald Street Boise | 208-489-1900 |
| Laura McGeorge, MD | St. Luke's Internal Medicine 300 East Jefferson Street, Suite 201 Boise | 208-381-4100 |
| Stephen Montamat, MD | St. Luke's Internal Medicine 300 East Jefferson Street, Suite 300 Boise | 208-381-4100 |
| Leslie Nona, MD | St. Luke's Internal Medicine 300 East Jefferson Street, Suite 300 Boise | 208-381-4100 |
| Ike Tanabe, MD | Boise Gastroenterology Associates 6259 West Emerald Street Boise | 208-489-1900 |
| Gregory Thompson, MD | St. Luke's Internal Medicine 300 East Jefferson Street, Suite 201 Boise | 208-381-4100 |
| Scott Bressler, MD | Caldwell Internal Medicine 1818 10 th Street, Suite 100 Caldwell | 208-459-4667 |
| Barbara Daugharty, MD | 920 Ironwood Drive Coeur d'Alene | 208-664-9205 |
| Alan Avondet, MD | 2001 South Woodruff Avenue, Suite 15 Idaho Falls | 208-422-7310 |
| Shawn Speirs, MD | Eastern Idaho Medical Consultants 3200 Channing Way, Suite 205-A Idaho Falls | 208-535-4300 |
| Scott Taylor, MD | Eastern Idaho Medical Consultants 3200 Channing Way, Suite 205-A Idaho Falls | 208-535-4300 |
| Craig Scoville, MD, PhD | 763 South Woodruff Avenue Idaho Falls | 208-535-4373 |
| Anne Poinier, MD | St. Luke's Internal Medicine 520 South Eagle Road, Suite 3102 Meridian | 208-706-5100 |
| Gregory Thompson, MD | St. Luke's Internal Medicine 520 South Eagle Road, Suite 3102 Meridian | 208-706-5100 |
| Lisa Burgett, MD | 630 Addison Avenue West, Suite 110 Twin Falls | 208-734-0206 |
| Patrick Desmond, MD | 660 Shoshone Street East Twin Falls | 208-732-3400 |

The Public/Community Project

Course Objectives: This four-week Public/Community Project is designed to acquaint medical students with the skills, knowledge, and attitudes basic to the Public health/Community Health Model for addressing a community health problem or issue.

Activities: The project is chosen by the student and must have focus on a public health issue/problem present in the community setting. Students partner with a public or private agency that focuses on the topic chosen. Students are expected to use national, state and local public health resources, computer searches, and readings in completing their project.

Project Types: Students choose one or two of the following components of a community project.

1. Health Need Assessment (includes: define the community, characterize the community's health, and prioritize the health concerns.
2. Propose/Implement Targeted Interventions: Implementation of an action, activity, training, educational program that is meant to alleviate a defined public health problem or issue. This should be measurable and address a specific group.
3. Evaluate Implementation/Outcomes: Review of an ongoing project to determine its effectiveness and make recommendations for changes in future actions.

Three Questions to Ask before a Project Topic is Chosen: The student must answer three of these questions to receive approval from the Family Medicine Student Programs Director.

1. What is important to the community/population group you are going to work with? (This may include public health personnel, agencies, and the community-at-large.)
2. That issues have the greatest health impact on the health of the specific identified group (in whose opinion)?
3. What issue can be reasonably addressed (studied) over four weeks?
4. Will the proposed project receive the appropriate amount of effort?

Project Guidelines:

1. The project should provide a benefit or service to a community or population group.
2. A project topic that is closely related to a health care area that involved local/community public health systems. Avoid topics that are narrow in scope and have limited occurrence and effect on the community. Topics that lend themselves to intervention and prevention methods are preferred.
3. Avoid politically sensitive topics (examples: birth control in teenagers) and projects that deal with children 18 years and under.

Other Clinical Medical Education Opportunities in Idaho

Family Medicine (Primary Care) Preceptorship

Course Objectives: The six-week Primary Care Preceptorship is designed to acquaint all medical students with the skills, knowledge, and attitudes basic to a successful practice in primary care. Rotations will be completed in a medically underserved rural or urban primary care site. Most rotations sites are in remote rural locations where the student lives in the community for the six weeks. The site provides for family practice, internal medicine, pediatric care, obstetrics/gynecology or other requested specialty sites deemed appropriate by the Utah Area Education Center program.

Course Requirements: Students will:

1. Demonstrated knowledge of 20 clinical problems encountered in the primary care site they are working with including a basic history, physical examination, laboratory investigation and treatment pertinent to each.
2. Identify 10 urgent or emergent conditions likely to be encountered by physicians in this site and describe the basic history, physical examination, laboratory investigation and treatment pertinent to each.
3. Describe the clinical health promotion/disease prevention services appropriate to the site, and the reach for each.
4. List the five most common public health problems of the community in which the site is located.
5. Discuss the roles of primary care providers, consultants, community agencies, hospitals, and governments in promoting public health and managing illness in the community.
6. Formulate a question/topic about a community health issue, review relevant medical literature, collect data from the practice relevant to the question, and write a report on the findings. A verbal report is to be made by each student as part of the debriefing at the end of the rotation.

Activities: Students divide their time at the practice site between two areas:

1. The first area, covering 60% of the preceptorship time will be spent in clinical activities with the preceptors.
2. The second area, 40% of the time will be spent completing a "Public Health" Community Health Project. The project is to be chosen by the student and will have a focus on the public health issue/problem present in the community where they are working. Students will use the preceptors' practices, local public health resources, computer searches, texts, and readings in completing their project.

Preceptor/Site Requirements: Preceptors will be board certified physicians, who hold Volunteer Clinical Faculty appointments with the University of Utah School of Medicine. Students will choose a specialty focus and an AHEC area for this rotation. The AHEC Center or Student Programs will match the student with a preceptor and provide assistance with course logistics (travel, housing, etc.)

Idaho Rural Outreach Program (IROP)

By

Chris Thacker, MS 2011

The idea for IROP came from a similar program in Utah. The reasoning behind the program is the opportunity to improve the disproportionate number of health care providers in rural settings. Encouraging rural youth to pursue careers in the health sciences will increase that number because physicians are more likely to return to their home communities and invest their time and efforts in its improvement. The students also saw it as an opportunity to give back to Idaho for giving them their opportunity to study medicine.

The students were able to gain financial support from the Office of Idaho Student Education at the U of U School of Medicine to provide funding for a trip to various rural areas in Idaho each year since 2007. The visits by medical students to high schools in these areas consists of a 20 minute PowerPoint presentation which contains information on careers in the health profession, talking specifically about medical school, but also provides information regarding other health care related schooling and careers. After the presentation and a question answer session, medical students participate in hands on teaching with the students by dissecting cow hearts. Since 2007, medical students taking part in this program have traveled and presented to high school classes in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley and most recently Preston, and Twin Falls. The most recent trip to Twin Falls was especially successful as a group of 4 medical students split up between two high schools in the area and was able to present to classes that were interested during each hour of the day at both schools. The feedback from the teachers has been very positive at each visit. They were very enthusiastic about the program and the effect it had on their students. They were appreciative of the motivation it seemed to provide and hopeful that the program could return to their schools in the future.

IROP would like to be consistent and continual program maintained by the Idaho Medical Students. The primary obstacle encountered is obtaining funding to pay for the trips because of distance to travel and extraneous cost such as food and lodging. If able to overcome this obstacle with consistent funding each year, IROP will continue to expand its reach to rural communities throughout the state of Idaho.

Chris Thacker, MS3
University of Utah School of Medicine
Student IROP Representative

Idaho Medical Association Student Representative

By

Stuart Knapp, MS 2010

I am the student member on the board of trustees for the IMA. I am a voting member in the House of Delegates pertaining to the resolutions that are presented to the IMA for approval as policy or action. Most importantly I act as a representative of all the Idaho medical students whether at the University of Utah or University of Washington. I also do my best to reach out to the Idaho medical students that have gone elsewhere for their education. I have been to three board meetings, two House of Delegate meetings and a couple committee meetings. It has been an amazing, eye opening, experience to see firsthand the close interplay between the government and medicine. Our actions as physicians can and do influence government actions. A very small action taken now can make big differences in the future.

This last summer meeting had many interesting and important resolutions to discuss, and actions to vote on. I think that the most important resolution brought forth was the resolution to make a loan repayment program for a few Idaho students who are willing to return to Idaho as primary care physicians. This resolution has the potential to increase the number of primary care physicians in Idaho greatly.

I am from a small town in Idaho and am very excited to return to that small town to practice family medicine. I believe there are many young men and women just like me who are growing up in a rural area and are looking for ways to stay in that town. When these young people finish high school many find jobs in or near these towns and very few go to college and even fewer go to medical school. I believe many of these students are like I was: unaware of the possibility to become a physician or unwilling to tackle the cost. To solve this problem we need to make these students aware of the possibilities to not only become a physician but that Idaho is working on ways of helping them with the cost of becoming a physician. The resolution discussed above will help this problem.

At the University of Utah we have started a program that we believe will also help this physician shortage. The program is called the Idaho Rural Outreach Program (IROP). The goal of IROP is to visit rural high schools and inform the students about the process and possibilities of becoming doctors. We start the visit with a short slide presentation and then move to hands on activities like cow heart dissection or pig feet stitching. These activities are a great opportunity for students to ask us about medical school and what it really means. The program seems to work with those we talk to. It has been very difficult to get started, however. We have to call the school and then get in contact with the correct teachers. They then have to allow us a day that works for them and us. It has been difficult to get into schools but once we do they always ask us to come back. We are always looking for help in our efforts. My dream is to one day have a large list of rural schools who are interested in having us come and visit. I would also love to get the University of Washington involved.

I am excited to be in this position and very grateful for the opportunity to serve my fellow students. I hope all students know that we have a voice and that our voice can be heard.

Stuart Knapp MS IV

University of Utah

School of Medicine Graduate Report

Following is the medical student graduate report of Idaho sponsored and non-sponsored from the Office of Student Affairs:

| Academic Year | Sponsored | Non-sponsored |
|---------------|-----------|---------------|
| 2009-2010 | 6 | 4 |
| 2008-2009 | 7 | 1 |
| 2007-2008 | 8 | 0 |
| 2006-2007 | 8 | 1 |
| 2005-2006 | 8 | 4 |
| 2004-2005 | 8 | 0 |
| 2003-2004 | 8 | 4 |
| 2002-2003 | 9 | 1 |
| 2001-2002 | 5 | 0 |
| 2000-2001 | 6 | 0 |
| 1999-2000 | 6 | 7 |
| 1998-1999 | 6 | 2 |
| 1997-1998 | 6 | 1 |
| 1996-1997 | 6 | 3 |
| 1995-1996 | 6 | 3 |

Following is the resident graduate report of those who choose Idaho to practice medicine from the Office of Graduate Medical Education:

| Academic Year | Number of Graduates | Specialty |
|---------------|---------------------|---|
| 2009-2010 | -- | Data pending ETA 11/2010 |
| 2008-2009 | -- | Data pending ETA 11/2010 |
| 2007-2008 | -- | Data pending ETA 11/2010 |
| 2006-2007 | 4 : 228 | 1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hemy/Onc |

| Academic Year | Number of Graduates | Specialty | |
|---------------|---------------------|---|---|
| 2005-2006 | 8 : 214 | 2 – Sports Medicine 1 – Dental 1 – Pulmonary | 1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology |
| 2004-2005 | 7: 222 | 1 – Internal Medicine 1 – Anesthesiology 2 – Dental | 1 – Cardiology 1 – Gastroenterology 1 – Physical Medicine |

| | | | |
|-----------|---------|---|---|
| 2003-2004 | 4 : 220 | 1 – Family Practice 1 – Hematology/Oncology 1 – Renal | 1 – Pathology |
| 2002-2003 | 4 : 198 | 1 – Anesthesiology 1 – Cardiology 1 – Renal | 1 – Neurology |
| 2001-2002 | 9 : 217 | 2 – Internal Medicine 1 – Pediatrics 1 – OB/GYN 1 – Anesthesiology | 2 – Dental 1 – Neurology 1 – Pathology |
| 2000-2001 | 7 : 165 | 1 – Family Practice 1 – Internal Medicine 1 – Anesthesiology 1 – Sports Medicine | 1 – Hematology/Oncology 1 – Pulmonary 1 – Urology |
| 1999-2000 | 9 : 158 | 2 – Pediatrics 1- Anesthesiology 1 – Neurology | 1 – Orthopedics 3 – Pathology 1 – Urology |
| 1998-1999 | 9 : 171 | 3 – Family Practice 1 – Internal Medicine 1 – Adult Psychiatry | 2 – Pathology 1 – Radiology (Audio/Inter) 1 – Neuro-Radiology |
| 1997-1998 | 4 : 166 | 1 – Pediatrics 1 – Infectious Diseases 1 – Neuro-Radiology | 1 – Therapeutic Radiology |
| 1996-1997 | 3 : 169 | 1 – Anesthesiology 1 – Adult Psychiatry 1 – General Surgery | |
| 1995-1996 | 8 : 169 | 2 – Family Practice | 1 – Gastroenterology |

| Academic Year | Number of Graduates | Specialty |
|------------------|---------------------|---|
| | | 1 – Internal Medicine 1 – Neurology 2 – Anesthesiology 1 - Orthopedics |
| 1994-1995 | 1 : 185 | 1 – Family Practice |
| 1993-1994 | 2 : 179 | 1 – Anesthesiology 1 – Orthopedic Surgery |

As of July 2010, the Alumni Office reported the following numbers for graduates practicing medicine in Idaho:

| | |
|---|------------|
| Estimated Idaho Sponsored Students, 1953-2010 | 229 |
| Medical School Graduates* practicing in Idaho | 272 |
| Resident Graduates† practicing in Idaho | 159 |
| Total | 660 |

*** Medical School Graduates**

| | | |
|-------------------------------|--------------------------|-------------------------------|
| Philip D. Affleck, MD | Steven C. Funk, MD | Joseph Reed Moore, MD |
| John Thomas Ahlquist, III, MD | Mindy B. Gaddis, MD | Dale McBride Mosdell, MD |
| Ted J. Ajax, MD | John E. Gamboa, MD | Stanley W. Moss MD |
| Scott Evan Allan, MD | Teresa K. Garff, MD | Chad L. Murdock, MD |
| Nancy E. Alston, MD | David Andrew Garrity, MD | James Neeley, III, MD |
| Marc T. Astin, M.D. | Ralph G. Goates, MD | Edwin J. Neil, MD |
| Richard Allen Augustus, MD | R. Joseph Gobel, MD | Kurt John Nilsson, MD |
| Alan G. Avondet, MD | Ben H. Godfrey MD | Shawn Christian Nowierski, MD |
| Lorin Christopher Bachman, MD | Mindy B. Gurr, MD | John W. Obray, MD |
| Jordan Lysle Bailey, MD | Gary K. Haddock, MD | J. Michael Oldroyd, MD |
| Jeffrey Boyd Baker, MD | Boyd L. Hammond, MD | Alan Olmstead, MD |
| Wallace Coleman Baker, MD | Jeffrey D. Hancock, MD | Craig O. Olsen, MD |
| Brad L. Barlow, MD | David V. Hansen, MD | Daniel Paul Ostermiller, MD |
| A. Lloyd Barrott, MD | Robert G. Hansen, MD | Scott Michael Packer, MD |
| Leigh Anne Bassler, MD | Kenneth Harris, MD | Tamara Lynn Pascoe, MD |
| Robert T. Beckstead, MD | R. Todd Harris M.D. | Temp Ray Patterson, MD |
| Barry F. Bennett, MD | Kitchener E. Head, MD | Mary Lou Peak, MD |
| Edwin C. Biddulph MD | Rex Edward Head, MD | Dallas D. Peck, MD |
| Greg Edwin Biddulph, MD | D. Craig Heiner, MD | Michael S. Pecora, MD |
| Michael Clyde Biddulph, MD | Daniel M. Henrie, MD | Angela Dawn Pellant, MD |
| John E. Bishop, MD | F. LaMarr Heyrend, MD | Joseph R. Petersen, MD |
| Stuart A. Black, MD | Gene K. Hodges, MD | Phillip H. Petersen, MD |
| Brian Max Boesiger, MD | Earl Evan Holmstead, MD | Grant M. Peterson, MD |

