

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 17, 2011**

TAB	DESCRIPTION	ACTION
1	PRESIDENTS' COUNCIL REPORT	Information Item
2	BOISE STATE UNIVERSITY ANNUAL REPORT	Information Item
3	IDAHO DIVISION OF VOCATIONAL REHABILITATION ANNUAL REPORT	Information Item
4	IDAHO COMMISSION FOR LIBRARIES	Information Item
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6	IDAHO PUBLIC CHARTER COMMISSION ANNUAL REPORT	Information Item
7	SCIENCE, TECHNOLOGY, ENGINEERING AND MATH INITIATIVES REPORT	Information Item
8	CENTER FOR ADVANCED ENERGY STUDIES – BY-LAWS	Motion to Approve
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10	BOISE STATE UNIVERSITY – NAMING FORMER EAST JR. HIGH SITE DONA LARSEN PARK	Motion to Approve
11	IDAHO STATE UNIVERSITY – FACULTY GOVERNANCE REVIEW UPDATE	Information Item

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 17, 2011

SUBJECT

Boise State University (BSU) 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 BSU 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.

President Kustra will provide a 15-minute overview of BSU's progress in carrying out the University's strategic plan.

IMPACT

BSU's strategic plan drives the University'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.

BOARD ACTION

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 17, 2011

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 and answer questions.

The Idaho Higher Education Presidents' Council met on November 2, 2011 using video conferencing technology. This was an internet based system which had no additional cost to the institutions. The use of this technology for the meetings worked well.

The legislative luncheon was moved to February 2, 2011 in the Crystal Ballroom. Scott Anderson from Zion's Bank Corporation spoke. The President's Council met following the legislative luncheon.

The next regular meeting will be held on March 1, 2011 by video conference. If there is a need to meet about an item before that time a special meeting will be called.

BOARD ACTION

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SUBJECT

Division of Vocational Rehabilitation (IDVR)

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 IDVR to provide a progress report on the agency'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.

Dr. Michael Graham, Administrator of the Division of Vocational Rehabilitation, will provide an overview of the Division of Vocational Rehabilitation progress in carrying out the agencies strategic plan including:

- Who do we serve
- Where are they placed
- Current productivity
- Post-secondary educational placements
- Budget status and reduction impact
- Challenges
- Coping mechanisms and successes

ATTACHMENT

Attachment 1 – PowerPoint Presentation

Page 3

BOARD ACTION

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Vocational Rehabilitation

One of three agencies of the State Board of Education



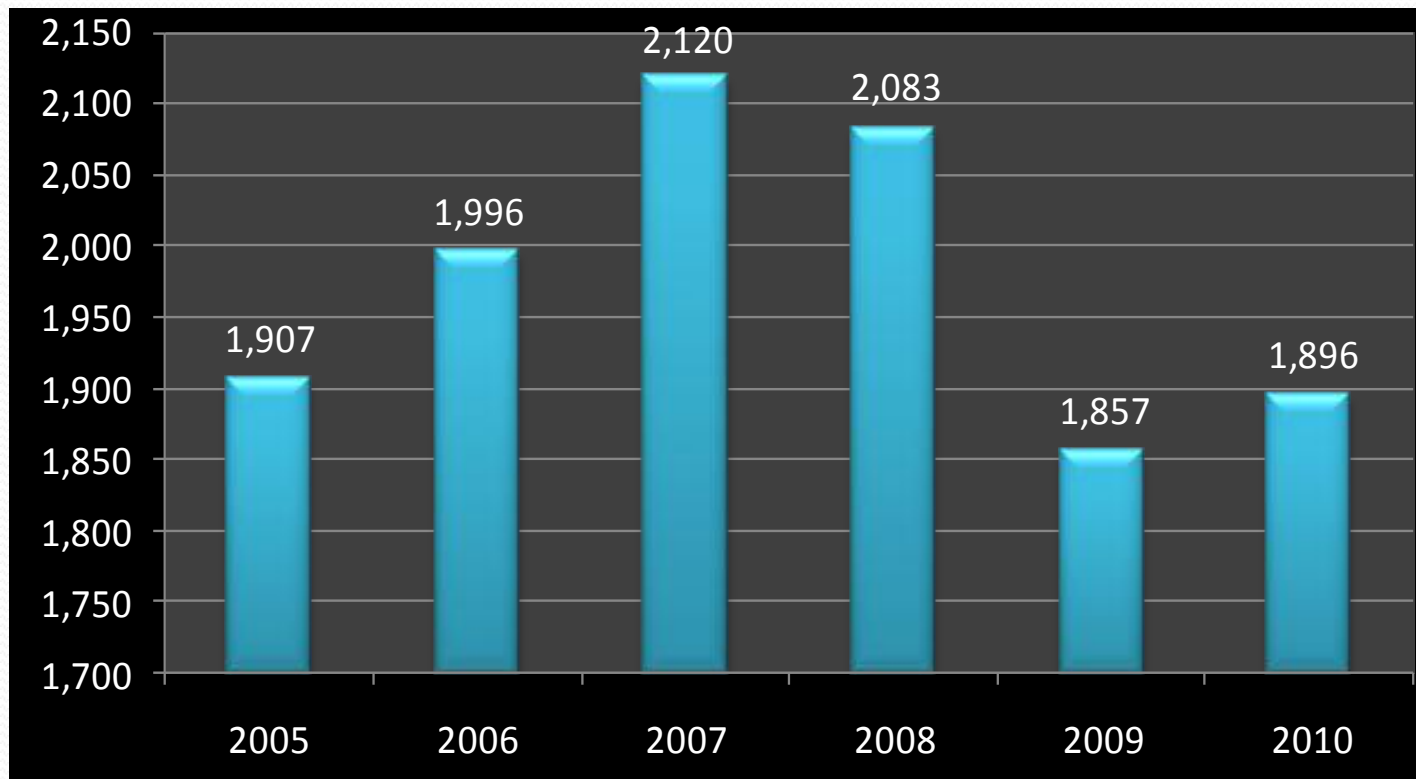
Presented to:
Idaho State Board of Education
By:
Dr. Michael Graham, Administrator