* **Medical School Graduates**

| | | |
|------------------------------|----------------------------|-------------------------------|
| Charles R. Borup, MD | Eric F. Holt, MD | Clay C. Prince, MD |
| Mark D. Borup, MD | Rose Marie Holt, MD | Corey T. H. Rammell, MD |
| Barton E. Brower, MD | Scott Partridge Hoopes, MD | Hans Thurgood Redd, MD |
| Calvin Buhler, MD | Ken Dean Housley, MD | Christopher Richard Rhead, MD |
| Mark D. Burningham, MD | Carl Scott Humphrey, MD | James L. Richards, MD |
| Randall D. Burr, MD | Casey Ira Huntsman, MD | John E. Riley, MD |
| Bradley M. Burton, MD | James Stewart Irwin, MD | Daniel Delbert Ririe, MD |
| Cheryl Robson Callaghan, MD | Richard D. Isbell, MD | Marnie Lynn Royall Ririe, MD |
| Michael Thomas Callaghan, MD | John Jackson A. M.D. | Keith L. Ritchie MD |
| Peter M. Cannon MD | Ronald Dean Jenkins, MD | Steve Edward Roberts, MD |
| Michael David Cawdery, MD | Lloyd R. Jensen, MD | Theodore S. Roosevelt, MD |
| Rob Damon Cheeley, MD | Melvin Terry Jeppson, MD | Leanne M. Rousseau MD |
| Brian Wade Christensen, MD | Daniel William Jones, MD | Randall Rudeen, MD |
| David W. Christensen MD | Gregory Phillip Jones, MD | Ken W. Ryan, MD |
| Kay L. Christensen, MD | Jonathan David Jones, MD | Fritz Schmutz, MD |
| Stephen A. Christensen, MD | Kevin E. Kartchner, MD | Randall J. Skeem, MD |
| Jack Osborne Clark, MD | Jeffrey Ernest Keller, MD | Cristin Coulam Slater, MD |
| Darren W. Coleman, MD | Robert M. Kennedy, MD | Paul D. Slater, MD |
| Lance Wayne Coleman, MD | Brian Calder Kerr, MD | Donald E. Smith, Jr., MD |
| Wayne L. Coleman, MD | William P. Knibbe MD | Klint H. Stander, MD |
| Brady Lee Cook, MD | Thomas Orval Kraner, MD | Chris Loren Stegelmeier, MD |
| James Morgan Coombs, MD | Leland K. Krantz, II, MD | Christopher Allen Stenger, MD |
| Robert Louis Coray, MD | Scott Larson, MD | Dennis L. Stevens MD |
| Curtis Hazen Coulam, MD | Elsa J. Lee, MD | D. Lloyd Stolworthy, MD |
| Rodde D. Cox, MD | G. Richard Lee, MD | Lynn J. Stromberg, MD |
| Stephen D. Craig, MD | Craig E. Leymaster, MD | Bruce A. Tall, MD |
| Earl M. Crandall, MD | Wendell C. Johnson MD | Robert M. Taylor MD |
| Max J. Crouch, MD | James D. Lohmann, MD | Harold Kirkham Thompson, MD |
| Charles L. Cutler, MD | William Don Loveland, MD | Marietta Thompson, MD |
| Chic Cutler, MD | Gary L. Lovell, MD | Peter Jeffrey Thompson, M.D. |
| Kent Wayne Davis MD | Ernest A. Lucero MD | Steven J. Todd, MD |
| Dane J. Dickson MD | Dean H. Mahoney, MD | Peggy J. Toro, MD |
| Ronald W. Dorchuck, MD | Eric L. Maier, MD | Albert Trearse M.D. |
| Mark A. Dowdle, MD | Michael C. Mallea, MD | J. Ballard Washburn, MD |
| John (Norman) East, M.D. | Shane C. Mangrum, MD | Keith M. Wayment, MD |
| N. John East, MD | Samantha Ann Marshall, MD | Tyler Russell Wayment, MD |
| Santina Ellison, MD | Richard J. Martin, MD | Robert C. Welch, MD |
| Lynn P. Eskelson, MD | William P. Martin, MD | Gregory G. West, MD |
| Vernon S. Esplin, MD | Calvin J. McAllister, MD | Edward Allen Westcott, MD |
| Douglas Garth Favor, MD | John C. McCormack, Jr., MD | Dean L. Williams, MD |
| Gregory L. Flint, MD | Chad Donald McCormick, MD | Timothy W. Woods, MD |
| Steven Follett, MD | Tina Ann McGuffey, MD | Derek Layne Wright, MD |
| Michael W. Foutz, MD | Jay P. Merkley, MD | Gentry Charles Yost, MD |
| Joachim G. Franklin, MD | Bryce Wayne Millar, MD | Gerald Lee Young, MD |
| Kevin Charles Funk, MD | Warren N. Miller, MD | Ronald M. Zohner, MD |

† **Resident Graduates**

| | | | |
|-----------------|-------------------|-------------------|------------------|
| John C. Adair | Michael M. Dee | Harold V. Kunz | Douglas Schow |
| Ronald K. Arbon | Arthur David Earl | Dennis F. Landers | Patrick D. Schow |

† Resident Graduates

| | | | |
|---------------------|-------------------------|-------------------------|------------------------|
| Mckay D. Barlow | Charles E. Eiriksson | Richard M. Lee | Karl J. Schultheiss |
| Mckay D. Barlow | Edward D. Ellison | Catherine L. Linderman | Howard T. Sharp |
| J. Michael Bateman | Patrick E. Farrell | Phillip David Lowder | Mary Jo Shaw |
| Kevin S. Bauer | Frank J. Fazzio | Judd K. Lunn | Robin Shaw |
| Thomas M. Beck | C. Timothy Floyd | Daryl MacCarter | Kevin G. Shea |
| Stephen R. Bienz | Kenneth A. Fox | Steven J. Malek | Kelly Showalter |
| Kay Bishop | Charles Lee Gates | Stephen R. Marano | Ilana B. Shumsky |
| Kari Ann Bladen | Richard W. Gerber | Brian D. Matteson | Charles E. Smith |
| Douglas U. Blank | Mark H. Gibby | Lynn C. McGlothlin | David H. Smith |
| Susan Leigh Blough | Robert (Robb) F. Gibson | Keith P. McKlentin | Kent J. Smith |
| Sky Blue | Michael Erik Gilbert | Jeffry P. Menzner | Dean E. Sorensen |
| David Matthew Bond | Jeffrey J. Gilbertson | Gerald R. Moress | David B. Souvenir |
| George C. Booth | David J. Giles | Gerald E. Mortimer | Shawn D. Speirs |
| Kenneth J. Bramwell | Jonathan V. Giles | Louis E. Murdock | Neil D. Spring |
| Bradley Paul Bretz | Brian W. Goltry | James P. Neeley | Jeffrey B. Stieglitz |
| Byron E. Brown | Victoria D. Goltry | Terence E. Neff | C. Eugene Sullivan |
| Patricia Buersmeyer | David W. Heusinkveld | Chuck L. Newhouse | Andrew W. Summers |
| Todd B. Burt | R. Clinton Horan | Thomas E. Nickol | Matt Tannenbaum |
| Tracey L. Busby | R. Clinton Horan | Elizabeth B. Olberding | Clifford Lowel Tenley |
| Lloyd S. Call | Carrie A. Humphrey | Eric P. Olson | Henry R. Thompson |
| Michael J. Carey | Christopher Johnson | Jonathan T. Paine | Ray M. Thorpe |
| Gary E. Carlson | Jared C. Johnson | William Parrish | Paul D. Traughber |
| John B. Casper | J. Martin Johnston | Lyn C. Peterson | Brett E. Troyer |
| Bruce J. Cerny | John Joseph Kiehl MD | Kelly C. Phelps | Gary L. Turpen |
| Doug Cipriano | Clifford J. Kindred | Marci D. Price-Miller | James P. Tweeten |
| William A. Cone | Dawn K. King | Gannon B. Randolph M.D. | Kris M. Walker |
| Gary L. Cook | Frazier H. King | Mark Allen Rasmus | Hamilton Warren-Sutton |
| Alan R. Cooper | Howard A. King | Donald G. Rau | Troy B. Watkins |
| Barbara Daugharty | Philip A. Kladar | Deric V Ravsten | Wendell L. Wells |
| Susan M. Daugharty | Thomas W. Klein | Taylor Fredric Reichel | Joel E Whitt |
| Anthony F. Davis | John Q. Knochel | Tony Roisum | Brad J. Williams |
| Hal W. Davis | Christina M. Knutson | Eric Douglas Roy MD | Steven L. Writer |
| Jennifer DeBlieck | Fred T. Kolouch | Robert E. Rush | Steven G. Yearsley |
| Timothy DeBlieck | William H. Kreisle | Mark T. Savarise | David P. York |

Financial Report 2009-2010

The Idaho State Board of Education subsidizes eight seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2009-2010, Idaho students paid \$24,343 with student fees of \$795.24 for a total of \$25,138.24. Idaho students also paid a surcharge of \$1,624 which was returned to Idaho*. The State of Idaho paid \$37,496/per student.

*This went towards the Idaho Rural Recruitment program.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

| | |
|--|----------------------|
| Student Rotation Expenses* | |
| First-Year Job Shadowing Stipend | \$ 6,737.25 |
| First-Year Rotation Expenses | \$ 2,668.69 |
| Third/Fourth-Year Rotation Expenses | \$ 9,135.18 |
| Idaho Rural Outreach Program | \$ 375. 68 |
| Idaho Medical Association UofU Student Rep | |
| (IMA covers ½ of the expenses) | \$718.52 |
| Boise Physician Support Salary | \$7, 118.05 |
| Administrative Support Salary | \$ 4, 532.69 |
| Total | \$ 31, 286.06 |

* **Covered expenses for rotations:**

First-Year Job Shadowing Stipend: \$1160/4 week block

Mileage: One round trip between SLC and rotation site (\$0.50/mile) and mileage if distance between housing and rotation sites is ≥ 15 miles (\$0.50/mile)

Housing: If renting apt/motel \leq \$600 or if staying with family or friends a nice dinner/gift basket as a thank you \leq \$120

Preceptor: nice dinner/gift basket as a thank you \leq \$120

(Physicians that mentor students in Idaho do so as volunteers. We have been impressed with the willingness of physicians to volunteer to teach medical students and have appreciated the time and effort that it takes for these physicians to give students an opportunity for an Idaho experience. These physicians are required to be credentialed as volunteer faculty at the University of Utah in order to teach in the 3rd year clerkship rotations.)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010**

IDAHO STATE UNIVERSITY

SUBJECT

Approval of the Notice of Intent for a Technical Certificate in Energy Systems Renewable Energy.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University proposes to create a Technical Certificate in Energy Systems Renewable Energy in answer to Idaho's growing need for people to fill green jobs. Using the O*NET occupations taxonomy for green jobs, 15% of Idaho's job growth through 2016 will come in occupations identified as potential green occupations. Twelve percent of the growth will be in green jobs requiring enhanced training or education. This program will be fully fund for three years by the \$1.5 million from the State Department of Labor's State Energy Sector Partnership (SESP) Grant. To fulfill our contract obligations to the state grant, it is required that ISU begin the program in 2011.

IMPACT

There will be no fiscal impact to ISU as this program is completely grant funded. ISU will benefit from additional tuitions as a result of this program.

ATTACHMENTS

Attachment 1 – Notice of Intent

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STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's request to create a Technical Certificate in Energy Systems Renewable Energy is funded by a Federal Green Energy grant received by the Idaho Department of Labor for green energy education. ISU was notified that the grant had been received by the State in January 2010; however, ISU did not receive an actual contract until August 2010. In order to fulfill its contract obligations to the State grant, ISU needs to begin the program in April 2011. This necessitated a request to have CAAP expedite review of the Notice of Intent and to have the program request included on the Board's October agenda. This item did not reach the Board office in time to meet agenda timelines and was therefore, added to the Board's agenda as a late item for consideration.

Currently, the College of Southern Idaho offers a Technical Certificate in Wind Energy Technician, which is similar to ISU's proposed program except that it is more specific to Wind Energy. The Division of Professional-Technical Education has reviewed the proposal and recommends approval. The Council on Academic Affairs and Programs and Board staff also recommends approval.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 14, 2010

BOARD ACTION

I move to approve the request by Idaho State University to create a Technical Certificate in Energy Systems Renewable Energy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2010-05

Idaho State Board of Education

Academic/Professional-Technical Education

Notice of Intent



Institution Submitting Proposal: Idaho State University

Name of College, School, or Division: College of Technology

Name of Department(s) or Area(s): ESTEC

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

Academic _____ Professional - Technical x

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

Energy Systems Renewable Energy Technical Certificate

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: April 2011

For New Programs:Renewable Energy Technical
CertificateProgram (i.e., degree) Title
15.0505CIP 2010 Code
(consult Institutional Researcher/Registrar)**For Existing Programs:**

Program (i.e., degree) Title

CIP 2010 Code

9/1/10

College Dean (Institution) Date

9/15/10

Chief Fiscal Officer (Institution) Date

9/15/10

Chief Academic Officer (Institution) Date

9/15/10

President Date

For Other Instructional Activity:☐ Program Component (major/minor/option/emphasis)☐ Off-Campus Program Activity☐ Instructional/Research Unit☐ Addition/Expansion☐ Discontinuance/consolidation☐ Contract Program/Collaborative☐ OtherVP Research and/or Graduate
Dean (as applicable) DateState Administrator, SDPTE
(as applicable) Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.

This is a new technical certificate program.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:
 - a) A projection of full-time and part-time enrollment over a three-year period of time
 - b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.
 - c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

A: Projection of full-time and part-time enrollment:

The technical certificate program will be offering on-line and evening classes to begin the second session 2011. In year one we anticipate 10 enrolled for evening classes and an additional 15+ enrolled in online courses. In year two, we anticipate an increased enrollment of 15 in evening classes and 20 in online classes. Maximum enrollment of 15 in evening classes and 20 for online courses is anticipated in year three and beyond.

This program is funded by a Federal Green Energy grant received by the Idaho Department of Labor for green energy education. Though we were notified that the grant had been received by the State in January 2010, ISU did not receive an actual contract until August 2010. To fulfill our contract obligations to the state grant, it is required that ISU begin the program in 2011.

Only the initial cohort of students will begin in the second session of spring 2011 semester completing their certificate in Fall 2011. Future cohorts will begin in the first session of following semesters.

**B. Job titles requiring this degree include:
Renewable Energy Technician and Wind Technician.**

The Idaho Department of Labor, the Workforce Development Council, industry and education partners are committed to preparing workers for careers in renewable energy industries and "green" occupations as well as meeting the new skill demands of Idaho's emerging and expanding energy and green industries. Programs that incorporate "green" technologies, provide sustainable career-lattice training and strengthen articulation into continued educational efforts are needed in renewable energy.

Using the ONET occupations taxonomy for green jobs, 15% of Idaho's job growth through 2016 will come in occupations identified as potential green occupations. Twelve percent of the growth will be in green jobs requiring enhanced training or education. An increase of 27,000 jobs is forecasted in green occupations by 2016. The American Recovery and Reinvestment Act funding and new federal regulations will stimulate the green economy on the national level.

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C. The recession has affected two of Idaho's largest high-growth industries, high-tech and construction. Many workers found themselves unemployed, needing retraining or updated job skills to compete in the emerging "green" economy. The need to provide swift retraining in order to get the unemployed back into the workforce as the economy recovers is critical. Nearly 70 percent of those seeking work need technical skills in electronics, engineering, computer, transportation, installation and maintenance occupations which are major groups in the newly defined green industries.

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

The curriculum for this program is the result of input from a number of energy related industry representatives, many of whom will continue to offer assessment and input regarding the program's future by serving on the Advisory Council for the program.

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.***

Presently, CSI offers a technical certificate in Environmental Technology as well as a technical certificate in Wind Energy. In light of the labor market data discussed above and the continuing emphasis on renewable energy and green jobs locally, regionally, and nationally, this program will provide additional capacity to meet the increasing labor market demand. Additionally, this program will provide a different delivery model which will focus on alternative scheduling and delivery methods including online instruction. The two state programs would then offer availability of education to Idaho's workforce whether they are unemployed, underemployed, or merely need to be retrained to better fit into green industries.

Degrees offered by school/college or program(s) within disciplinary area under review

| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
|-----------------------------|-----------------------|---|--|
| BSU | | | |
| CSI | Technical Certificate | None | None |
| CWI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|-------------|--------------------------|---------------|---------------|---------------------|---------------|---------------|
| | Current | Previous Year | Previous Year | Current | Previous Year | Previous Year |
| BSU | | | | | | |
| CSI | 30 | 7 | | 6 | | |
| CWI | | | | | | |
| EITC | | | | | | |
| ISU | | | | | | |
| LCSC | | | | | | |
| NIC | | | | | | |
| UI | | | | | | |

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

Idaho State University's mission statement reads: "Idaho State University is a broad-based regional public doctoral university, providing a broad range of educational service to a culturally diverse population of students and to the state." ISU's College of Technology provides high-quality education and training in response to the needs of students and private industry. Applied technology programs help ISU fulfill its community college function and response to the emerging needs of business and industry. This Energy Systems Renewable Energy Certificate program is a result of the employment and economic development needs of the region, state, and nation.

6. Describe how this request fits with the institution's vision and/or strategic plan.

ISU's Core Values include the ability to adapt and evolve as an institution and requires consistent attention and dedication. We are committed to the recognition that our institutional agendas are best shaped and served through agile and constant consideration of and response to the range of needs and issues brought forward by campus constituencies and communities throughout the State and region.

The Idaho Department of Labor submitted and received a federal Department of Labor grant to strengthen renewable and green job education and training throughout the state. Programs will be offered through numerous secondary and postsecondary educational institutions. ISU received \$1.5M as part of that \$6M grant to provide an online and evening technical certificate in Renewable Energy. This request addresses the green energy needs identified by the state and allows ISU to respond to the needs brought forward by the State and region.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

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Page 4

Yes ____ No x

If not on your institution's regional 8-year plan, provide a justification for adding the program.

This program was not on the 8-year plan. As discussed above, anticipated state needs and industry growth have recently demonstrated a growing need for graduates in this area.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

The specific energy curriculum for this certificate program is largely developed within the existing Energy Systems programs. Funding for instructors, materials and supplies, equipment, etc. have been provided for three years through the US Department of Labor's State Energy Sector Partnership Grant.

There is potential to collaborate with College of Southern Idaho on select parts of the curriculum, such as climbing certification.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

Students will be made aware of this program through their local high schools, ISU College of Technology student recruiters, and through Idaho Department of Labor as part of its Workforce Investment Act efforts. Marketing materials targeted at potential student groups (recent grads, returning students, un- or under-employed, female) will be developed as part of the grant funding received. Efforts will be made to recruit specifically from the Southeast Idaho region as well as the entire state and region.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

| Estimated Fiscal Impact | FY__11__ | | FY__12__ | | FY__13__ | | Cumulative Total | |
|-----------------------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|------------------|-------------------|
| | Recurring | Non- Recurring | Recurring | Non- Recurring | Recurring | Non- Recurring | Recurring | Non- Recurring |
| A. Expenditures | | | | | | | | |
| 1. Personnel | 171429 | | 171429 | | 171429 | | 514287 | |
| 2. Operating | 296155 | | 70250 | | 72656 | | 439061 | |
| 3. Equipment | | 59,560 | | | | | | 59,560 |
| 4. Facilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 467584 | 59560 | 241679 | | 244085 | | 953348 | 59560 |
| B. Source of Funds | | | | | | | | |
| 1. Appropriated - Reallocation | | | | | | | | |
| 2. Appropriated - New | | | | | | | | |
| 3. Federal | 628425 | 59560 | 398337 | | 412044 | | 1438806 | 59560 |
| 4. Other (Specify) | | | | | | | | |
| Total Expenditures | 467584 | 59560 | 241679 | | 244085 | | 953348 | 59560 |

Note: The difference between the federal funding and the expenditures are the indirect costs collected by the University on grants and contracts.

Revised 8/18/10

Page 6

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | SUPERINTENDENT'S UPDATE | Information Item |
| 2 | ANNUAL REPORT - HARDSHIP ELEMENTARY SCHOOL - CASSIA COUNTY SCHOOL DISTRICT # 151, ALBION ELEMENTARY SCHOOL | Information Item |
| 3 | APPROVAL TO OPERATE AN ELEMENTARY SCHOOL WITH LESS THAN TEN (10) PUPILS IN AVERAGE DAILY ATTENDANCE. | Information Item |
| 4 | IDAHO CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK AMENDMENT | Motion to Approve |
| 5 | APPOINTMENTS TO THE IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE | Motion to Approve |

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STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

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

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

SUBJECT

Annual Report - Hardship Elementary School - Cassia County School District #151, Albion Elementary School.

REFERENCE

October 15, 2009

The State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003 (2)(b), Idaho Code.

BACKGROUND/DISCUSSION

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the State Board of Education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a Hardship Elementary School have not changed.

IMPACT

Cassia County School District #151 would have received \$83,251.42 less in FY 2010 if Albion Elementary School was not considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Gaylen Smyer to Tom Luna (4/5/2010) Page 3
Attachment 2 – Letter from Jerry Doggett to Marilyn Howard (9/29/1999) Page 5

BOARD ACTION

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

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STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010



CASSIA SCHOOL DISTRICT NO. 151

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Deborah Critchfield
Board Chairman

Mike Matthews
Vice Chairman

Steve Lynch
Board Member

Kathryn Millar
Board Member

Linda Petersen
Board Member

Dr. Gaylen Smyer
Superintendent

Pamela Wade
Business Manager

05 April 2010

Mr. Tom Luna
State Superintendent of Public Instruction
PO BOX 83720
Boise, Idaho 83720-0027

Dear Superintendent Luna:

In the October, 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education Minutes this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111). The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you—and the State Board of Education—for your support of the children of Idaho. Please contact me if you need further information.

Sincerely,

Gaylen Smyer
Superintendent

PC: Tim Hill

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STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010



CASSIA COUNTY SCHOOL DISTRICT 151

O. GERALD DOGGETT, SUPERINTENDENT

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 678-6600 • FAX (208) 678-4231

September 29, 1999

Dr. Marilyn Howard
State Superintendent
State Department of Education
P. O. Box 83720
Boise, Idaho 83720-0027

Dear Dr. Howard:

The Cassia County School District 151 is respectfully requesting the Albion Elementary School be designated a Hardship Elementary School Status under Idaho Code 33-1003, 2.b., special applications of educational support program.

In addition, Idaho Code 33-1001 states that: Upon application of the Board of Trustees of a school district, the State Board of Education is empowered to determine that a given elementary school not otherwise qualifying, are entitled to be counted as a separate elementary school....When in the discretion of the State Board of Education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance of the district's elementary grade school pupils (33-1003, 2b., Idaho Code).

The Cassia County School District believes Albion Elementary School meets the criteria of a "hardship elementary school" for the following reason:

1. *"not otherwise qualifying"*:
 - a. Albion Elementary School does not meet the 10 mile standard required for designation as a "separate elementary school". However the 10 mile standard is substantially met (9.2 miles) and hazardous conditions on the "all-weather highway" are frequently encountered on a two mile mountain pass section of road involving a five percent (5%) grade, ice, blowing snow and a precipitous ravine immediately adjacent to the west side of the road. Severe winter weather conditions from the foot of the Albion grade into the Albion valley are frequently magnified by strong westerly winds resulting from mountain wave activity. These mountain waves are reinforced winds produced by winds moving across the Snake River Plain and over the Albion Mountain foothills. The foothills are oriented approximately perpendicular to winter prevailing winds.

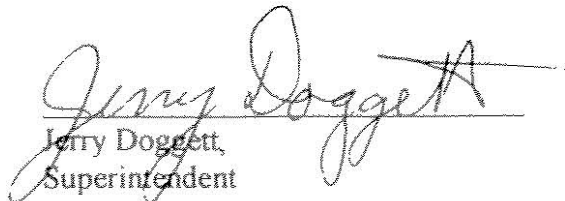
AN EQUAL OPPORTUNITY EMPLOYER

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

- b. A request for "hardship elementary school" status based on age (grades K – 5), health or safety of Albion elementary students transiting the Albion grade is not unlike the rationale for legislative guidance in 33-1501, Idaho Code, which provides public school boards of trustees with the authority to waive the minimum 1.5 mile distance for bussing students based on considerations of "age or health or safety of the pupil."
- 2. *"special conditions....warranting retention..."*
 - a. Historically (since 1973) Albion has been designated as a remote elementary school. Along that line of thought and planning by the District the Albion community has been built around their school. The citizens don't understand ADA, hardship designation, or Idaho Code. All they know is in that tiny, isolated mountain-top community, the closing of their school isn't just an end to educating their kids in their community, it is an end to a way of life. We hasten to point out that the District is not requesting additional funding, only to reinstate the funding which the State Board approved in 1973. Although 26 years have passed the same conditions still exist.
- 3. *"...substantial increase in cost per pupil..."*
 - b. In a comparative study between two elementary schools in Burley the annual cost of an FTE student in approximately \$2,638. In Albion Elementary that same cost is \$4,348. This does not include bussing nor maintenance which is a very nebulous and always changing dollar amount. Included in this average is salaries, benefits, utilities, equipment, supplies and text books. In addition, each time a utility company, such as telephone or electric or heating has to make a trip the expense is greater....in addition to our own maintenance crews.
 - c. If the Albion Elementary loses its special funding designation (which it had since 1973) the Cassia Co. School District will lose \$88,000 per year (as per the State Department of Education finance department).

We thank you for your consideration.

Sincerely,


Jerry Doggett,
Superintendent

OJD:kp

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

SUBJECT

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003 (2)(f), Idaho Code.

REFERENCE

October 15, 2009 Nine of the ten school districts that requested approval to operate an elementary school during the 2010-2011 school year with less than ten (10) pupils in average daily attendance were approved for the 2009-2010 school year.

BACKGROUND/DISCUSSION

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting. Nine of the ten school districts that requested approval to operate an elementary school during the 2010-2011 school year with less than ten (10) pupils in average daily attendance were approved for the 2009-2010 school year. Superintendent Luna approved all of the requests to operate an elementary school during the 2010-2011 school year with less than ten (10) pupils in average daily attendance (see attachment).

IMPACT

There is no impact on the distribution of the FY 2011 Public School appropriation.

ATTACHMENTS

Attachment 1 – List of approved districts / schools.

Page 3

BOARD ACTION

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

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

Elementary Schools Approved to Operate with Less Than 10 ADA
School Year 2010-2011

| School District | School | Estimated Enrollment | Requested Approval Last Year? |
|---|--------------------------------------|----------------------|-------------------------------|
| Garden Valley School District # 071 | Lowman Elementary | < 10 | YES |
| Cassia County Joint School District # 151 | Almo Elementary | 12 | YES |
| Challis Joint School District # 181 | Clayton Elementary | 4-5 | YES |
| Challis Joint School District # 181 | Patterson Elementary | 4-5 | YES |
| Challis Joint School District # 181 | Stanley Elementary - Junior High | 8-10 | YES |
| Prairie School District # 191 | Prairie Elementary - Junior High | < 10 | NO |
| Mountain Home School District # 193 | Pine Elementary - Junior High | < 10 | YES |
| South Lemhi School District # 292 | Tendoy Elementary | 10 | YES |
| Oneida School District # 351 | Stone Elementary | 12 | YES |
| Three Creek School District # 416 | Three Creek Elementary - Junior High | 5 | YES |

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STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010

SUBJECT

Idaho Consolidated State Application Accountability Workbook Amendment

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-107

BACKGROUND/DISCUSSION

During the 2009-2010 school year the Idaho Standards Achievement Tests-Alternate (ISAT-Alt) were revised to meet the requirements under the Individuals with Disabilities Act (IDEA 2004) and the Elementary and Secondary Education Act of 1965 as reauthorized in 2001 and called the No Child Left Behind Act (NCLB). Due to the time needed to deploy a completely new alternate assessment system in less than one year, the State Department of Education (SDE) requested and was granted an extension by the U.S. Department of Education (ED) for reporting of students' alternate assessment scores and the timely reporting of Adequate Yearly Progress for those schools and districts whose status may have changed with the inclusion of the ISAT-Alt results. The letter requesting the waiver from SDE to ED was presented to the State Board of Education in December 2009.

Per guidance from ED, it is required that the state accountability workbook also reflect the receipt of that waiver and extension. The waiver was received on June 30, 2010, and is included as Attachment 2. The amendment to the accountability workbook includes one paragraph, Section 1.4, pages 8-9, which states the receipt of that waiver and extension (Attachment 1).

IMPACT

This amendment is to reflect the waiver and extensions already granted by ED. It is to meet the requirements of ED that the accountability workbook include this information. Without the waiver, Idaho would have been out of compliance with the following sections of ESEA:

- ESEA section 1116(a)(2), requires that a state educational agency (SEA) ensure that the results of state assessments administered in a given school year are available to an LEA before the beginning of the next school year.
- ESEA section 1116(b)(1)(E)(i), requires that an LEA notify parents of their public school choice options before the start of the school year.
- 34 C.F.R. § 200.37(b)(4)(iv), requires that an LEA provide parents of eligible students with notice of their public school choice options at least 14 days before the start of the school year.

The lack of compliance could result in withholding of Title I administrative funds.

ATTACHMENTS

Attachment 1 – Consolidated State Application Accountability Workbook Page 3

Attachment 2 – Waiver Approval Letter from the US Department of Education Page 81

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

BOARD ACTION

I move to approve the amendment to the Consolidated State Application Accountability Workbook, section 1.4, delineating the waiver and extension granted for AYP reporting for the 2009-2010 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho

Consolidated State Application Accountability Workbook

For State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202



Idaho State Board and Department of Education
650 West State Street
Boise, Idaho 83720-0037
Approved in ~~December 2009~~ October 2010

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

PART I: Summary of Required Elements for the State Accountability Systems

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

| Status | Idaho Statewide Assessment and Accountability Plan Element | | Page |
|--|--|---|------|
| <u>Principle 1: All Schools</u> | | | |
| F | 1.1 | Accountability system includes <i>all schools and districts in the state</i> . | 1 |
| F | 1.2 | Accountability system holds <i>all schools to the same criteria</i> . | 2 |
| F | 1.3 | Accountability system incorporates the <i>academic achievement standards</i> . | 4 |
| F | 1.4 | Accountability system provides <i>information in a timely manner</i> . | 7 |
| F | 1.5 | Accountability system includes <i>report cards</i> . | 8 |
| F | 1.6 | Accountability system includes <i>rewards and sanctions</i> . | 13 |
| <u>Principle 2: All Students</u> | | | |
| F | 2.1 | The accountability system includes <i>all students</i> . | 16 |
| F | 2.2 | The accountability system has a consistent definition of full academic year. | 18 |
| F | 2.3 | The accountability system properly includes <i>mobile students</i> . | 19 |
| <u>Principle 3: Method of AYP Determinations</u> | | | |
| F | 3.1 | Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> . | 20 |
| F | 3.2 | Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made Adequate Yearly Progress</i> . | 23 |
| F | 3.2a | Accountability system establishes a <i>starting point</i> . | 25 |
| F | 3.2b | Accountability system establishes <i>statewide annual measurable objectives</i> . | 27 |
| F | 3.2c | Accountability system establishes <i>intermediate goals</i> . | 28 |
| <u>Principle 4: Annual Decisions</u> | | | |
| F | 4.1 | The accountability system <i>determines annually the progress</i> of schools and districts. | 29 |

STATUS Legend

F – Final state policy

P – Proposed policy, awaiting Idaho State Board of Education approval

W – Working to formulate policy

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

| Status | State Accountability System Element | | Page |
|---|-------------------------------------|--|-----------|
| <u>Principle 5: Subgroup Accountability</u> | | | I. |
| F | 5.1 | The accountability system <i>includes all the required student subgroups.</i> | 31 |
| F | 5.2 | The accountability system <i>holds schools and LEAs accountable for the progress of student subgroups.</i> | 33 |
| F | 5.3 | The accountability system includes <i>students with disabilities.</i> | 34 |
| F | 5.4 | The accountability system includes <i>limited English proficient students.</i> | 35 |
| F | 5.5 | The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used. | 37 |
| F | 5.6 | The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups. | 39 |
| <u>Principle 6: Based on Academic Assessments</u> | | | |
| f | 6.1 | Accountability Plan is based primarily on academic assessments. | 40 |
| <u>Principle 7: Additional Indicators</u> | | | |
| F | 7.1 | Accountability system includes <i>graduation rate for high schools.</i> | 42 |
| F | 7.2 | Accountability system includes an <i>additional academic indicator for elementary and middle schools.</i> | 45 |
| F | 7.3 | Additional indicators are valid and reliable. | 47 |
| <u>Principle 8: Separate Decisions for Reading and Mathematics</u> | | | |
| F | 8.1 | Accountability system holds students, schools and districts separately accountable for <i>reading and mathematics.</i> | 48 |
| <u>Principle 9 Plan Validity and Reliability</u> | | | |
| F | 9.1 | Accountability system produces <i>reliable decisions.</i> | 49 |
| F | 9.2 | Accountability system produces <i>valid decisions.</i> | 50 |
| F | 9.3 | State has a plan for addressing changes in assessment and student population. | 51 |
| <u>Principle 10: Participation Rate</u> | | | |
| F | 10.1 | Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment. | 52 |
| F | 10.2 | Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools.</i> | 53 |
| Appendix A : Adequate Yearly Progress Accountability Procedures | | | 54 |

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

STATUS Legend

F – Final policy

P – Proposed Policy, awaiting Idaho State Board of Education approval

W – Working to formulate policy

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

**State of Idaho
Consolidated State Application – Accountability Workbook**

A. LEGEND

| | | |
|------------|---|--|
| Assessment | Reference to both the Idaho Standards Achievement Tests and the Idaho Alternative Assessment Test | |
| ADA | Average | Daily Attendance |
| AYP | Adequate | Yearly Progress |
| Board | Idaho State Board of Education | |
| ELP | Education | Learning Plan (for LEP students) |
| FERPA | Family Educational Rights and Privacy Act | |
| IDAPA | Rules adopted under the Idaho Administrative Procedures Act; rules are enforceable as law in the state. | |
| Indicators | Assessment, participation rate, graduation rate, proficiency rate, additional academic indicator | |
| IDEA | Individuals | with Disabilities Education Act |
| IEP | Individualiz | ed Education Plan (for special education students) |
| ISDE | Idaho | State Department of Education |
| LEA | Local Education Agency (local school district) | |
| LEP | Limited | English Proficiency |
| NCES | National | Center for Educational Statistics |
| NCLB | No Child Left Behind Act of 2001 | |
| NWEA | Northwest | Evaluation Association |
| NWREL | Northwest Regional Education Laboratory | |
| Plan | Idaho | Statewide Assessment and Accountability Plan |
| SEA | State | Education Agency |

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

PART II: State Response and activities for Meeting State Accountability System Requirements

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

1.1 How does the State Accountability System include every public school and LEA in the State?

Each Idaho public school and Local Education Agency (LEA) is required to make Adequate Yearly Progress (AYP) and is included in the Idaho Statewide Assessment and Accountability Plan (Plan). The requirement to participate is specified in the Board approved Plan incorporated into Idaho Administrative Code (IDAPA) 08.02.03. AYP determinations for all public schools and districts have been made since summer 2003 based on the spring Idaho Standards Achievement Tests (ISAT) test scores.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula described in Idaho Code §33-1002 and governed by the Idaho State Board of Education described in Idaho Code §33-116. Schools will receive an AYP determination. Programs not accredited will be included with the sponsoring accredited school. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or a public charter school designated as an LEA.

The accountability of public schools without grades as assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

Within Idaho there are approximately 51 small schools that do not have a total of 34 students in the tested class levels. For those small schools, the Board and the Idaho State Department of Education (ISDE) will determine AYP using the total subgroup only and averaging the current year's Idaho State Achievement Test (ISAT) test scores plus scores from the previous two years and comparing the results to the current year's scores. The highest score will be used to determine the school's AYP. This approach rewards schools and districts for efforts that result in strong single year achievement gains and minimizes the potential for inaccurately inferring that a school or district has failed to make standards.

Evidence:

Idaho Code §§33-116 and 33-1002

Idaho Administrative Code (IDAPA) 08.02.03

**STATE DEPARTMENT OF EDUCATION
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• **1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?**

The baseline for AYP was calculated using scores from the spring 2003 administration of the ISAT. Achievement tests for reading/language arts and mathematics for grades 4, 8, and 10 were introduced in Spring 2003. Achievement tests for grades 3 and 7 were added in 2004. Tests for grades 5 and 6 followed in 2005. The system of assessment is defined in IDAPA 08.02.03.111, Rules Governing Thoroughness, State Board of Education.

The rule includes the state content assessments in the required subjects, participation rate requirements, a graduation rate for high schools, and a third indicator for elementary and middle schools. Under direction of the Board, ISDE uses the Plan to identify schools in need of improvement. In terms of accountability, the Board-approved Plan leads to AYP determination based on:

- An incremental increase of students in the aggregate and each subgroup scoring at proficiency. Scores from the spring 2003 ISAT test determined the baseline.
- A minimum of ninety-five percent (95%) of all students and each subgroup at the time of test-taking participating in the statewide assessment (ISAT and the Alternate Assessment or a three-year average of rates of participation.)
- A student performance rate for elementary and middle schools determined by the Board that indicates improvement by students over the rate from the preceding year or meeting the annual target on the state language usage test. See Section 7.2.
- The Board has adopted a student graduation rate target of 90% by 2012-13 for high schools with an annual rate improvement from present through 2013.

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula described in Idaho Code §33-1002 and governed by the Idaho State Board of Education (Idaho Code §33-116). For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or public charter school designated as an LEA.