PURPOSE

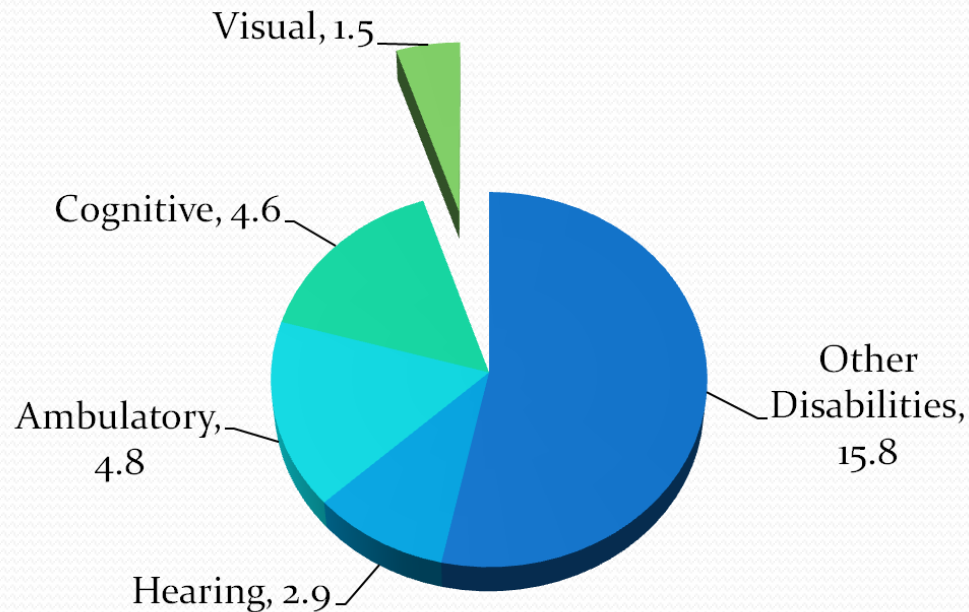


To provide services needed for individuals with all types of disabilities excepting visual impairments and blindness to achieve gainful employment resulting from services.

Successful Rehabs



Disabilities by Percentage 2008



Disabled Persons equal 29.6% of the total Idaho Population ages 21 to 64 per Cornell University: *Disability Status Report Idaho 2008*

Budget 2012

Vocational Rehabilitation:	\$19,536,200
Council on the Deaf and Heard of Hearing:	\$ 130,300
End-stage Renal Disease (PSK):	\$ 403,500
Extended Employment Services:	<u>\$ 3,366,000</u>
Total:	\$23,436,000

Council on Deaf and Heard of Hearing

- Budget is \$130,300
- Challenges
 - Experiencing budget declines
 - Equipment old
 - Short on Capital & Operational Funds

Coping Strategies

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- Furlough
- Vacant FTPs
- EES Study Group
- Job Club
- Stimulus Funds

## Alternative Funding Sources

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- Re-evaluation of Financial Needs Assessment (FNA)
- Third Party Agreement
 - Idaho Educational Services for the Deaf and Blind (IESBD)
 - Idaho Educational Services for the Deaf and Blind (IESBD)