STATE DEPARTMENT OF EDUCATION
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The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school.

A “new school” for purposes of accountability is a wholly new entity receiving AYP determinations for the first time, or a school with a significant student population change of 35% or more as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education.

All students with disabilities in Idaho public schools as defined under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan. The Idaho Alternate Assessment yields reading and mathematics assessment results for inclusion in AYP determination.

Students’ scores from the Idaho Alternate Assessment are aggregated with those from the ISAT for all students and each subgroup. See Section 5.3 for a description of the process that was developed to aggregate the scores from the Idaho Alternate Assessment with those from the ISAT for the school, LEA, and state results.

Idaho has identified four performance levels (See Section 1.3) for the ISAT. ISAT is comprised of custom-developed, computer-adaptive assessments that include multiple measures in the areas of reading and mathematics. The ISAT tests were first administered in grades 4, 8, and 10 in 2003. By the 2004-2005 school year Idaho was testing in grades 3 through 8 and in grade 10. For purposes of determining AYP, only the grade-level tests are used.

All of the required subgroups, including students with disabilities and LEP students, who are enrolled in a public school for a full academic year will be included in the performance measures that determine AYP status of schools. LEP students who are enrolled in their first 12 months of school in the United States may take the English Proficiency test in lieu of the reading/language arts ISAT but will be required to take the math, and science in grades offered, ISAT with accommodations or adaptations as determined by their English Learning Plan (ELP). These students are included in the participation rates but not in the proficiency calculations for their first administration of the ISAT as allowed by federal flexibility.

Evidence:

Idaho Code §§33-116 and 33-1002

IDAPA 08.02.03

Board action, June 17, 2010

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

1.3 Does the State have, at a minimum, a definition of *basic, proficient, and advanced* student achievement levels in reading/language arts and mathematics?

(a) Idaho has defined four levels of student achievement for the ISAT: Advanced, Proficient**, Basic, and Below Basic. A general description of each of the levels is listed below:

- **Advanced** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his/her current educational level.
- **Proficient** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently on all major concepts and skills at his/her educational level.
- **Basic** Student demonstrates basic knowledge and skills usable but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
- **Below Basic** Student demonstrates a significant lack of knowledge and skills and is unable to complete basic skills or knowledge sets without significant remediation.

All of the ISAT assessments are aligned to the content standards for the content standards in reading, mathematics, and science performance level descriptors by subject by grade have been developed to describe what students know and are able to do at each of the four proficiency levels in each subject in each grade. Reading and mathematics tests are given in grades 3-8 and 10. Science is tested in grades 5, 7, and 10. The science test was piloted in 2005 and 2006; the test was delivered in 2007, and cut scores were set based on that administration. The science test is fully a part of the ISAT for 2007 going forward, but science scores are not a factor in AYP determinations.

Achievement standards (cut scores) for each performance level at each grade level have been set and approved by the Board. These scores are applied uniformly for all students in all public schools. Complete language of the performance level descriptors can be found at <http://www.sde.idaho.gov/site/assessment/ISAT/achievement.htm>.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 14, 2010**

Approved by the State Board of Education May 30, 2007

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Reading | | | | | | | | |
| Advanced | 208 and up | 214 and up | 219 and up | 223 and up | 227 and up | 229 and up | 232 and up | 235 and up |
| Proficient | 192-207 | 198-213 | 204-218 | 208-222 | 212-226 | 214-228 | 217-231 | 220-234 |
| Basic | 187-191 | 193-197 | 197-203 | 201-207 | 204-211 | 207-213 | 209-216 | 211-219 |
| Below Basic | 186 and below | 192 and below | 196 and below | 200 and below | 203 and below | 206 and below | 208 and below | 210 and below |
| Math | | | | | | | | |
| Advanced | 204 and up | 216 and up | 224 and up | 231 and up | 237 and up | 243 and up | 247 and up | 251 and up |
| Proficient | 190-203 | 201-215 | 211-223 | 218-230 | 223-236 | 229-242 | 233-246 | 238-250 |
| Basic | 181-189 | 193-200 | 202-210 | 209-217 | 215-222 | 220-228 | 226-232 | 230-237 |
| Below Basic | 180 and below | 192 and below | 201 and below | 208 and below | 214 and below | 219 and below | 225 and below | 229 and below |
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
| Language Usage | | | | | | | | |
| Advanced | 207 and up | 216 and up | 222 and up | 227 and up | 232 and up | 236 and up | 239 and up | 242 and up |
| Proficient | 196-206 | 203-215 | 209-221 | 214-226 | 218-231 | 221-235 | 224-238 | 226-241 |
| Basic | 188-195 | 195-202 | 201-208 | 206-213 | 209-217 | 213-220 | 216-223 | 218-225 |
| Below Basic | 187 and below | 194 and below | 200 and below | 205 and below | 208 and below | 212 and below | 215 and below | 217 and below |
| Science | | | | | | | | |
| Advanced | | | 216 and up | | 219 and up | | | 230 and up |
| Proficient | | | 206-215 | | 213-218 | | | 219-229 |
| Basic | | | 194-205 | | 206-212 | | | 213-218 |
| Below Basic | | | 193 and | | 205 and | | | 212 and |

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| | | | | | | | | |
|--|--|--|-------|--|-------|--|--|-------|
| | | | below | | below | | | below |
|--|--|--|-------|--|-------|--|--|-------|

****Idaho has set the proficient level to meet the proficient level specified in *No Child Left Behind*.**

Evidence:

Idaho State Board of Education action May 2007

IDAPA 08.02.03.111

Board action, December 10, 2009

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1.4 How does the State provide accountability and adequate yearly decisions and information in a timely manner?

Idaho will provide decisions about AYP in time for LEAs to implement the required provisions of *No Child Left Behind* before the beginning of the subsequent academic year.

For the purpose of determining AYP, the State Board will ensure that results of the state academic assessment will be available to the LEAs in a timely manner. (See Chart 1)

Chart 1. Timeline

| Timeline | Activity |
|---|--|
| Mid-April to Mid-May Test Administration Window (annually) | Statewide assessment administration |
| Throughout the testing window (annually) | Collection of information on students enrolled for full academic year |
| Approximately one month from Assessment Administration | Assessment vendor required to provide assessment results to the Board |
| June (annually) | Schools receive aggregate assessment results |
| Late June-early July (annually) | Schools are notified of preliminary AYP status |
| 14 days prior to the first day of school | LEA notification to parents regarding school choice and supplemental services |
| No later than thirty days after preliminary identification of schools/LEAs not meeting AYP (annually) | School/LEA appeals process ends Challenged agency renders final determination in response to appeal |

AYP determinations are final at the close of the appeals window. When schools and districts receive preliminary determinations and make the decision they will not be challenging the determination, they then know what the final determination will be and can immediately prepare and issue the required notifications.

The Idaho State Department of Education requested and was granted a waiver by the U.S. Department of Education to delay reporting to its LEAs the results of the Idaho Standards Achievement Test – Alternate (ISAT-ALT) administered during the 2009–2010 school year and AYP results based upon those assessments until November 1, 2010. The following waivers were granted on June 30, 2010:

- Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA), which requires that a State educational agency (SEA) ensure that the results of state assessments administered in a given school year are available to an LEA before the beginning of the next school year.
- ESEA section 1116(b)(1)(E)(i), which requires that an LEA notify parents of their public school choice options before the start of the school year.

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- 34 C.F.R. § 200.37(b)(4)(iv), which requires that an LEA provide parents of eligible students with notice of their public school choice options at least 14 days before the start of the school year.

Evidence:

IDAPA 08.02.03.112

Board action, October 14, 2010

1.5 Does the Idaho State Accountability System produce an annual State Report Card?

Yes. The Idaho State Department of Education produces an annual School Report Card that includes the required state information and also information on every LEA and school. LEAs are required to disseminate LEA - and school-level report cards.

The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.

The State and LEA School Report Cards include the required assessment, accountability, and teacher quality data as outlined below:

Assessment Data

The State School Report Card includes detailed assessment reports for the state, all LEAs, and all schools from the Idaho Standards Achievement Tests (ISAT) in reading, math, and language taken by students each spring.

The state phased in its assessments required under the Elementary and Secondary Education Act (ESEA) over a three year period. The 2004-05 Report Cards includes the full range of assessments in grades 3-8 and 10th grade. The 2008-09 Report Card includes results from the science assessment.

The assessment reports are different from the accountability reports in several ways:

1. The minimum “n” for reporting results is 10 for all students and subgroups.
2. The reports are by grade level.
3. The reports include all students tested, not just those enrolled for a full academic year.

For each grade and subject tested, the State School Report Card includes --

1. Information on the percentage of students tested. This information is disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant
- Gender

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2. Information on student achievement at each proficiency level. In Idaho, the proficiency levels are: advanced, proficient, basic, below basic; the data is disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant
- Gender

3. The assessment data include the most recent 2-year trend data in student achievement for each subject and for each grade it is available.

II. Accountability Data

The state Report Card includes required accountability data for the state, its LEAs, and all schools, including a comparison between student achievement levels and the state's annual measurable objectives in reading and math, and data on student performance on the state's additional academic indicators used in making adequate yearly progress (AYP) determinations, and information on districts and schools making AYP.

Specifically, the State Report Card includes:

1. A comparison between the actual achievement levels and the State's annual measurable objectives in reading and mathematics for the following subgroups:

- All Students
- Major Racial & Ethnic Groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

2. A comparison between the actual participation rate and the State's annual measurable objective of 95 percent tested for the following subgroups:

- All Students
- Major Racial & Ethnic Groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

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3. Information on the third academic indicator used by the State for AYP determinations. (See Sections 7.1 and 7.2 for descriptions.) The information is disaggregated for the following groups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

The state reports aggregate graduation and drop out rates for the State, its LEAs that graduate students, and all high schools. Beginning with the 2006-2007 school year the department reports disaggregated information for the following groups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

4. The State Report Card also includes the following accountability information:
- Adequate Yearly Progress determinations for each LEA and school.
 - A list of schools identified for improvement and the sanctions each faces
 - A list of LEAs identified for improvement and the sanctions each faces
5. The state Report Card goes beyond the federal requirements and includes important student safety information for the state, its LEAs and all schools. Those indicators include the number of incidents of:
- Substance (Tobacco, Alcohol, Other Drugs) Distribution, Use, and Possession on campuses
 - In-School and Out-of-School Suspensions
 - Truancies, Expulsions, and Fights on campuses
 - Insubordination, Harassment, Bullying, and Vandalism on campuses
 - Weapons, and non-firearm weapons on campuses
 - Data on violent crimes that committed on their campuses used to identify “persistently dangerous” schools.

III. Teacher Quality Data

The Idaho State Report Card includes Teacher Quality Data in three areas:

1. The professional qualifications of all public elementary and secondary school teachers in the State, as defined by the State;
2. The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials; and

3. The percentage of classes in the State taught by highly qualified teachers (as the term is defined in Section 9101(23) of the ESEA), percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Dissemination

<https://www.sde.idaho.gov/reportcard/>

State dissemination

The ISDE produces its State School Report Card as an interactive web-based version, which is posted on the ISDE website. Results from the National Assessment of Educational Progress (NAEP) are reported to reflect results from Idaho participation in NAEP administrations.

The State School Report Card web version is available in Spanish.

LEA dissemination

The ISDE publishes web-based Report Cards for each LEA and every school.

Evidence: The Idaho State Report Card with accountability and assessment information for the state, its LEAs, and all schools is available at <https://www.sde.idaho.gov/reportcard/>.
Board action, December 10, 2009

1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?

Idaho developed annual measurable objectives determined by the computations for AYP during the transition period of 2002-03. Beginning in 2002-2003, Idaho administered the ISAT assessments to determine AYP for Idaho school systems. The system of assessment is defined in IDAPA 08.02.03.111, Rules Governing Thoroughness, State Board of Education.

Idaho's current Statewide Assessment and Accountability Plan is reflected in a state accountability system that includes rewards and sanctions for public schools and LEAs. The Board approved the plan in 2003 and the State Legislature approved it in 2004. The plan prescribes consequences for schools/LEAs that do not meet accreditation standards. These consequences range from development of a School Improvement Plan to possible state takeover of the school or LEA. In addition, all Idaho Title I public schools and Idaho Title I districts are subject to the requirements of Section 1116 of NCLB. (See Chart 2: Idaho School and LEA Sanctions)

All Idaho schools will follow the State Department of Education Procedures for School Improvement.

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Chart 2: Idaho School and LEA Sanctions

| Not Meeting AYP | Schools | LEAs |
|-----------------|--|---|
| Year 1 & 2 | Identified as not achieving AYP | Identified as not achieving AYP |
| Year 3 | School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and Implement an Intervention School Improvement Plan • Supplemental Services for eligible students in reading and math if choice not available | LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an Intervention Improvement Plan |
| Year 4 | School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Supplemental Services • Implement Intervention School Improvement Plan | LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the Intervention Improvement Plan |
| Year 5 | Corrective Action <ul style="list-style-type: none"> • Choice • Supplemental Services • Technical Assistance from LEA • Implement Corrective Action | <ul style="list-style-type: none"> • Corrective Action • Technical Assistance from SDE • Implement Corrective Action |
| Year 6 | School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Develop a Restructuring Plan | Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action |
| Year 7 | School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement Alternative Governance | |

Title I schools and non- Title I schools are served under the Idaho State Department of Education Procedures for Schools in Improvement. (Appendix A) The plan requires a differentiated level of participation based on the year. The plan requires that schools offer tutoring services to student in underperforming subpopulations, school improvement planning and implementation, participation in SDE training and professional development and reporting.

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 of Appendix A for alternate options for offering Supplemental Services.

Rewards

Distinguished Schools. The State Board of Education may recognize as “Distinguished Schools,” the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02 and significantly reducing the gaps between subgroups listed in Subsection 112.03.d.

Additional Yearly Growth (AYG) Award. Schools demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) will be considered to have achieved AYG. The school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award.

Evidence:

IDAPA 08.02.03, Section 113

Board action, revised January 2008

Idaho Request for Proposal for Supplemental Services Providers

State of Idaho - Approved List of Supplemental Services Providers

State Board approved Accountability Procedures

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PRINCIPLE 2. All students are included in the State Accountability System.

2.1 How does the State Accountability System include all students in the State?

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination using data collected through the test enrollment process by the technical vendor overseen by ISBE.

The state contractor will use a web-based data collection system to collect data for all subpopulations included in NCLB requirements. This data will be included in reports prepared by the current vendor, Data Recognition Corporation, and the Bureau of Technology Services, to create reports for the schools, LEAs, and state for AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in Idaho Code §33-1002 and governed by the Idaho State Board of Education (Idaho Code §33-116). For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or a public charter school designated as an LEA.

The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

All Idaho school students with disabilities as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA) amendments of 1997 and Board policy will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan (i.e., ISAT or Idaho Alternate Assessment Program) as defined in Board policy. For testing purposes, those students who have been exited from a special education program will be coded SPEX1 and SPEX2 for first and second year of exited status. The Idaho Alternate Assessment will yield reading and mathematics assessment results for inclusion in AYP determination.

Idaho's assessment window includes five calendar weeks. The first four weeks of the testing window are considered the test administration window and the fifth week is considered the make-up window.

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All LEP students in Idaho public schools are required to participate in the Plan. LEP, when used with reference to individuals, denotes:

- Individuals whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

For accountability purposes, all LEP students are included. LEP students, who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. For AYP purposes students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. However, exited LEP students are not included in the LEP subgroup when—unless the number of LEP students in the subgroup already meets the minimum “n” size of 34. For testing purposes, exited LEP students will be coded LE PX1 and L EPX2 for first and second year of exited and monitored status. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the English Proficiency test in lieu of the reading/language usage ISAT but will still be required to take the math, and science in grades offered, ISAT with accommodations or adaptations as determined by the ELP and language proficiency score. Their participation will count positively in the 95% participation requirement for both the reading and math assessment. However, neither the math nor reading scores will be counted in the proficiency calculations. For testing purposes, first year LEP students will be coded as LEP1.

All of the required subgroups, including students with disabilities and LEP students within the flexibility parameters allowed by the US Education Department, who are enrolled in an Idaho public school for a full academic year, will be included in the performance level measures that determine AYP and accountability status of schools.

Evidence:

Idaho Code §§33-116 and 33-1002

IDAPA 08.02.03

Board action, December 10, 2009

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2.2 How does the State define “full academic year” for identifying students in AYP decisions?

As defined in Board Rule, the following students are to be included in the Plan through the completion of a full academic year.

a. For inclusion in AYP determination

A student is continuously enrolled if s/he has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students. Expulsion policies in Idaho are used at the district level; students expelled at one school do not typically re-enroll at another school within the same district. A student who is enrolled continuously in the LEA from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included when determining if the LEA has achieved AYP. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period, excluding the make up portion of the test window, will be included when determining if the state has achieved AYP.

Evidence:

IDAPA 08.02.03, Section 112.03
Board action December 10, 2009

State of Idaho
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2.3 How does the State determine which students have attended the same public school and/or LEA for a full academic year?

The following definition of students to be included in the Plan through the completion of a full academic year has been developed by a statewide citizen committee appointed by the Board and will be included in the Plan.

- b. For inclusion in AYP determination

All of the following student subgroups are held accountable to the AYP indicators:

- A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students.
- A student who is enrolled continuously in the LEA from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the LEA achieved AYP.
- A student who is enrolled continuously in the state from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the state achieved AYP.

Evidence:

IDAPA 08.02.03

Board action, December 10, 2009

PRINCIPLE 3. State definition of Adequate Yearly Progress (AYP) is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading and mathematics by no later than 2013-2014.

3.1 How does the state's definition of AYP require all students to be proficient in reading and mathematics by the 2013-2014 school year?

Idaho's definition of AYP requires all students to be proficient in reading and mathematics by the end of the 2013-2014 school year. It also requires all students and each subgroup to be held accountable to meet all of the academic indicators used to measure AYP (percent proficient in reading and mathematics; percent of participation in the assessments). Graduation rate for secondary schools and an additional academic indicator for elementary and middle schools will also be used to determine if a school has made AYP. See Chart 3 for 2007-2008 disaggregation of high school graduation rate that will be available for use in safe harbor calculations.