Program Structure

Budget Cuts

	Peak 2008	% Decrease	Proposed
• EES:	\$ 4,237,100	21%	\$ 3,366,000
• Renal Disease:	\$ 649,700	38%	\$ 403,500
• Epilepsy:	\$ 70,300	100%	\$ -0-
• VR:	\$ 3,398,400	10%	\$ 3,049,200

MOE Shortfall/Deficit

- FY2010 \$141,366
- FY2011 estimated \$197,693

Areas of Risk

- Reverting Federal Funding
- Oregon and Utah receive additional funds re-allotted by Idaho
- MOE
- Loss of Funds causing failure to meet Performance Standards and Indicators
- Inability to pay competitive wages
- Growing waiting lists
- 22% decrease in Client Service Funds
- Threat of decrease of productivity

Questions and Comments

IDAHO COMMISSION FOR LIBRARIES (ICFL)

SUBJECT

An overview of the Idaho Commission for Libraries' federal ARRA Broadband Technology Opportunity Program (BTOP) grant project, *online @ your library*

BACKGROUND/DISCUSSION

The Commission's project partners include many State Board of Education agencies and institutions. The project expands broadband access and computing capacity in 40% of Idaho's least connected public libraries. In all 141 public library locations, it will expand the scope and reach of services and online resources that support education, workforce development, and e-government.

IMPACT

Idaho's schools, Adult Basic Education programs, higher education institutions, as well as public libraries have extensive new online resources through the LiLI Portal (www.lili.org) to support informal learning for students of all ages, job skills and adult basic education for the unemployed, and e-government services for all Idaho residents.

ATTACHMENTS

Attachment 1 – *online @ your library* brochure

Page 3

BOARD ACTION

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Idaho
Commission
for Libraries

Winter 2011



BTOP Budget

Federal funds: \$1,907,531
Matching funds: 942,815*
Total budget: \$2,850,346

*Over 20% project match provided by the Bill & Melinda Gates Foundation, augmented with in-kind and resource contributions from ICfL and key partners, including the Idaho Department of Labor, Idaho Public Television, and Idaho Professional-Technical Education.

BTOP Award Period

August 2010 to July 2012

For more information about the BTOP project "online @ your library" visit <http://libraries.idaho.gov/online>

"'online @ your library' connects people in rural areas with the resources they need for developing job skills, seeking employment, and accessing many other government and education services. The success of this program is critical for Idaho's future."

- Idaho Department of Labor Director Roger B. Madsen

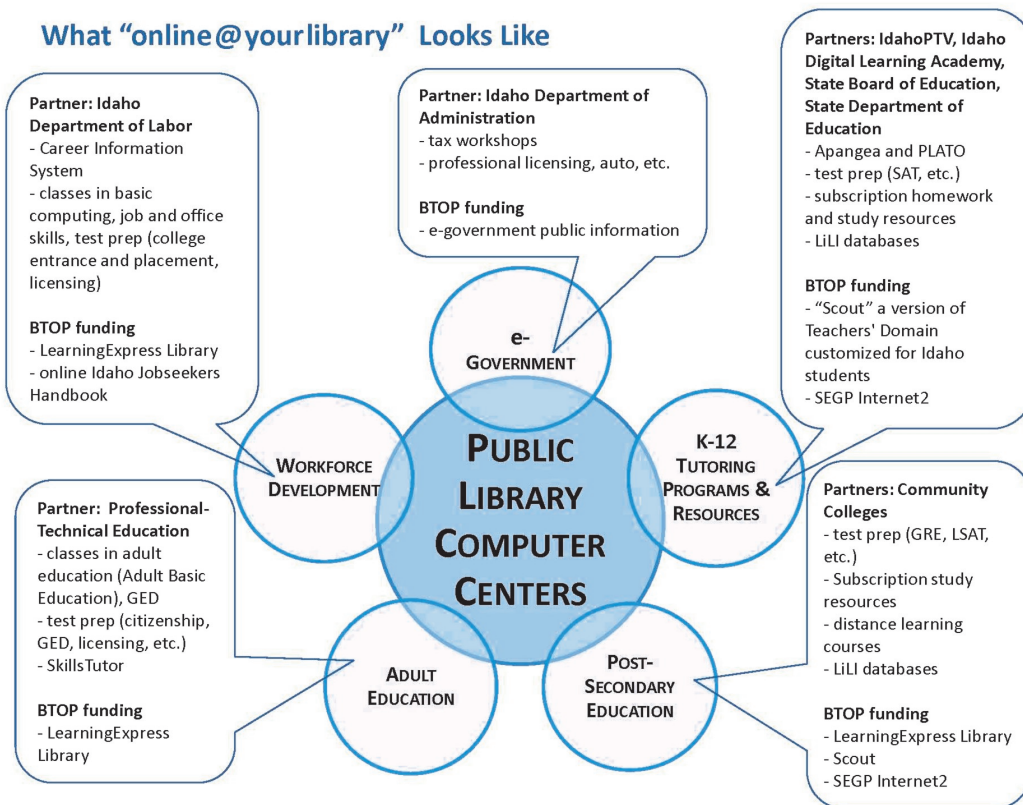


Idaho Public Libraries Public Computer Center BTOP Project

The Idaho Commission for Libraries received a federal American Recovery and Reinvestment Act (ARRA) Broadband Technology Opportunities Program (BTOP) award in the Public Computer Center category from the National Telecommunications and Information Administration.