High school students take the ISAT in grade 10. The online test is presented multiple times each year for the purpose of meeting the graduation requirements. If a student meets the proficiency requirement in an administration prior to the spring assessment, that student will be counted as meeting standard for purposes of calculating AYP. Idaho will include retesting 11th grade students in 2009 and 11th and 12th grade student retesters in 2010 for high school proficiency calculations for AYP.

Idaho's Technical Advisory Committee recommended a validation of the Achievement Standards and Proficiency Level Descriptors (PLDs) after the 2007 ISAT was operational in 2007. The PLDs were reviewed and revised by 25-30 teachers per content area in March 2007. Academic Achievement Standards were validated using the Modified Bookmarking method immediately following the first administration of the ISAT (May 2007) after changing vendors in 2006. Statewide teams of 25-30 teachers in each content area reviewed student achievement using ordered item booklets and PLDs.

Idaho PLDs define proficiency in terms of general understanding of grade level content and skills. Students at the Basic level are expected to demonstrate limited (partial) proficiency of grade level content and skills. The lower end scale scores for basic leave a wide range for the Below Basic category.

Applying a weighted average value to Basic scale scores will support the PLDs and give partial credit for student achievement. Idaho Standard Achievement Tests scale scores are set on a vertical scale of 0 – 300. Idaho chose to keep the same scale when the test was revised in 2007 to maintain continuity for schools and districts data files. Student achievement in every grade level ranges from 160-300, further compressing the spread of students' scale scores. This issue does not allow breaking Basic proficiency band without jeopardizing the validity when some bands are as narrow as five scale score points with a standard error of three.

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Reviewing Idaho student data from 2008 administration and the range of scale scores for each proficiency band, we have adapted the weighted model to create an equitable and fair assignment of partial credit.

Table I: Weighted Average in Proficiency Bands

| Proficiency Level | | Index Points |
|--|---|--------------|
| Level 1: Below Basic | 1 | 0 |
| Level 2: Basic | 2 | 50 |
| Level 3: Proficient Level 4: Advanced | | 100 |

Table I.a: AYP Calculation Table by Weighted Average in Proficiency Bands

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| Idaho Adequate Yearly Progress - Status | | | District: | | | | |
| School Index Report | | | School: ELEMENTARY | | | | |
| | | | School ID: | | | | |
| | | | Grade: | | | | |
| Performance Index Points Earned | | | | | | | |
| Group | N - (Total Number of Students in this group) NOTE: AYP proficiency not determined with 33 or less students | Below Basic Level 1 Number of Students Scoring at Scaled Score Range 1 $n1 \times 0 +$ | Basic Level 2 Number of Students Scoring at Scaled Score Range 2 $n2 \times 50 +$ | Proficient Level 3 Number of Students Scoring at Scaled Score Range 3 $n3 \times 100 +$ | Advanced Level 4 Number of Students Scoring at Scaled Score Range 4 $n4 \times 100 =$ | Calculation Sum of totals Across row Sum Divide Sum by N count Rounded to Tenth | |

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All subgroups will be held accountable for the academic indicators of reading and mathematics participation rate. Disaggregation of the graduation rate for 2006-2007 will be available for AYP determination in the 2007-2008 school year.

In the 2009 amendment to the Accountability Workbook, Idaho used spring 2007-2008 ISAT scores as the baseline for calculating the weighted average index model for AYP determinations. A timeline was established for public schools to reach the goal of 100% of students proficient in reading and mathematics by the end of the 2013-14 school year. Annual intermediate goals were established beginning in the 2008–09 school year with subsequent goals in 2010-11, 2012-13 and 2013-14 to assure increases in the percent of students proficient in reading and mathematics.

Table II: Percent "Proficient or Higher" Required to Meet AYP
Idaho Partial Proficiency Weighted Model

| | 2008-09 2009-10 | 2009-10 2010-11 2011-12 | 2011-12 2012-13 | 2013-14 |
|---------------|--------------------|--|-------------------------------|---------|
| Reading | 85.6 | 90.4 | 95.2 | 100 |
| Mathematics | 83.0 | 88.7 | 94.3 | 100 |
| Language Arts | 75.1 | 83.4 | 91.7 | 100 |

Table II displays the Annual Measurable Objectives that plot growth toward 100% by 2014. This table replaces the previous version that was based on a status model that did not award partial proficiency for students scoring in the Basic range on the Idaho Achievement Standards.

GROWTH OBJECTIVE ("Safe Harbor" Provision)

If any student subgroups do not meet or exceed the Idaho's annual measurable objectives, the public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

1. Decreased by 10% from the preceding school year on the reading and mathematics indicators, as applicable,
2. Made progress on one or more of the other indicators, or is at/above the target goal for that indicator, and
3. Attained a 95% participation rate

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Evidence:

Board action August 2006

Board Information February 28, 2008

Board action, December 10, 2009

3.2 How does the State Accountability System determine whether each student subgroup, public school, and LEA achieves AYP?

The Plan bases the annual determination of whether each subgroup, public school, and LEA achieves AYP on the achievement of all students, including the following subgroups:

1. Economically disadvantaged
2. Racial/ethnic
3. Students with disabilities
4. Limited English Proficient

Idaho's AYP calculation also incorporates additional academic indicators of graduation rate (for secondary schools) and language usage for elementary and middle schools beginning in the 2004-2005 school year. Use of the third indicator is described in Section 7.2. Disaggregation of the 2006-2007 graduation rate will be available for AYP determinations in 2007-2008. (See Chart 3.)

(NOTE: For accountability purposes, the requirement to disaggregate graduation rate and growth index data into the subgroups is effective on when the public school or LEA must use the "Safe Harbor" provision to achieve AYP.)

Idaho will use a decreasing trend calculation under the "Safe Harbor" provision to identify schools that failed to achieve AYP by the method outlined in Chart 3. An Idaho public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

- Part 1: Decreased by 10% from the preceding school year,
- Part 2: Made progress on the additional academic indicators, or is at/above the target for that academic indicator, and
- Part 3: Attained a 95% participation rate

An LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years.

Beginning in 2002-2003 Idaho introduced the ISAT in grades 4, 8, and 10. With this phased-in introduction, many subgroups did not appear to have missed a target in reading or math because there were less than 34 students (see section 5.5). With the introduction of more grades, more subgroups now have 34 or more students. To avoid the over-identification of schools and districts in "need of improvement," Idaho will apply safe harbor (the reduction of not proficient students by 10%) to subgroups' results from 2003 even when the "n" is less than 34.

- The safe harbor formula used is
-

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% of not proficient students, year 1 - % of not proficient students, year 2
% of not proficient students, year 1

- Idaho will use the % of not proficient students in year 1 even when “n” is less than 34
- The “n” for year 2 data must be equal to or greater than 34

Completion of the introduction of the ISAT in grades 3-8 and 10 significantly reduced the use of data from groups less than 34 to apply Part 1 of safe harbor.

Chart 3. “Safe Harbor” Provision for AYP Determination with Accountability

Subgroups and Indicators

| | Academic Indicators | | Participation Rate | | Graduation / Additional Academic Indicator* |
|--|---|---|-----------------------------------|-----------------------------------|--|
| | Reading % Meeting Standard | Mathematics % Meeting Standard | Reading | Mathematics | |
| | Decrease by 10% that percent of students not proficient from the preceding year in the school | Decrease by 10% that percent of students not proficient from the preceding year in the school | Attained a 95% Participation Rate | Attained a 95% Participation Rate | Meets or shows progress toward this indicator by that subgroup |
| All Students | | | | | |
| Economically Disadvantaged | | | | | |
| American Indian/Alaskan Native | | | | | |
| Asian | | | | | |
| Black/African American | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | |
| White | | | | | |
| Hispanic or Latino Ethnicity | | | | | |
| Students with Disabilities | | | | | |
| LEP Students | | | | | |

- * The requirement to disaggregate graduation rate and additional academic indicator data into the subgroups for accountability is effective only when the public school and LEA must use the “Safe Harbor” provision to achieve AYP.

The state contractor, now Data Recognition Corporation, will employ its current web-based system to collect and report data for all subgroups.

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Evidence:

Board action August 15, 2003

IDAPA 08.02.03, §114.07

Board action, December 10, 2009

3.2a What is the State's starting point for calculating Adequate Yearly Progress?

In 2009, Idaho amended the accountability workbook to implement an indexing model requiring recalculation of the starting point. Idaho used student scores from the Spring 2007-2008 school year ISAT test for the starting point to calculate AYP. Based on those scores, Idaho set separate starting points for reading and mathematics for public schools with the goal of having a common starting point statewide for all public schools with similar grade configurations based on the ISAT. These averages were used to determine intermediate goals and annual measurable objectives.

The vendor assigns proficiency levels based on achievement standards approved by the State Board (see section 1.3). The State Board contracts with the vendor to report proficiency levels on individual student, school, district, and state reports.

(1) Calculating the Starting Point for AYP

Because it provided the higher starting point of two options, the following method was used for establishing the starting point for AYP.

- Rank all Idaho public schools in order according to the percent of students who scored at the proficient level or above in reading in Spring 2008. The same process was used to calculate the starting point for mathematics. (In Steps 1 through 5, references are made to Chart 4, Example A, found on the following page.)
 1. In a chart similar to Example A, record the total students in the enrollment records for each school after they have been ordered based on the percent of students who scored at the proficient level or above.
 2. Beginning with the school with the smallest percent of proficient students in reading, calculate the cumulative enrollment. Referring to Example A, the cumulative enrollment for School X is 397 {200 (School Z) + 65 (School Y) + 132 (School X)}.
 3. Multiply the total student enrollment for Idaho public schools (top cumulative enrollment number) by 20 percent (.20) to find 20 percent of the total student enrollment. In the example, 20 percent of 1619 is 323.8. Rounding yields 324.
 4. Count up from the school with the smallest percent of students proficient in reading to identify the public schools whose combined school populations represent 20 percent of the total student enrollment (cumulative enrollment). From Example A, 20 percent of the total student enrollment is 324. To reach this number, the student populations from School X, School Y, and School Z are combined.

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5. Use the percent of students who scored at the proficient level in reading and mathematics from the public schools identified in Step 4. This percent is the minimum starting point for reading and mathematics. In Chart 4, Example A, the minimum starting point is 30 percent (the percent of proficient students at School X).

Chart 4. Example

| School Name | Percent of Students Proficient in Reading and Math | Total students in enrollment records | Cumulative enrollment |
|-------------|--|--------------------------------------|-----------------------|
| School A | 54 % | 235 | 1619 (1384 + 235) |
| School B | 40 % | 400 | 1384 (984 + 400) |
| School W | 38 % | 587 | 984 (397 + 587) |
| School X | 30 % | 132 | 397 (265 + 132) |
| School Y | 29 % | 65 | 265 (200 + 65) |
| School Z | 20 % | 200 | 200 |

Evidence:

IDAPA 08.02.03, Section 112
Board action, August 15, 2003
Board action, May 30, 2007

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3.2b What are the State's annual measurable objectives for determining Adequate Yearly Progress?

Idaho reset starting points in 2009 based on 2007-2008 student achievement data. Idaho has established annual measurable objectives/intermediate goals for reading and mathematics. These goals/objectives will identify a single percent of students who must meet or exceed the proficient level of performance on the ISAT and the Idaho Alternate Assessment.

Idaho has set annual measurable objectives/ intermediate goals separately for reading and mathematics. Beginning in 2007-2008 the annual intermediate goals/objectives will be used to determine AYP and serve as a guide to public schools in reaching the target goal by the end of the 2013-14 school year. The goals/objectives are the same for all public schools and LEAs for each grade configuration. The goals/objectives may be the same for more than one year. Idaho has set the goals/objectives and will use them to determine AYP for each public school and LEA by each student subgroup through 2013-14. (Refer to Section 3.1.)

Table II: Percent "Proficient or Higher" Required to Meet AYP
Idaho Partial Proficiency Weighted Model

| | 2008-09 2009-10 | 2009-10 2010-11 2011-12 | 2011-12 2012-13 | 2013-14 |
|---------------|--------------------|-------------------------------|--------------------|---------|
| - | | | | |
| Reading | 85.6 | 90.4 | 95.2 | 100 |
| Mathematics | 83.0 | 88.7 | 94.3 | 100 |
| Language Arts | 75.1 | 83.4 | 91.7 | 100 |

Evidence:

Board action, August 15, 2003
Board Information, February 21, 2008
Board action December 10, 2009

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3.2c What are the State's intermediate goals for determining Adequate Yearly Progress?

Idaho has set intermediate goals that will be applied to all school configurations (elementary, middle, and high school) by allowing multiple years at a specific target level. These targets lead to the ultimate goal of having 100% of students proficient in 2013-14. See chart in Section 3.2b.

Idaho Peer Review for 2006 required significant changes in the ISAT. As such, revised proficiency level descriptors were developed in March 2007. Based on revised PLDs and Spring 07 student data, performance standards were reset in May 2007.

Evidence:

Board action, August 2006

Board Information, 2006

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PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State makes AYP?

Idaho makes annual determinations of AYP for all public schools and LEAs. Idaho Code requires that ISDE publish an annual report of school, LEA, and state performance. Idaho Code § 33-4502 and IDAPA 08.02.03, Section 112, require annual decisions before the beginning of each school year regarding school performance.

Information used for AYP determination includes:

- The proficiency status of each student tested in the state based on the assessment results for the student. (Each student will have a total mathematics and a reading score and students' proficiency will be determined for each test as provided by the testing company contracted to score and report test results.)
- Whether each student has completed a full academic year at the school, LEA, or state level as determined by a comparison of the roster of students enrolled from the end of the first eight weeks or fifty-six (56) calendar days of the school year who were continuously enrolled through the spring testing window. A student is continuously enrolled if he/ she has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students. Expulsion policies in Idaho are used at the district level; students expelled at one school do not typically re-enroll at another school within the same district.
- The number of students enrolled for a full academic year determined by comparing the number of continuously enrolled students with the number of tested students.
- The percent of students enrolled for a full academic year.
- The graduation rate for public high schools as determined by the formula indicated in Section 7.1 with information coming from the current Tenth Month Enrollment Report (June) and prior year dropout reports (by student)
- Performance on the additional academic indicators: See Section 7.2 for description of the third academic indicator for public elementary and middle schools.

Disaggregated test results, percent tested, and a third academic indicator and for elementary and middle schools the academic indicator described in Section 7.2 across all required subgroups. Disaggregation of the 2006-2007 graduation rate will be available for AYP determinations in 2007-2008.

All required subgroups are identified based on subgroup membership indicated in the March testing collection. Idaho will notify schools and LEAs of any subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate).

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Each school, LEA, and sub-group will be required to meet the AMO's and the intermediate goals. Each school and LEA, including all subgroups, will be required to meet the 95% assessment participation rate indicator.

An LEA or school is identified for improvement when it misses AYP for any group for two consecutive years, or misses the other academic indicator for two consecutive years. Idaho will move to a model where an LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years when Idaho's technology allows more precise calculations.

Public schools will be accountable for all students who have been enrolled in the school for a full academic year. The LEA is accountable for all students who have been enrolled for a full academic year in that LEA. The State Education Agency (SEA) is accountable for all students who have been enrolled for a full academic year in state schools. (See Section 2.2)

The decision about whether a school has achieved AYP is the responsibility of the State Department of Education. All accountability decisions will be based on the information collected by the test vendor, using the following electronic collections:

- Enrollment of Students at the end of the first eight weeks or fifty-six calendar days of the school year
- Student Enrollment File (SEF)
- Tenth Month Enrollment Report (June)
- Total Year Student Registration Record
- Assessment Results by Student

The State Department of Education receives student data from the vendor in an SQL table. Calculations for AYP are done using additional information listed above. The appeals site for AYP is maintained at ISDE and approval and denials are determined by the Office of the State Board.

Evidence:

Idaho State Code § 33-4502

IDAPA 08.02.03

Board action, August 15, 2003

Board action, December 10, 2009

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PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

5.1 How does the definition of Adequate Yearly Progress include all the required student subgroups?

Idaho's definition of AYP includes measuring and reporting the achievement of subgroups of students by the indicators and subgroups that appear in Chart 5 (Accountability Subgroups and Academic Indicators). Currently, Idaho reports LEA and state performance by the required student subgroups. The Idaho Report Card can be viewed at ISDE's website. Districts create Reports Cards for individual schools within their respective districts. Reports Cards are available to the public from each LEA.

Chart 5. Accountability Subgroups and Academic Indicators

| | Academic Indicators | | Participation Rate | | Graduation/Additional Academic Indicator* |
|--|----------------------------|--------------------------------|--------------------|-------------|---|
| | Reading % Meeting Standard | Mathematics % Meeting Standard | Reading | Mathematics | |
| All Students | | | | | |
| Economically Disadvantaged | | | | | |
| American Indian/Alaskan Native | | | | | |
| Asian | | | | | |
| Black/African American | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | |
| White | | | | | |
| Hispanic or Latino Ethnicity | | | | | |
| Students with Disabilities | | | | | |
| LEP Students | | | | | |

* The school/LEA will not be required to disaggregate graduation rate and additional academic indicator data into the subgroups unless the school/LEA is using the "Safe Harbor" provision to achieve AYP.

Idaho's definition of AYP requires all student subgroups to be proficient in reading and mathematics by the end of the 2013-14 school year. (See Section 3.1)

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Evidence:

Idaho Report Card

<https://www.sde.idaho.gov/reportcard/>

IDAPA 08.02.03

Board information, February 2008

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5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of Adequate Yearly Progress?

Data Recognition Corporation, Idaho's assessment contractor, collects all data on all student subgroups. These data are then provided to ISDE and used to match student enrollment data with test results and other indicators to determine AYP for all required subgroups. School determinations of AYP are computed in this system. Each subgroup within the school or LEA must meet the objective for each indicator (assessment proficiency rate and participation rate) in order to achieve AYP.

Idaho uses a uniform averaging procedure across grade levels in a school, LEA, or state to produce a single assessment score for reading and a single assessment score for mathematics. Test results in 2003 provided starting points for determining intermediate goals and annual measurable objectives for schools at those grade configurations. (See Section 3.1) Additionally, Idaho applies the 95% participation rate to student subgroups.

For AYP determination, the additional academic indicator calculation is used for accountability at the school/LEA levels, but is not calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP the academic indicator must then be met by the subgroup(s) that failed to achieve AYP on the assessment scores.

An LEA or school is identified for improvement when it misses AYP for any group for two consecutive years, or misses the other academic indicator for two consecutive years. Idaho will move to a model where an LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years when Idaho's technology allows more precise calculations.

The Idaho Report Card will chart the progress of all groups of students and the status of each group in relation to annual measurable objectives based on the percent of students at the proficient level for reading, mathematics, the participation rate, and additional academic indicators. ISDE will provide the participating school, LEA, and state with the annual Report Card by the end of September with results.

Evidence:

IDAPA 08.02.03

5.3 How are students with disabilities included in the State's definition of Adequate Yearly Progress?

Students with disabilities, as defined under Section 602(3) of IDEA and State Board policy are required to participate in all statewide achievement tests in Idaho. For AYP purposes, Board policy also stipulates that students with disabilities who have been enrolled in a public school for a full academic year will be included in the accountability formula. Students with disabilities must participate either in the ISAT, with or without accommodations and adaptations, or in the Idaho Alternate Assessment (IAA). The participation and proficiency results for the students with disabilities will be included in all AYP determinations.

The Office of the State Board notifies schools and LEAs of the AYP status for the student with disabilities subgroup on each indicator (i.e., reading and mathematics proficiency and participation rates, graduation rate, or the performance rate on the additional academic indicator).

The IAA is for special education students with significant disabilities, whose cognitive impairment may prevent them from attaining grade-level knowledge and skills, even with effective instruction and modifications. The IEP team determines whether a student is eligible to take an alternate assessment by using the state guidelines. The IAA is aligned to extended knowledge and skills, which are aligned to the Idaho Achievement Standards. Extended knowledge and skills differ in complexity and scope from the general education knowledge and skills. The IAA has a clearly defined scoring criteria and procedure and a reporting format that identifies the same performance levels as students taking the ISAT. All students taking the IAA are included in the calculations of adequate yearly progress (AYP) as either proficient (and above) or not yet proficient at the school, LEA and state level in reading and math and participation rates. The percent of students in the Alternate Assessment to ISAT will not exceed 1% of all students in the grades assessed at the LEA and the state levels. If it is projected that an LEA may exceed the 1% cap due to unusual circumstances, the LEA must use the state appeal process for approval.

Evidence:

IDAPA 08.02.03

<http://www.sde.state.id.us/SpecialEd/AltAssessment/iaamanual.pdf>

5.4 How are students with limited English proficiency included in the State's definition of Adequate Yearly Progress?

All LEP students in Idaho public schools are required to participate in the Plan using appropriate accommodations and modifications. LEP, when used with reference to individuals, represents:

- Individuals whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

Limited English Proficient (LEP) students who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. For AYP purposes students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. However, exited LEP students are only included in the LEP subgroup when the number of LEP students in the subgroup already meets the minimum "n" size of 34. For testing purposes, exited LEP students will be coded LEPX1 and LEPX2 for first and second year of exited and monitored status. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the English Proficiency test in lieu of the reading/language usage ISAT but will still be required to take the math, and science in grades offered, ISAT with accommodations or adaptations as determined by the ELP and language proficiency score. Their participation will count positively in the 95 % participation requirement for both the reading and math assessment. However, neither the math nor reading scores will be counted in the proficiency calculations. For testing purposes, first year LEP students will be coded as LEP1.

All of the required subgroups, including LEP students as described above, who are enrolled in an Idaho public school for a full academic year, will be included in the performance level measures that determine AYP and accountability status of schools, and the approval status of schools, LEAs, and the state.

Idaho will notify schools and LEAs of the LEP subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate).

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Board rule addresses the participation of LEP students and also outlines the criteria that a school-based team must evaluate each individual LEP student to determine the appropriate participation in the ISAT. LEAs may approve assessment with accommodations and modifications on a case-by-case basis for individual students.

For an LEP student who is also identified as a student with disabilities under IDEA, the IEP team will determine whether the student participates in the ISAT or meets the criteria for the Idaho Alternate Assessment.

Evidence:

IDAPA 08.02.03, §§111.04 and 112
Board action, December 10, 2009

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5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?

Reporting Purposes

ISDE's minimum "n" for reporting is 10 students. Idaho Report Card does not report student data for less than 10 students. However, if the minimum "n" is not met, scores are rolled into the district level. In addition, when the cell being reported is greater than 95% or less than 5%, only the symbols >95% or < 5% will be reported. This will further reduce the possibility of inadvertently identifying information about individual students.

Board rule outlines the achievement performance measures for reporting the school's total students and each subgroup (migrant students, student gender, students with disabilities, LEP students, economically disadvantaged students, race/ethnicity to include American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White, and Hispanic or Latino Ethnicity), which contains 10 or more students.

Accountability Purposes

ISDE's minimum "n" for accountability is 34 students. The minimum "n" of 34 will apply to ISAT, including Idaho Alternative Assessment test scores. Idaho examined the impact of the various "n" values that are statistically defensible for making valid and reliable AYP decisions. The "n" value of 34 provides confidence intervals of .05 and a power of .80, both of which are statistically acceptable.

For a comparative perspective, the following chart shows the impact of various "n" values on the number of schools that would be excluded at each value.

| Fall Enrollment | Number of Schools | Elementary | Alternative/ Secondary | Exceptional Child |
|-----------------|-------------------|------------|------------------------|-------------------|
| ≤ 50 | 66 | 29 | 27 | 2 |
| ≤ 40 | 60 | 27 | 23 | 2 |
| ≤ 34 | 51 | 25 | 17 | 2 |

As the chart illustrates an "n" of 34 includes 15 schools in the calculation that would not be reported with an "n" of 50. Idaho has a very homogeneous student population. Approximately 86% of students are White, 11% are Hispanic or Latino ethnicity, and 3% is identified as Black/African American, Asian, or American Indian/Alaskan Native.

With an "n" less than 34 the probability is high that whole subgroups of the population would be excluded from performance calculations. Idaho will use grouping techniques consistent with federal guidelines to group students across grade-level averaging to reach reportable student numbers.

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Board policy outlines the achievement performance level measures for accountability as the “school’s total students and each subgroup (students with disabilities, Limited English Proficient, economically disadvantaged, and racial/ethnic to include American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White, and Hispanic or Latino Ethnicity) that contains 34 or more students.”

Evidence:

IDAPA 08.02.03

Board action, December 10, 2009

5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?

Idaho uses a minimum “n” of 10 for reporting of school and LEA results. This minimum is consistent with requirements of the Family Educational Rights and Privacy Act (FERPA) requirements. Additionally, the Board policy assures the privacy rights of all students.

Individual student results are not public record. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a subgroup is less than 10 or whenever the reported results would make it possible to determine the performance of individuals such as all students in the group falling into the same performance level. Asterisks will be used on the Idaho Report Card when data are suppressed.

Results greater than 95% will be reported as “> 95%” and results less than 5% will be reported as “< 5%” in order to prevent reporting information that would violate the privacy of individual students.

Evidence:

IDAPA 08.02.03, §111.05

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PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

6.1 How is the State's definition of Adequate Yearly Progress based primarily on academic assessments?

Idaho's definition for AYP is based primarily on reading and mathematics assessments for all student subgroups. The 2002-2003 test results served as the baseline data years for the assessment indicators.

To achieve AYP, all student subgroups are required to meet the state's definition of proficient for reading and mathematics by the 2013-14 school year. Beginning in the 2004-05 school year, each school and LEA was required to increase the percent of students at the proficient level in that school or LEA consistent with intermediate annual measurable achievement objectives that were originally based on 2002-2003 baseline data.

The assessments that will be used to determine AYP calculations for schools and LEAs in Idaho are designated by "X" and on the following chart:

Chart 6. Idaho's Accountability Assessments

| GRADE | ISAT & IAA | | *SCIENCE |
|-------|------------|-------------|----------|
| | READING | MATHEMATICS | |
| K | | | |
| 1 | | | |
| 2 | | | |
| 3 | X | X | |
| 4 | X | X | |
| 5 | X | X | X |
| 6 | X | X | |
| 7 | X | X | X |
| 8 | X | X | |
| 9 | | | |
| 10 | X | X | X |
| 11 | | | |
| 12 | | | |

***SCIENCE WILL BE REPORTED ONLY AS REQUIRED FOR 2008.**

The same performance level standards are applied to public schools and LEAs, disaggregating the data into the federally-defined subgroups to determine the minimum percent of students at or above the state's identified proficient performance level for the respective grade spans using the starting point calculations outlined in section 3.2b and Chart 4. These calculations first identified the percent of students achieving AYP for 2003-04; determined AYP intermediate goals/annual objectives based on state performance through 2013-2014 and determined annual growth objectives based on school performance up to 2013-2014.

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In addition to meeting the 95% assessment participation rate, the graduation rate will be used as the additional indicator for public high schools.

Evidence:

IDAPA 08.02.03

Board action, January 26, 2004

Board information, February 2008

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PRINCIPLE 7. State definition of AYP includes graduation rates for public high schools and an additional indicator selected by the state for public middle and public elementary schools (such as alternative performance measure rates).

7.1 What is Idaho's definition for public school graduation rate?

For Idaho, the graduation rate has been measured through AYP determinations made in 2007 using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in five years. Idaho includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual Education Plan warrants the additional time to meet graduation requirements. The number of high school graduates and dropouts by grade has been reported to ISDE for the last five years.

The graduation rate formula beginning in fall 2008 data collection and used in the calculation for the class of 2007 in AYP determination for the State of Idaho for 2008 uses a denominator of current year graduates, plus current year 12th grade dropouts, plus prior year 11th grade dropouts, plus two years prior 10th grade dropouts, plus three years prior 9th grade dropouts.

$$\frac{A}{A+B+C+D+E} = \text{Graduation Rate}$$

A = Current Year Graduates
B = Current Year 12th Grade Dropouts
C = Prior Year 11th Grade Dropouts
D = Two Years Prior 10th Grade Dropouts
E = Three Years Prior 9th Grade Dropouts

Idaho uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where

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| | | |
|-------------------|---|---|
| G | = | graduation rate. |
| c_{st}^{long} | = | four-year completion rate for state s at year t . |
| g_{st} | = | number of high school completers at year t . |
| d_{st}^{12} | = | number of grade 12 dropouts at year t . |
| $d_{s(t-1)}^{11}$ | = | number of grade 11 dropouts at year $t-1$. |
| $d_{s(t-2)}^{10}$ | = | number of grade 10 dropouts at year $t-2$. |
| $d_{s(t-3)}^9$ | = | number of grade 9 dropouts at year $t-3$. |

The Board established the graduation rate standard of 90%. Schools will be considered as having achieved AYP if they ~~meet or exceed the standard or if they~~ have made at least a 2% improvement toward the standard.

Idaho will first determine whether each school met the 90% target or improved its graduation rate over the previous year.

The High School ISAT is first administered at grade 10. Proficient student scores will be banked. Non-proficient students will be re-tested in grades 11 and 12. AYP calculation will be made at the 11th grade cohort in 2009 and 12th grade cohort in 2010. Proficiency on the High School ISAT is a requirement for high school graduation in Idaho.

Graduation rates will use a rolling average, averaged over a two or three year period to determine if the requirement has been met.

For small schools below the minimum “n” (with 34 or fewer students in the cohort, Idaho will conduct a small school review by:

- First determining whether the school has met the 90% target or improved its graduation rate over the previous year.
- Second, a three year rolling average of graduation rates will be applied to calculate AYP when they fail to meet 90%.
- Finally, AYP determination will be based on whether the school lost no more than 1 student per year.

For subgroups with less than 10, the 90% or improvement rule will be applied at the LEA and state levels.

For AYP determination, the graduation rate calculation will be used for accountability at the school/ LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the “Safe Harbor” provision to achieve AYP for the graduation rate standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

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While the state has been able to calculate the graduation rate for the student population as a whole, in order to provide for disaggregation of data by subgroups Idaho implemented in the fall 2008 collection detailed data that will allow the calculation of subgroup graduation rates for "Safe Harbor" determinations for the 2007 graduating class, which will be reported in 2008 AYP determinations.

The formula for calculating the graduation rate will be based on four year completers and will be used in the AYP calculation. With the implementation of a unique student identifier within the next year districts within Idaho will be better able to track transfers of students within the state.

Evidence:

Board action October 2, 2003

IDAPA 08.02.03

Board Action June 17, 2010

7.2 What is the State's additional academic indicator for public elementary schools and public middle schools for the definition of AYP?

The Idaho State Board of Education approved beginning in the 2004-2005 school year an additional academic indicator for elementary and middle schools. Districts may choose among the following three options:

- Meet or exceed previous Language Usage ISAT proficiency rates, or
- Reduce the percentage of students that score at the below basic level on the reading and math ISAT, or
- Increase the percentage of students that score at the advanced level on the reading and math ISAT.

The guidelines for the Language Usage proficiency rates will be the same as for the previous two years. Schools/districts and any applicable subgroup using safe harbor must do one of the following to meet the Language Usage goal:

1. Maintain the percent of proficient or advanced students from the previous year, or
2. Increase the percent proficient or advanced students from previous year, or
3. Achieve a proficiency rate at or above the current AMO target (see Principle 3.1).

In addition, the guidelines below apply to increasing the percent of advanced in reading and math or decreasing the percent of below basic in reading and math:

1. Increase in percent of advanced is an average of the percent of increase in reading and the increase in math delineated by the following formulas:
 - a) Formula for increase of advanced percent: $((\text{Percent of advanced students in reading year 2} - \text{percent of advanced students in reading year 1}) + (\text{Percent of advanced students in math year 2} - \text{percent of advanced students in math year 1})) / 2$
 - b) Formula for decrease of below basic percent: $((\text{Percent of below basic students in reading year 1} - \text{percent of below basic students in reading year 2}) + (\text{Percent of below basic students in math year 1} - \text{percent of below basic students in math year 2})) / 2$
2. Districts must maintain the previous year's level or make progress in either the percent of advanced or percent of below basic students to have achieved the goal.

The following are general guidelines for all three options:

1. Selection of an option is in force for a minimum of one year. Districts may change their selection annually by written notification to the Office of the State Board of Education by September 15th of each year. The selection will remain in effect unless notification is received by this date.
2. Districts must select a choice that will be applied to all schools within that district, including charter schools. Charter schools not chartered by a district will make a decision as an LEA.

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LEA choices must be made at the beginning of the school year. The language usage option was assigned to LEAs that did not make the cut off date for the 2004-2005 school year.

These gains are measured by performance on the ISAT tests, eliminating the need for an additional statewide test. The language usage test is an academic test that is developed and maintained according to the same technical standards as the mathematics, reading, and science tests that are components of the ISAT.

For the AYP determination, the additional academic indicator calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP for the achievement indicator, the additional academic indicator standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

Evidence:

Board action, January 26, 2004

Board action, December 10, 2009

7.3 Are the State's academic indicators valid and reliable?

Idaho has defined academic indicators that are valid and reliable as demonstrated by the use of clear definitions (e.g., United States Department of Education-recommended calculation formulas) for data elements and the statewide collection and analysis of data by the Board and ISDE. The Board and ISDE review data submitted by LEAs, including school/LEA graduation and additional academic indicators, and publishes the information in school/LEA/state Report Cards. This includes the monitoring of databases to verify the accuracy of data.

Idaho's graduation rate calculation is consistent with the NCES calculation (See Section 7.1) with the exception that Idaho includes a provision that for students with disabilities who meet the criteria established on his or her IEP that specifically address completion of the student's secondary program more than four years can be taken to graduate. The same flexibility is allowed for LEP students with an ELP plan.

In 2007 and 2008, Idaho contracted with outside vendors to conduct independent reliability and validity studies of ISAT reading, mathematics, language usage, and science assessments. Educators from each part of the state will be involved in ongoing item writing and test development to provide test items for each testing session. Alignment study results found each content area to be in satisfactory alignment with Idaho content standards. The alternate assessment has been redesigned as a portfolio assessment aligned with Idaho Standards, and all content areas will be assessed using the new system in 2009-2010. An independent review will be conducted to assure validity, reliability, and alignment.

Evidence:

Idaho State Department of Education website for Idaho Report Card
<https://www.sde.idaho.gov/reportcard/>

Idaho State Department of Education website for alignment studies
<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

Board action, December 10, 2009

State of Idaho
Consolidated State Application - Accountability Workbook

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?

For accountability purposes, using the ISAT , achievement in reading and mathematics are measured separately. For Idaho students with significant cognitive impairment, the Idaho Alternate Assessment (IAA) is used to assess students for accountability. (See Chart 3 in Section 3. 1) During the 2002–03 academic year, Idaho implemented the ISAT assessment program on a statewide basis.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

9.1 How do AYP determinations meet the State's standard for acceptable reliability?

Idaho will provide a process that creates evidence that AYP determinations are reliable. The reliability of the Plan determinations will be assured through:

- Uniform averaging of proficiency categories across grade levels within the school and LEA to produce a single school or LEA score.
- 2002-03 scores were used as baseline for determining starting point. Idaho has established the trajectory of intermediate goals and annual objectives beginning in 2004-2005.
- Statistical tests to support the minimum "n" decision.
- A minimum subgroup size of 34 is being used for accountability.
- External review for content standards alignment.
- Third party independent alignment studies for Mathematics, Science and Reading were completed in May 2007 and for Language Usage in January 2008. Note: Language Usage was delayed until Idaho's item bank was sufficient. All four alignment studies are available at <http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>.
- "Safe Harbor" provision and evidence that this rule increases reliability of decisions about schools.

Note: Validity, reliability and alignment studies for the IAA will be available in fall 2009. IAA is currently under revision.

Evidence:

Assessment Data analysis from ISAT

Technical Reports: ISAT

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>.