Over 69% of public libraries in Idaho report that they are the only free public Internet access point in their communities. With 141 locations in Idaho, public libraries as public computer centers are in a unique position to extend the reach of agencies providing services in workforce development, education, and e-government.

What "online@yourlibrary" Looks Like





What the BTOP grant covers

- Cost of expanding broadband connectivity in at least 55 public libraries
- Cost of expanded connectivity and bandwidth during the two-year grant period for these public libraries
- Cost of new computers for public access computing in these public libraries
- New statewide online resources:
 - LearningExpress Library
 - Scout (Teachers' Domain for library use)
 - Internet2 SEGP
 - Idaho Jobseekers Handbook
- Direct cost of delivering training to public library staff
- Grant project management

Project Partners

- Department of Labor
- Professional-Technical Education
- Idaho Public Television
- State Board of Education
- State Department of Education
- Idaho Regional Optical Network (IRON)
- The Bill & Melinda Gates Foundation
- National Telecommunications and Information Admin.



BTOP Project Objectives

- Expand the scope and reach of services in education, workforce development, and e-government to all Idahoans.
- Expand access to the Internet and provide free access to informal learning resources for children, job skills and adult basic education for the unemployed, and e-government services for all Idaho residents.

Determining participating libraries Connectivity speed

Low connectivity speed is the first factor in defining the candidate pool for the computer and connectivity upgrades. Public libraries that have current connectivity of 4 Mbps or less are included.

Demographic criteria

Public libraries that serve higher percentages of (BTOP-defined) "vulnerable populations" are included.

Expectations

The Commission and BTOP project partners will:

- coordinate to leverage existing state online resources related to the needs of the under-employed and students.
- deliver training to public library staff on E-Rate, public computer center maintenance, and online services.
- coordinate public information about public access computing in libraries, BTOP project online services, and workshops in public library computer centers.

IdahoPTV will produce and deliver statewide public information delivered as broadcast spots and <http://IdahoPTV.org> web content, targeting kids and parents as well as adult learners and workers.

BTOP Project Strategies

- Expand broadband capacity in 40% of Idaho's least connected public libraries.
- Upgrade public computing resources in those libraries.
- Expand online resources statewide.
- Provide library-based workshops centered around online resources.
- Publicize online library resources and free public access at the library.
- Ensure sustainability.

Sustainability

After review of the RFPs from Internet and telecommunications providers, the projected costs and abilities of the candidate libraries to sustain those costs when the BTOP project is complete will provide the final filter for determining the participating libraries.

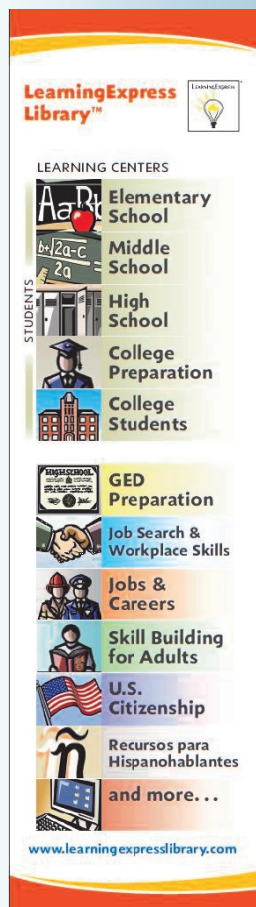
Participating public libraries will:

- expand their Internet connectivity bandwidth and the number of computers available to the public.
- host workshops in partnership with the Regional ABE Center and the Idaho Department of Labor, introducing adults to online resources.
- provide staff who are familiar with Libraries Linking Idaho (LiLI) portal online resources and trained to maintain their public computing centers.
- consider E-Rate funding as a strategy for sustaining their public computing centers.

@online your library®

Bringing new databases and
online educational services
to Idahoans

Most resources are available
to all Idaho residents and
can be accessed through the
LiLI portal at <http://lili.org/>.



New Online Resources Available through the LiLI Portal

LearningExpress Library

Available Now

LearningExpress Library provides over 800 up-to-date test-preparation and skill-building resources, helping both students and adults prepare for a wide range of academic and career-oriented exams as well as improve basic skills in reading, writing, and math. In addition, job-skills tutorials are available to assist in creating a great resume, honing interviewing techniques, and improving business communications.

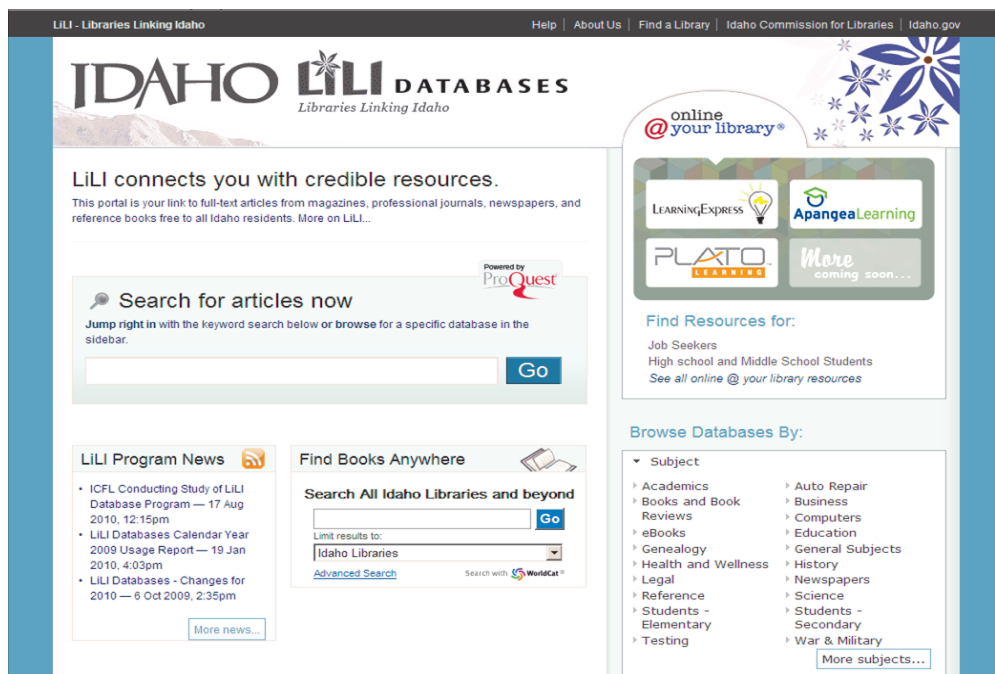
Patrons also have the option of selecting from more than 150 e-book titles to help learners of all ages prepare for success.

The platform includes self-paced study, instant scoring, and diagnostic feedback and can be accessed from any computer that has an Internet connection.

How to Access LearningExpress Library

All users must be authenticated as Idaho residents; accessing LearningExpress Library through the LiLI Portal at <http://lili.org> accomplishes this.

Users accessing LearningExpress Library for the first time will need to create a personal login and password. That personal login can be used when accessing LearningExpress Library from any web-accessible computer.



LiLI Portal at <http://lili.org/>

@online your library®

Bringing new databases and
online educational services
to Idahoans



ICfL Mission

The Idaho Commission for
Libraries assists libraries to
build the capacity to better
serve their clientele.

ICfL Board of Commissioners

Jim Fullerton
John Held
Bruce Noble
Larry Weeks
Sara Staub

State Librarian Ann Joslin

325 West State Street
Boise, Idaho 83702
208-334-2150
800-458-3271

<http://libraries.idaho.gov>



Student Tutorials and Programs Available through the LiLI Portal

"Scout" (a version of Teachers' Domain customized for Idaho students)

Coming in Summer 2011

This digital media service for student use
from Idaho Public Television and WGBH
Boston will offer thousands of media
resources for student use that support
state and national education standards.
In addition to including award winning
resources from NOVA, Frontline,
American Experience, and other national
productions, Idaho Public Television is
customizing this service with Idaho
resources, such as its award-winning
fourth grade history series; its science
program for elementary students,
Dialogue for Kids; and catalogued video
segments highlighting Idaho's natural
resources and history.



Apangea Learning's Apangea Math: Grades 4-8, Algebra 1, and Geometry

Available Now

Apangea Math—an online, supplemental
math tutoring program—provides
students with instruction, access to live
certified teachers, and a motivation
program with rewards for working on
math problems.

Previously, only schools assigned
passwords to students. Since November
2010, staff members at public libraries
have the ability to create student accounts
and assign passwords. Apangea Math can
be accessed from school, home, or public
library.



Internet2 K20 Initiative (SEGP)

Coming in Summer 2011

Internet2 offers a unique collection of
online museums, field-trips, and other
resources available only through
libraries and K-12 institutions.