Board action, December 10, 2009

9.2 What is the State's process for making valid AYP determinations?

Idaho's Plan is designed for construct validity and ongoing analysis of results.

Reliable assessments aligned with content standards will result in accurate identification of schools and LEAs in need of improvement. Accurate data collection and reporting will support the inferences drawn from the System. Schools and LEAs will have access to an appeals procedure following preliminary identification.

In order to increase the validity of accountability decisions, Board policy includes the following Appeals Process:

1. The Idaho State Board of Education, with the assistance of the Idaho State Department of Education, determines preliminary identification of all schools and LEAs that have not met AYP according to the state criteria. The LEA will notify all schools that are identified for school improvement.
2. Within 30 days of preliminary identification, the agency (LEA/school) reviews its data and may challenge its identification. The agency (LEA/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the agency making the identification (Idaho Board of Education or LEA).
3. No later than thirty days after preliminary identification, the identifying agency reviews the appeal and makes a final determination of identification for school improvement.

A valid and reliable accountability system has been designed for the ISAT assessment program that includes the requirements of NCLB. The new accountability system will be designed to create the most advantageous balance of 1) reliable results, 2) public confidence in the results, 3) including all public schools in the accountability formula, and 4) capacity building and development of resources to serve Idaho students and schools.

As the Idaho Accountability System is revised, Idaho will regularly examine the validity and reliability of the data related to the determination of AYP and decision consistency for holding public schools and LEAs accountable within this system. Updated analysis and reporting of decision consistency will be shared with the public at appropriate intervals.

Evidence:

IDAPA 08.02.03

State of Idaho
Consolidated State Application - Accountability Workbook

9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessment?

The current ISAT was first developed for the spring 2007 administration. The development of test forms for subsequent administrations will be carefully linked and equated to previous administrations meeting current Standards for Education and Psychological Testing, AERA. Current technical reports are available at the State Board website.

ISAT is delivered primarily on the computer. Idaho provides accommodated versions of the assessment including pencil/paper, large print, Braille and audio for students requiring these accommodations. Online administration of the test increases accuracy and reliability of test results. New assessments that are implemented as part of the Plan will employ similar computer technology to assure consistent accuracy and reliability.

Note: The IAA is currently under revision. Technical reports will be available in fall 2009.

Evidence:

IDAPA 08.02.03

Technical Reports: ISAT

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

Board action, December 10, 2009

State of Idaho
Consolidated State Application - Accountability Workbook

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95 percent of the students enrolled in each subgroup.

10.1 What is the State's method for calculating participation rates in the state assessments for use in Adequate Yearly Progress determinations?

NCLB requires that a *minimum* of 95% of students enrolled in public schools as well as 95% of students in *each* subpopulation take the test. The 95% minimum precludes public schools from shielding low-scoring students in subpopulations from AYP accountability. Failure to include 95% of students automatically identifies the school as not having achieved AYP. The 95% determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster files:

$$\frac{T}{E} \geq .95$$

Where

T = number of students tested.

E = number of students reported on the class roster files.

Invalid tests are included in the denominator, but not in the numerator.

The state uses standard rounding rules in these calculations.

In 2004 Idaho added to Board Rule the provision to use an average of the most recent three years to determine whether an LEA meets or exceeds the 95% requirement.

IDAPA 08.02.03, Rules Governing Thoroughness, in section 03(b)1 states:

If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most recent two (2) year or the most recent (3) year average of participation.

This change is in accord with the 2004 policy decision of the U.S. Department of Education.

Evidence:

IDAPA 08.02.03

10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?

For determining AYP, Idaho will apply the 95% of total enrollment participation requirement for grades tested for all schools and subgroups unless the subgroup has less than the minimum "n." For subgroups less than the minimum "n," the 95% assessed requirement will be applied at the LEA and state levels.

Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the spring ISAT by the number of students reported on the class roster file for the spring ISAT.

- 1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate will be calculated by a three (3) year average of participation.
- 2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating.

For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination.

Evidence:

IDAPA 08.02.03

APPENDIX A

**Adequate Yearly Progress
Accountability Procedures**

for

Idaho Local Education Agencies & Schools

Approved by the State Board of Education June 2004

Revised June 2006

Revised January 2008

Revised January 2009

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INTRODUCTION

State Board of Education administrative rules and federal law establish sanctions or consequences for schools and local education agencies (LEAs) that do not make Adequate Yearly Progress (AYP). Part I of this document details the sanctions and procedures for schools. Part II details the sanctions and procedures for LEAs.

PART I: SCHOOL PROCEDURES

Sanctions begin when a school fails to make AYP for two consecutive years. The sanctions become progressively more severe over the following five years if the school continues to fail to make AYP.

| Not Meeting AYP | Schools | LEAs |
|-----------------|---|--|
| Year 1 & 2 | Identified as not achieving AYP | Identified as not achieving AYP |
| Year 3 | School Improvement <ul style="list-style-type: none">• Technical Assistance from LEA• Choice• Develop and Implement an Intervention School Improvement Plan• Supplemental Services for eligible students in reading and math if choice not available | LEA Improvement <ul style="list-style-type: none">• Technical Assistance from SDE• Develop and implement an Intervention Improvement Plan |
| Year 4 | School Improvement <ul style="list-style-type: none">• Technical Assistance from LEA• Choice• Supplemental Services• Implement Intervention School Improvement Plan | LEA Improvement <ul style="list-style-type: none">• Technical Assistance from SDE• Implement the Intervention Improvement Plan |
| Year 5 | Corrective Action <ul style="list-style-type: none">• Choice• Supplemental Services• Technical Assistance from LEA• Implement Corrective Action | <ul style="list-style-type: none">• Corrective Action• Technical Assistance from SDE• Implement Corrective Action |
| Year 6 | School Improvement <ul style="list-style-type: none">• Choice• Supplemental Services• Develop a Restructuring Plan | Corrective Action <ul style="list-style-type: none">• Technical Assistance from SDE• Implement Corrective Action |
| Year 7 | School Improvement <ul style="list-style-type: none">• Choice• Supplemental Services• Implement Alternative Governance | |

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 for alternate options for offering Supplemental Services.

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An LEA, also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when one or more of its schools consistently fail to make AYP. Procedures for each sanction and state support are detailed in the following sections:

- Section I Technical Assistance
- Section II School Choice
- Section III School Improvement Plans
- Section IV Supplemental Services
- Section V Corrective Action
- Section VI Restructuring

Section I. Technical Assistance

Although technical assistance is listed with the consequences of not making AYP, it is not a sanction. Technical assistance is practical advice offered by an external source that addresses specific areas of improvement.

Federal law places the primary responsibility for providing technical assistance to schools with the LEA. The State Department of Education (SDE) also plays a significant role in the improvement process. Both federal law and State Board rule require the SDE to provide support to LEAs and schools (technical assistance, consultation, etc.) in the planning and implementation of school improvement.

Below are requirements identified in federal law for the LEA and the state with regard to providing technical assistance. Each sanction or consequence also identifies specific technical assistance procedures for the LEA.

LEA

The LEA is required to provide technical assistance to its schools that fail to make AYP and are identified for improvement. Although the LEA must ensure its schools receive technical assistance, federal law allows the LEA to use other agencies to provide the direct services. Other acceptable technical assistance providers may include:

- the State Department of Education,
- an institution of higher education,
- a private, not-for-profit or for-profit organization,
- an educational service agency, or
- another entity with experience in helping schools improve academic achievement.

Additional resources may be found on the State Department of Education's website at <http://www.sde.idaho.gov>.

State Support

Federal law sets specific technical assistance responsibilities for the state. States are to do the following:

1. Reserve and allocate Title I Part A funds for school improvement activities.
2. Create and sustain a statewide system of support that provides technical assistance to schools and LEAs identified for improvement.

The central focus of the statewide system of support and improvement is utilizing external teams of skillful and experienced individuals and professionals to assist schools and LEAs. Federal law also details the roles and responsibilities of these groups as follows:

1. A team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable and helpful assistance in order to increase the opportunity for all students to meet the state's academic content and student academic achievement standards.
2. Each team must be comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improving teaching and learning. In addition, team members should be familiar with a wide variety of school reform initiatives, such as school wide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.
3. Typically, teams will include some or all of the following:
 - a. Highly qualified or distinguished teachers, principals, and district level personnel;
 - b. Pupil services personnel;
 - c. Parents;
 - d. Representatives of institutions of higher education;
 - e. Representatives of educational laboratories or regional technical assistance centers;
 - f. Representatives of external consultant groups; or
 - g. Other individuals that the state, in consultation with the LEA, may deem appropriate.

An extensive knowledge base, wide-ranging experience, and credibility are essential qualifications for team members.

4. The team's responsibility is to assist the school in strengthening its instructional program to improve student achievement. Specifically, the team must do the following:

- a. Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance.
- b. Collaborate with school staff, LEA staff, and parents to design, implement and monitor an improvement, corrective action or restructuring plan that can be expected to help the school meet its improvement goals if implemented.
- c. Monitor the implementation of the intervention school improvement plan and request additional assistance from the LEA or the state as needed by the school or the team.
- d. Provide feedback at least twice a year to the LEA, and to the state when appropriate, about the effectiveness of the personnel assigned to the school.
- e. The overall charge of the team is to help the school create and implement a coherent, efficient and practical plan for improvement. Effective team members will possess the knowledge, skills, experience and interpersonal skills that will enable them to address problems.

The state also must draw on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories funded under the Elementary and Secondary Education Act (ESEA), or other providers of technical assistance.

In addition the state must monitor the efforts of LEAs to assist their schools identified for improvement. Federal law directs the state to do the following:

1. Make technical assistance available to schools identified for school improvement, corrective action or restructuring.
2. If the state determines that a LEA failed to carry out its responsibilities, take such corrective actions as the state determines to be appropriate and in compliance with state law.
3. Ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection.
4. For LEAs or schools identified for improvement under this subsection, notify the U.S. Secretary of Education of major factors that were brought to the attention of the state that have significantly affected student academic achievement.

Section II. School Choice

Below are the School Choice procedures that must be followed by an LEA when one or more of its schools fail to make AYP for two or more years. Choice must be offered until the school meets AYP for two consecutive years or is restructured.

The LEA must do the following:

1. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choices for students enrolled in schools identified for improvement. The policy should include:
 - a. Parental notification of choices as soon as possible after identification and no later than 14 days prior to the start of the school year;
 - b. Procedures for parents to sign up their child for transfer;
 - c. Transportation options;
 - d. Criteria to be used for priority rankings if needed;
 - e. Schools available for transfer; and
 - f. Agreements with other LEAs to accept transfer students.
2. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choices as soon as possible after identification and no later than the first day of school. The notice should accomplish the following:
 - a. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement.
 - b. Identify each public school, which may include charter schools, that the parent can select.
 - c. Include information on the academic achievement of the schools that the parent may select.
3. Report to the State Department of Education the number of students using the choice.

State Support

The State Department of Education will provide technical assistance to the LEA upon request. Technical assistance may include providing sample letters to parents, sample policies and other services.

Section III. School Improvement Plan

All Idaho LEAs and their schools have a strategic plan or a continuous school improvement plan. This sanction refers to a section of that plan that addresses the specific reading and math problems identified through AYP monitoring.

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Procedures

Below are the procedures that must be followed by a LEA when schools do not make AYP for two or more years.

The LEA must do the following:

1. Provide direct technical assistance or provide for other agencies to provide technical assistance to all its identified schools in creating a two-year school improvement plan. Technical assistance should include the following:
 - a. School improvement planning and implementation;
 - b. Data analysis;
 - c. Identification and implementation of effective, scientifically based instructional strategies;
 - d. Professional development; and
 - e. Budget analysis.
2. Ensure that each school identified for improvement completes, within 90 days of its identification, a two-year school improvement plan for LEA review. Improvement plans must:
 - a. Focus on reading and/or math deficiencies in participation or proficiency.
 - b. Identify scientifically based teaching strategies.
 - c. Outline professional development.
 - d. Include parental involvement.
 - e. Identify technical assistance needs.
 - f. Establish measurable goals.
 - g. Define implementation responsibilities for the school and the LEA.
3. Create a process for peer review of the plan.
4. Give final approval within 45 days of receiving the plan.
5. Work with the State Department of Education to identify a school team to assist schools identified for improvement.
6. Ensure that the plan is implemented as soon as possible after approval and no later than the beginning of the following school year.

State Support

The SDE will provide technical assistance to the LEA upon request. Technical assistance may include the following:

1. Reviewing and analyzing all facets of the school's operation, including the design

and operation of the instructional program;

2. Assisting with writing the plan;
3. Reviewing the Mentoring Program;
4. Identifying a team to advise the school;
5. Offering regional workshops; and
6. Providing feedback at least twice a year to the LEA.

Section IV. Supplemental Services

Students from low-income families who are attending schools that have been identified as needing improvement may be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of state-approved providers. The LEA will purchase the services with funds identified for this use.

Procedures

Below are the supplemental services procedures that must be followed by a LEA when one or more of its schools fails to make AYP for three or more consecutive years. Supplemental services must be offered until the school meets AYP for two consecutive years or is restructured. Requirements of this program vary depending upon whether the school receives Title I funds.

For Title I schools, the LEA must do the following:

1. Notify parents about the availability of services, at least annually. The notice must:
 - a. Identify each approved service provider within the LEA and LEA charter school, in its general geographic location or accessible through technology such as distance learning.
 - b. Describe the services, qualifications and evidence of effectiveness for each provider.
 - c. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child.
 - d. Be easily understandable; in a uniform format, including alternate formats upon request; and, to the extent practicable, in a language the parents can understand.
2. Help parents choose a provider, if requested.

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3. Determine which students should receive services if not all students can be served based on eligibility criteria. If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, include in the notice information on how it will set priorities in order to determine which eligible students do receive services.
4. Protect the privacy of students who receive supplemental educational services.
5. Enter into an agreement with a provider selected by parents of an eligible student. The agreement must include the following:
 - a. Specific achievement goals for the student, which must be developed in consultation with the student's parents;
 - b. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress;
 - c. A timetable for improving the student's achievement;
 - d. A provision for termination of the agreement if the provider fails to meet student progress goals and timetables;
 - e. Provisions governing payment for the services, which may include provisions addressing missed sessions;
 - f. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents; and
 - g. An assurance that supplemental educational services will be provided consistent with applicable health, safety and civil rights laws.
6. Assist the state in identifying potential providers within the LEA and LEA charter school.
7. Report to the State Department of Education the number of students using the supplemental services option.
8. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.

For non-Title I schools, the LEA must do the following:

1. Follow the same procedures outlined in the previous section for Title I schools using state approved supplemental service providers; **OR**
2. Meet the intent of the State Board of Education rule by offering eligible students access to:
 - a. Computerized remediation programs such as Idaho Plato Learning Network (I-PLN);
 - b. Remedial classes through the Idaho Digital Learning Academy;

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- c. After-school academic programs; or
- d. Other district-sponsored remedial or tutoring services.

Districts using option #2 must notify parents of the choices available to students in non-Title I schools. The notification should:

- a. Describe the services available to eligible students;
- b. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child;
- c. Be easily understandable; in a uniform format, including alternate formats, upon request; and, to the extent practicable, in a language the parents can understand; and
- d. If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, include in the notice information on how it will set priorities in order to determine which eligible students do receive services.

- 3. Report to the State Department of Education the number of students using the supplemental services option.
- 4. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.

State Support

The state has a number of responsibilities in ensuring that eligible students receive additional academic assistance. The State Department of Education will do the following:

- 1. Consult with parents, teachers, LEAs and LEA charter schools, and interested members of the public to identify supplemental educational service providers so that parents have choices.
- 2. Provide and disseminate broadly, through an annual notice to potential providers, the process for obtaining approval to be a provider of supplemental educational services.
- 3. Develop and apply objective criteria for approving potential providers.
- 4. Maintain an updated list of approved providers.
- 5. Give school districts a list of available approved providers in their general geographic locations.

Section V. Corrective Action

This stage requires an LEA to ensure that each school identified for corrective action makes substantive change. This is a process of immediate planning and implementation. If the school continues to fail to meet AYP, the school also must begin planning to restructure.

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Procedures

Below are the Corrective Action procedures that must be followed by the LEA when one or more of its schools fails to make AYP for four and five consecutive years. Schools may choose to submit restructuring plans for approval prior to Year 5.

The LEA must do the following:

1. Ensure that each school identified for corrective action continues to offer choice and supplemental services.
2. Continue to provide technical assistance to schools identified for corrective action.
3. Enroll schools in the state sponsored technical assistance program **and/or** take **one** of the following actions as soon as possible, no later than the beginning of the following school year:
 - a. Provide for all relevant staff appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
 - b. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
 - c. Extend the length of the school year or school day in a substantive amount to improve instruction and increase student learning.
 - d. Replace the school staff who are deemed relevant to the school not making AYP.
 - e. Significantly decrease management authority at the school.
 - f. Restructure the internal organization of the school.
 - g. Appoint one or more external experts to advise the school
 - (1) how to revise and strengthen the improvement plan it created while in school improvement status, and
 - (2) how to address the specific issues underlying the school's continued inability to make AYP.
4. In the fifth year of failing to make AYP, plan for restructuring if the school does not met AYP by the end of the year.
5. In the fifth year of failing to make AYP, provide teachers and parents with notification, opportunity to comment and participation in the development of the school's restructuring plan.

State Support

The State Department of Education will continue to provide technical assistance and monitor the identified corrective actions.

Section VI. Restructuring

This is the last of the sanctions identified for a school and results in a change in governance and operation of the school. Restructuring is a two-year process directed by the LEA. When complete, the restructured school no longer is required to offer choice or supplemental services and is considered in its first year of AYP monitoring.

Procedures

Below are the restructuring procedures that must be followed prior to the beginning of the school year by a LEA when one or more of its schools does not make AYP for four and five years.