PLATO Learning

Available Now

PLATO Learning provides self-paced
intervention and remedial solutions
for 9–12 students in language arts,
mathematics, and reading curriculum
aligned to the Idaho Achievement
Standards and Idaho Student
Achievement Test (ISAT). A school-
assigned password is required to use
PLATO at the public library.

Apangea Math and PLATO are
available for Idaho students through a
partnership with Idaho State
Department of Education.



IDAHO PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Dehryl A. Dennis Professional-Technical Education Center AED Recognition

BACKGROUND/DISCUSSION

The Dehryl A. Dennis Professional-Technical Education Center in Boise, Idaho, became the first secondary school in the U.S. to achieve status as an AED Recognized Secondary School for its heavy diesel technology program in late October. The award culminated a five-year certification process led by Dennis Center faculty, industry advisors and Idaho State University College of Technology, AND College of Western Idaho (CWI) Division of Professional-Technical Education.

Under the joint direction of the Boise and Meridian school districts, the Dehryl A. Dennis Technical Education Center provides Ada County students with workforce skill development and a seamless transition to active participation in economic and community roles. The Dennis Technical Education Center serves 900 students from 15 area high schools throughout Boise, Meridian and Kuna School Districts. High school counselors assist students to develop educational plans (Programs of Study) that emphasize technical training as a career component of their high school studies. This year, four (4) students went to CWI from the Dennis Center. CWI's Tech Prep agreement consists of two (2) classes (8 credits) for the Heavy Duty Truck Technician program and one (1) class (4 credits) for the heavy Equipment Technician program.

Dennis Center instructors are industry certified and bring a wealth of experience to the classroom. Their focus is to prepare students for transition to post-secondary training and careers beyond high school. Dennis Center instructors emphasize employability skills and professionalism in the work place. The partnership with the Dennis Center and CWI has resulted in shared equipment and resources between programs and a school shadowing program for the Dennis Center students to spend up to three (3) days their Junior and Senior year at the CWI program. Partnerships are the vital link between our school and Treasure Valley business and industry as they prepare students to succeed in today's work environment.

ATTACHMENT

Attachment 1 – Press Release
Attachment 2 – Brochure

Page 3
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BOARD ACTION

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◆NEWS RELEASE◆

**BSD'S DENNIS PROFESSIONAL-TECHNICAL
EDUCATION CENTER RECEIVES NATIONAL RECOGNITION**

Boise, ID -- 10/26/2010 -- The Associated Equipment Distributors (AED) Foundation has named the Dehryl A. Dennis Professional-Technical Education Center as the first secondary school in the United States to achieve status as an AED Recognized Secondary School for its Heavy Duty Diesel Technology Program.

This national recognition will allow Dennis Center students to advance to additional training offered at diesel programs throughout Idaho, the region and nation. The award culminates a five-year certification process led by Dennis Center faculty and industry advisors, and Idaho State University College of Technology.

During a ceremony held on Thursday, October 21, 2010, **Steven A. Johnson**, Executive Director of Associated Equipment Distributors (AED) Foundation, presented an award to Dennis Center Heavy Duty Diesel Technology Instructor **Ron Martinez**.

"This is the first recognition of its kind that we have done in the United States," said Johnson. "It is significant because what this means is that the Dennis Center's Heavy Duty Diesel Technology Program offers courses that are tied directly to industry standards. That fact allows Dennis Center students to move seamlessly into a post-secondary program that is also AED accredited."

Johnson says the national recognition comes at a good time because he predicts there will be a shortage of heavy duty diesel technology technicians. "When the U.S. economy re-bounds, and industry begins to hire again, we will see an increased demand for diesel technicians. Therefore, it's really important that we get students interested in these types of careers and be able to meet industry's demands for these skilled technicians."

Dennis Center Instructor **Ron Martinez** agrees the national recognition will open a world of possibilities for his students. "The AED program means more opportunities for our students because they will graduate from our program with more knowledge and be better prepared to transition smoothly into an AED accredited college here in Idaho and across the United States," said Martinez. "This national accreditation will also give our students an upper hand in competing for future job opportunities."

Dennis Center students, like **Steven Cantrell**, a senior at Borah High School, are confident the national recognition will help him realize his career goal of becoming a heavy duty diesel technology technician.

“This national industry-standard certification opens up a whole new world for me and other students here in the Dennis Center,” explained Cantrell. “Industry representatives know the value of having a nationally certified program here in Boise and so they have responded by providing us with brand new equipment, like a 2010 Kenworth semi-truck and backhoes. This new equipment helps us train a lot better and positions us to move directly into college level program, in addition to being able to participate in job-shadow opportunities with industry representatives.”