1. Continue to plan for restructuring if the school does not meet AYP by the end of the year.
2. Continue to provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.
3. Prepare a restructuring plan to implement at least one of the following actions:
 - a. Replace all or most of the school staff.
 - b. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to aid in the operation of the school as a public school.
 - c. Turn the operation of the school over to the state education agency.
 - d. Re-open the school as a public charter school.
 - e. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the Idaho State Department of Education's Restructuring Rubric for Idaho Local Education Agencies and Schools.
4. State Department of Education reviews and makes recommendations to the State Board of Education.
5. State Board of Education will determine if the school remains in restructuring or begins as a new school.
6. Begin implementing the restructuring plan no later than the first day of the upcoming school year.

State Support

The State Department of Education will continue to provide technical assistance in addition to coordinating efforts with the LEA and its team to implement the restructuring plan.

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PART II: LOCAL EDUCATION AGENCY PROCEDURES

State Board of Education rules and federal law establish sanctions or consequences for LEAs that do not make AYP. Sanctions begin when a LEA fails to make AYP for two consecutive years. The sanctions become progressively more severe over the following five years if the LEA continues to fail to make AYP.

| Not Meeting AYP | Schools | LEAs |
|-----------------|--|---|
| Year 1 & 2 | Identified as not achieving AYP | Identified as not achieving AYP |
| Year 3 | School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and Implement an Intervention School Improvement Plan • Supplemental Services for eligible students in reading and math if choice not available | LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an Intervention Improvement Plan |
| Year 4 | School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Supplemental Services • Implement Intervention School Improvement Plan | LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the Intervention Improvement Plan |
| Year 5 | Corrective Action <ul style="list-style-type: none"> • Choice • Supplemental Services • Technical Assistance from LEA • Implement Corrective Action | <ul style="list-style-type: none"> • Corrective Action • Technical Assistance from SDE • Implement Corrective Action |
| Year 6 | School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Develop a Restructuring Plan | Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action |
| Year 7 | School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement Alternative Governance | |

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 for alternate options for offering Supplemental Services.

An LEA, also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when the LEA has failed to make AYP for two or more consecutive years. Procedures for each sanction and state support are detailed in the following sections:

- Section I Technical Assistance
- Section II LEA Improvement Plan
- Section III LEA Corrective Action Plan

Section I. Technical Assistance

Although technical assistance is listed with the consequences of not making AYP, it is not a sanction. Technical assistance is practical advice offered by an external source that addresses specific areas of improvement. The purposes of state technical assistance are to help the LEA:

1. Develop and implement its required plan; and
2. Work more effectively with its schools identified for improvement.

Section II. Local Education Agency Improvement Plan

All Idaho LEAs have a strategic plan for their programs and schools. This sanction refers to an addition to the plan that addresses the specific problems identified through AYP monitoring.

Procedures

Below are the procedures that must be followed by the LEA when it does not make AYP for two or more years. LEAs may choose to submit corrective action plans for approval prior to Year 5.

The LEA must do the following:

1. Develop or revise an improvement plan, no later than three months after the identification. In developing or revising this plan, the LEA must consult with parents, school staff, and others. The plan must:
 - a. Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students.
 - b. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP.
 - c. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.
 - d. Include, as appropriate, student learning activities before school, after school, during the summer and during any extension of the school year.
 - e. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction in the areas identified as needs improvement.
 - f. Include strategies to promote effective parental involvement in the schools served by the LEA.
2. Implement its improvement plan, whether new or revised, no later than the beginning of the subsequent school year.

State Support

When a LEA is identified for improvement, federal law also requires the state to take specific actions. The state must do the following:

1. Promptly notify the parents of each student enrolled in the schools served by that LEA. In the notification, the state must explain the reasons for the identification and how parents can participate in improving the LEA.
2. Promptly notify parents of its action in clear and non-technical language, providing information in a uniform format and in alternative formats upon request. When practicable, the state must convey this information to limited English proficient parents in written translations that they can understand. If that is not practicable, the information must be provided in oral translations for these parents.
3. Broadly disseminate findings.

Section III. Corrective Action

Corrective action is the collective name given to steps taken by the state that substantially and directly respond to serious instructional, managerial and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.

The state may choose to delay LEA identification for corrective action if the LEA makes AYP for one year. Otherwise, only extreme circumstances justify a delay, such as a natural disaster, precipitous and unforeseen decline in the financial resources of the LEA or other exceptional or uncontrollable circumstances. In any case, if the state chooses to delay identification, it may do so for only one year and in subsequent years must apply appropriate sanctions as if the delay never occurred.

Procedures

Federal law requires the state to take specific steps when a LEA does not make AYP for three or more years.

The state must do the following:

1. Continue to ensure that the LEA is provided with technical assistance.
2. Provide the LEA with a public hearing no later than 45 days after the state decision.
3. Take at least **one** of the following corrective actions, as consistent with state law:
 - a. Defer programmatic funds or reduce administrative funds.

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- b. Institute and fully implement a new curriculum based on state and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff.
- c. Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress.
- d. Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision.
- e. Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board.
- f. Abolish or restructure the LEA.

In conjunction with at least one of the actions on this list, the state may also authorize parents to transfer their child from a school operated by the LEA to a higher-performing public school operated by another LEA that is not identified for improvement or corrective action. If it offers this option, the state must also provide transportation or provide for the cost of transportation to the other school in another LEA.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

JUN 30 2010

The Honorable Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027

Dear Superintendent Luna:

I am writing in response to Idaho's request to waive certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. Idaho has requested these waivers because it administered a Idaho Standards Achievement Test – Alternate (ISAT-ALT), thereby affecting Idaho's release of accountability determinations and the ability of LEAs to provide timely notice to parents of eligible students as to their public school choice options.

After reviewing Idaho's request, I am pleased to grant waivers of the following statutory and regulatory provisions:

- Waiver of requirement to provide timely AYP determinations. I am granting Idaho a one-year waiver of section 1116(a)(2) of the ESEA that requires Idaho to ensure that the results of State academic assessments are available to LEAs before the beginning of the school year following the one in which the assessments were administered.
- Waiver of requirements to provide timely notice of public school choice options. I am granting Idaho a one-year waiver of section 1116(b)(1)(E)(i) of the ESEA and 34 C.F.R. § 200.37(b)(4)(iv) that together require an LEA to provide parents of eligible students with notice as to their public school choice options at least 14 days before the start of the school year. This waiver applies only to the notice provided to parents of children attending Title I schools that could be newly identified for improvement for the 2010–2011 school year and parents of children attending Title I schools that could exit improvement for the 2010–2011 school year, but do not do so.

400 MARYLAND AVE., S.W. IDAHO, D.C. 20202
www.ed.gov

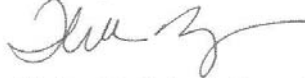
Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

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These waivers are granted on the condition that Idaho will satisfy the conditions detailed in the enclosure to this letter, including the requirement to report certain information about the use of the waivers. Please be sure to review the enclosure carefully.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact Zollie Stevenson, Director of Student Achievement and School Accountability Programs (SASA) at (202) 260-0826.

Sincerely,



Thelma Meléndez de Santa Ana, Ph.D.

Enclosure

cc: Governor Butch Otter
Carissa Miller

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CONDITIONS ON TITLE I, PART A WAIVERS

Waiver of requirement to provide timely AYP determinations (ESEA section 1116(a)(2))

This waiver is granted on the condition that Idaho will submit to the Department a report that contains such information as the Secretary may require.

Waiver of requirements to provide timely notice of public school choice options (ESEA section 1116(b)(1)(E)(i), 34 C.F.R. § 200.37(b)(4)(iv))

This waiver is granted on the condition that Idaho will:

- Ensure that each local educational agency (LEA) taking advantage of the waiver provides public school choice notice to parents of students attending schools that cannot exit improvement, corrective action, or restructuring for the 2010–2011 school year at least 14 days prior to the start of the 2010–2011 school year;
- Encourage all LEAs within the state to provide notice of public school choice as early as possible and, ideally, at least 30 days before the start of the school year to parents of eligible students in schools not affected by the waiver;
- Ensure that its assessment schedule and test vendor contract for the 2010–2011 school year (and all subsequent school years) will permit LEAs within the state to provide notice of public school choice sufficiently in advance of, but no later than 14 days before, the start of the 2011–2012 school year (and all subsequent school years);
- Ensure that its LEAs that offer public school choice earlier to students in some schools than to students in other schools reserve a portion of the available transportation slots for students who receive the later notice (*see* Question D-7 in the Department’s Public School Choice Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.pdf>); and
- Submit to the Department a report that provides:
 - The total number of LEAs within the state that had schools that could have possibly entered or exited improvement, corrective action, or restructuring for the 2010–2011 school year; and
 - The total number of LEAs within the state that took advantage of the waiver and provided some parents notice of public school choice less than 14 days before the start of the 2010–2011 school year.

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SUBJECT

Appointments to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection
Sections 33-118 and 33-118a, Idaho Code.

BACKGROUND/DISCUSSION

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

Currently there are five openings on the Selection Committee. The two (2) open positions being recommended for appointment are Public Elementary Classroom Teacher and Parent Representative. These recommendations are for a complete five-year term.

The three (3) remaining open positions at this time are (1) Public School Administrator and (2) Parent Representatives. Positions are filled as applications are received, rather than holding onto an application until all positions can be filled. Majority of applications are received December-January.

The following is a summary of the process for soliciting nominations for each of the position

- Parent positions – call for nominations from PTA, various other parent organizations, teacher recommendations, etc.
- Teacher positions – call for administrator nominations
- Private parochial school parent, teacher or administrator – call for nominations from the Diocese of Boise Catholic Schools
- Administrator positions – call for nominations from the Idaho Association of School Administrators
- School Trustee positions – call for nominations from Idaho School Boards Association
- University positions – call for nominations from Education Dean/Director at each institution.

School nominations usually come in after the start of the school year. This applies to teacher, administrator and school board positions

ATTACHMENTS

Attachment 1 – D. Laree Jansen Letter of Interest
Attachment 2 – D. Laree Jansen Resume

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Attachment 3 – Tara L. Drexler Letter of Interest
Attachment 4 – Tara L. Drexler Vitae Resume

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BOARD ACTION

I move to approve the appointment of D. Lar ee Jensen as Parent representative to the Idaho State Curricular Materials Selection Committee for a term of five (5) years effective November 1, 2010 to June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve the appointment of Tara L. Drexler as Public Elementary Classroom Teacher representative to the Idaho State Curricular Materials Selection Committee for a term of five (5) years effective November 1, 2010 to June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

There was 1 application for the parent position and 2 applications for the elementary position.

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3669 North 3200 East
Kimberly, ID 83341-5344
August 27, 2010

Val Fenske
Curricular Materials Coordinator
Idaho State Department of Education
PO Box 83720
Boise, Idaho 83720

Dear Ms. Fenske:

Throughout my life, I have had a love of learning. I have thoroughly enjoyed my tenure as a teacher in several schools as we moved from one area to another. I am very grateful for the lives I have been able to touch and inspire. I treasure the verbal comments and the notes of gratitude from students and parents who have taken the time to express this gratitude to me.

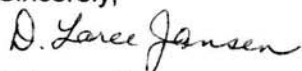
I have worked on several Idaho State Department of Education committees during the past ten years. Writing questions for the ISAT was challenging, yet rewarding. During those sessions, it allowed math teachers to network and share ideas. It was a rewarding experience.

I was nominated and selected as one of the teachers to serve on the statewide curriculum standards coordination team. I was one of the few chosen who saw this writing to completion. I believe the standards for each of the courses are clearly stated, challenging for the courses, and attainable for the students and teachers. Twin Falls District has been using standards and benchmarks since I started teaching there, and the standards work to prevent repetition and to build the curriculum.

Another state committee I found very enlightening was the curricular materials review committee. By reviewing and comparing the curricula in print from the different publishers, we as a committee were able to align the texts with our standards. Not all textbooks met Idaho's high standards. The committee recommendations were for those publishers whose curriculum standards met our high curriculum expectations. I am proud to have been a part of this committee and to have seen the recommendation to adopt materials which met Idaho standards.

As I complete my time of employment as a teacher, I am looking for other venues to serve education. I am not ready to totally abandon the field of education as I have seen others do. As a parent of children who have been educated by the public school system and who have graduated from Idaho public schools, I feel we have a good education system in place. We need knowledgeable, dedicated people to serve on committees which will keep this system working well and maintaining high standards. I feel that I meet the qualifications and would be very happy to serve as a volunteer as the Parent Representative on the State Board of Education Selection Committee and appreciate your considering me for this position.

Sincerely,



D. Laree Jansen
Retired Teacher

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D. Laree Jansen
3669 North 3200 East
Kimberly, ID 83341-5344
208-733-1168

Objective: Serve as Parent Representative on the Idaho State Board of Education Selection Committee

Current Occupation

Recently retired educator
Parent of five children who are successful products of public education

Full-time, Certified Work Experience

Math teacher in Twin Falls School District.
Math teacher in Kimberly School District
Teacher in Grandview, WA, and Box Elder County and Roy, UT, School Districts

Other teaching experience:

Substitute Teacher in Twin Falls and Bonneville School District in Idaho
Substitute Teacher in Burns, Hines, and Burns Union High School Districts in Oregon

Owner, manager of own business

Tupperware Products sales person; successful business operator

Volunteer Experience:

Idaho State Math Curriculum Standards Writing Committee
Idaho State Math Textbook Review Committee
ISAT content Standard Question Writing Committee
TFHS Extra Help Curriculum Committee Chair
TFHS Building Leadership Team Member
TFSD Contract Negotiations Committee Member
Teacher Organization Membership Recruiting Committee Member and District Chair
Teacher Organization Vice President
TFHS Industrial Engineering and Natural Resources Small Learning Community Chair
TFSD Professional Leave Committee Member and Chair
4-H Leader in livestock and FCS 4-H club
Executive and teaching positions at all age levels in my church

Education:

Washington State University, Pullman, WA
Utah State University, Logan, UT; BS in Math Education
BYU, ISU, NNU, U of I, BSU, CSI more than 92 additional credits in math, child development, technology, curriculum studies, and education related courses.

Awards:

Distinguished 4-H Leader award for Twin Falls County
Distinguished sales person of the month several times in Tupperware
Manager of a sales unit consistently in the top five units of the Tupperware distributorship in Idaho Falls

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Ms. Val Fenske
Curricular Materials Coordinator
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720

Dear Ms. Fenske

During the most recent Curricular Materials Selection Committee meeting for Social Studies materials, you indicated an opening I would like to fill. I am writing to you today to express my interest in the Idaho Elementary School Classroom Teacher position.

The position is on the standing committee as a representative for elementary educators. I am currently employed as a 6th grade teacher in Twin Falls, ID. My certificate is for standard elementary and I am highly qualified to teach both mathematics and social studies at the middle school level.

I am attaching my curriculum vitae to this letter. Thank you for considering me for this position.

Sincerely,

A handwritten signature in cursive script, reading "Tara L. Drexler".

Tara L. Drexler
6th grade Social Studies Teacher
Twin Falls School District #411

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Curriculum Vitae

Tara L. Drexler

September 9, 2010

I. Personal Data

Name: Tara L. Drexler Phones: Home: (208)734-2422
Address: 1463 Wrangler St. Work: (208)737-5208 ext. 3356
Twin Falls, ID 83301 Cell: (208)420-7209

Email: drexlerla@tfsd.k12.id.us

Present Position: Teacher, 6th Grade, Geography of the Western Hemisphere
Social Studies Department
Robert Stuart Middle School
Twin Falls School District

II. Education

| <u>University</u> | <u>Major</u> | <u>Degree</u> | <u>Date</u> |
|--|--------------------------|---------------------|-------------|
| Idaho State University Pocatello, Idaho | Instructional Technology | M. Ed. | Seeking |
| Idaho State University Pocatello, Idaho | Elementary Education | Bachelor of Arts | 2006 |
| College of Southern Idaho Twin Falls, Idaho | Elementary Education | Associate of Arts | 2004 |
| University of Montana Missoula, Montana | Business Administration | Bachelor of Science | 1998 |

III. Professional Experience

| <u>Location</u> | <u>Position</u> | <u>Dates</u> |
|--|---|--------------|
| Robert Stuart Middle School Twin Falls, Idaho | Teacher-6 th grade Social Studies | 2009-2010 |
| Morningside Elementary School Twin Falls, Idaho | Teacher – 6 th grade classroom | 2007-2009 |
| Twin Falls School District Twin Falls, Idaho | Guest Teacher – various courses various grades | 2007 |

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IV. Other Related Experience

| Organization | Position | Dates |
|--------------------------------|--|---------------|
| Pearson – NES | Content Specialist – National Benchmarking Session | July 2010 |
| Idaho State Board of Education | Content Specialist – Curricular Materials Selection Committee | June 2010 |
| High Honors | Idaho State University | December 2006 |
| Recognition of Excellence | Educational Testing Service | June 2005 |

V. Honors and Awards

| Award | Presented by | Dates |
|---------------------------|-----------------------------|---------------|
| High Honors | Idaho State University | December 2006 |
| Recognition of Excellence | Educational Testing Service | June 2005 |

VI. Professional Organizations

| Organization | Position | Dates |
|------------------------------------|---|--|
| Kappa Delta Pi | Member Website Committee | October 2006 Fall 2009 – present |
| Twin Falls Education Assoc. | Member PR Committee Delegate Assembly | Fall 2007 – present Spring 2008-present April 2009 |
| Idaho Education Assoc. Region 4 | New Teacher Representative | January 2010-present |

VII. Professional Presentations

| Institution | Presentation | Date(s) |
|---|-----------------------------|----------------|
| Idaho Education Association Region 4 | Sparks Retreat for Teachers | Summer 2009 |

VIII. School and District Committee Responsibilities

| Committee | Position | Date(s) |
|---|-----------------|----------------|
| 6 th Grade Interview Committee | Member | Summer 2009 |

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| | | |
|---|-------------------------|-------------------|
| Math Textbook Adoption | Member | School year 09-10 |
| State Curricular Materials Selection Committee | Content area Specialist | June 2010 |

IX. Community Service

| Organization | Position | Date(s) |
|------------------------|----------------------|--------------------|
| Boy Scouts of America | Cub Scout Den Leader | April 2008-present |
| Girl Scouts of America | Volunteer | July 2003-present |

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