Max Mohr, a senior from Borah High School, has his sights set on becoming a police officer working as a commercial fleet inspector for the police department.

“I think it’s amazing that we get to work on brand new vehicles,” said Mohr. “I thought we would be working on donated used equipment but this new equipment provides us with an opportunity to work on the next generation of vehicles that we will be working on once we get into the industry.”

This is the 6th year of the Heavy Duty Diesel Technology Program offered at the Boise School District’s Dehryl A. Dennis Professional-Technical Education Center. For the last three years, students enrolled in the program have taken first place at the State Heavy Duty Diesel Technology competition. Last year, students enrolled in the Dennis Center program took the top five positions in the state competition. In the national competition, Dennis Center students took third place in the Heavy Duty Diesel Technology competition. With the AED certification, the Dennis Center becomes the only secondary school in Idaho and the entire Nation to earn this national industry accreditation.

About the Dehryl A. Dennis Professional-Technical Education

The Dehryl A. Dennis Professional-Technical Education Center provides Ada County students with workforce skill development and a seamless transition to active participation in economic and community roles. The Dennis Technical Education Center serves students from 15 area high schools throughout Boise, Meridian and Kuna School Districts. Dennis Center instructors are industry certified and bring a wealth of experience to the classroom. Their focus is to prepare students for transition to post-secondary training and careers beyond high school. Dennis Center instructors emphasize employability skills and professionalism in the work place.

Partnerships are the vital link between our school and Treasure Valley business and industry as we prepare students to succeed in today's work environment. Log on to http://www.boiseschools.org/schools/tech_center/ to learn more or call 854-5810 for further information.

About the Associated Equipment Distributors Foundation

The Associated Equipment Distributors Foundation is an international trade association representing companies involved in the distribution, rental and support of equipment used in construction, mining, forestry, power generation, agriculture and industrial applications.

#



Heavy Duty Diesel

FACTS ...

- Employment opportunities are available with a variety of diverse companies including trucking, logging, mining, and construction firms, general and specialty repair shops, dealerships, and government agencies.
- Associated Equipment Distributors (AED) Foundation approved Dennis Center for accreditation.
- The number of jobs for diesel service technicians and mechanics is projected to grow about as fast as average.

Abilities, Skills, and Knowledge

ABILITIES

- Hand-eye coordination and the ability to lift 50 lbs.
- Tolerate fumes, solvents, and oils
- Work in a team setting without supervision
- Critical thinking skills and ability to troubleshoot
- Top physical condition, good driving record

SKILLS

- Read and understand specifications, and diagrams
- Use the four basic math operations in US standard and metric systems
- Self-motivator, positive effort and attitude, excellent attendance
- Work safely in an automotive shop environment
- Access information by computer

KNOWLEDGE

- Have an understanding of mechanical technology, electrical systems and electronics, English, and basic computer controls

Fact Sheet

Career Opportunities Include:

- Diesel Technician
- Shop Owner or Manager
- Instructor at a Technical College or High School HD Diesel program
- Military Fleet Specialist
- Service Manager/Shop Foreman

Graduates of this program have been employed by:

- Trebar/Kenworth
- Western States (CAT)
- Rush Trucking
- Independent truck shops
- Idaho Army National Guard
- Idaho Sand and Gravel



Employment Outlook & Salary **Source: Department of Labor**

Salary Ranges

<u>OCCUPATION</u>	<u>Years of Education Needed</u>	<u>Open- ings per year</u>	<u>Entry Salary (per hr.)</u>	<u>ID Avg. Salary (per hr.)</u>	<u>NW Avg. Salary (per hr.)</u>	<u>U.S. Avg. Salary (per hr.)</u>
Service Tech	2	300	\$10	\$18	\$22	\$20
Shop Foreman	2	150	\$18	\$22	\$35	\$40
Supervisor	2	50	\$25	\$38	\$42	\$50
Shop Owner	2	10	\$16	\$18	\$22	\$60

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 17, 2011**

**Dennis
Center
Course
Offerings**

Heavy Duty Diesel Overview:

PROGRAM/YEARS	<u>CREDITS</u> (2 hr. block)	<u>WEEKS</u>
Auto Tech/HD Diesel 1	4	36
HD Diesel 2	4	36
HD Diesel 3	4	36

Program Description:

- **Auto Tech/HD Diesel 1**—introduction to: careers, tools, equipment, use of manuals, safety, fluid maintenance, fundamentals of engine construction. Course is a building block for ASE Certified auto program.
- **Heavy Duty Diesel 2 & 3**— will cover diesel specific diagnostics, service, hydraulic repair, electrical, preventative maintenance inspection (PMI), brakes.
- Hands-on approach with extensive training on mock-ups, functional vehicles and equipment.
- Shop rules and safety are crucial.

Job Shadowing Opportunities:

- | | |
|---------------------------|----------------------------|
| • Trebar/Kenworth | • Rocky Mountain Cummins |
| • Idaho Sand & Gravel | • Rush Trucking |
| • Independent Truck shops | • Western States (CAT) |
| • Knife River | • College of Western Idaho |
| • Six States | • Arnold Machinery |

Program Costs:

Students are required to purchase the following at an estimated cost of: \$25.00

- Coveralls

Program Selection Criteria:

Students are selected using the following criteria:

- Attendance
- Highest math level achieved
- Disciplinary actions
- Cumulative GPA
- Other: application, recommendations

Post-Secondary Education:

Tech Prep is a technical and academic post-secondary preparation program that enables students to earn college credits while still in high school. Tech Prep connects learning to career pathways and prepares students with technical skills, knowledge, and attitudes to enter high skill, high wage, or high demand occupations.

Transportation:

- Bus transportation is provided to and from the home high school to off-campus sites. Students who are completing an internship must provide their own transportation.

Contact Us:

For more information about the programs offered by the Dennis Center, please contact us at:

Dennis Technical Education Center
Kyle Kallmeyer, Principal
8201 West Victory Road
Boise, Idaho 83709
208-854-5812

or visit us at: http://www.boiseschools.org/schools/tech_center.html

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 17, 2011

SUBJECT

Idaho Public Charter School Commission Update

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission (PCSC) Chairman William Goesling and PCSC staff will update the Board on the status of Idaho's public charter schools and the PCSC. Topics will include:

1. Growth of the public charter school movement and its impact on the PCSC;
2. The value offered by public charter schools as part of Idaho's public education system;
3. Public charter school oversight procedures and effectiveness; and
4. Upcoming opportunities and challenges faced by public charter schools and the PCSC.

Cindy Hoovel, administrator of the PCSC-authorized Garden City Community School, will summarize the successful innovations applied by GCCS to overcome extensive fiscal and academic challenges faced during the school's early years.

IMPACT

Information item only.

ATTACHMENTS

Attachment 1 – Public Charter Schools Fact Sheet	Page 3
Attachment 2 – Idaho Public Charter School List (by Authorizer)	Page 4
Attachment 3 – Academic Performance of Idaho Charter School Students, excerpt from 2009 study by Northwest Regional Educational Laboratory	Page 6
Attachment 4 – Descriptive Analysis of Academic Performance in Idaho Virtual Charter Schools, excerpt from 2010 study by Education Northwest	Page 16

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

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IDAHO STATE BOARD OF EDUCATION

Public Charter Schools | FACT SHEET

TOTAL STATE SUPPORT FOR PUBLIC CHARTER SCHOOLS

FY07	FY08	FY09	% Change from FY07 to FY09
\$49,081,811.19	\$58,021,127.43	\$66,692,785.25	35.9%

NUMBER OF PUBLIC CHARTER SCHOOLS

	2009-2010	2010-2011	2011-2012
District-Authorized	14	15	15
IPCSC-Authorized	22	25*	30
Total	36	40	45

It is anticipated that 4-6 new public charter schools will be approved each year for the foreseeable future. If present trends continue, most or all of these will be authorized by the Idaho Public Charter School Commission (IPCSC).

PUBLIC CHARTER SCHOOL ENROLLMENT (K-12)

	2009-2010	2010-2011	2011-2012**
District-Authorized	5,048	5,521	5,521
IPCSC-Authorized	9,439	10,691	12,340
Brick & Mortar	10,311	11,484	13,133
Virtual	4,176	4,728	4,728
Total	14,487	16,212	17,861

Over 10,500 students are currently enrolled in public charter schools authorized by the IPCSC. If this were the enrollment of a school district, such district would be the fifth largest in Idaho.

PUBLIC CHARTER SCHOOL COMMISSION PROGRAM BUDGET

	FY 2009 (actual)	FY 2010 (actual)	FY 2011 (budgeted)
Personnel Costs	\$79,113	\$100,366	\$102,017
Operating Expenditures	\$11,084	\$22,121	\$41,736

Increased operating budgets are reflective of the additional travel and meeting time required for the oversight of an expanding number of schools, but are insufficient for ideal development of improved systems and standards. The IPCSC's most critical need at this time is for additional personnel time and specialization to implement best practices in charter school authorizing.

Nationwide, authorizers average 1 full-time equivalent (FTE) per 5.3 schools.*** The IPCSC currently authorizes 30 public charter schools but has only 1.5 FTE. To match average staffing levels, the IPCSC should have 5.67 FTE.

*Three new IPCSC schools opened, one existing IPCSC school closed, and one school transferred from district to IPCSC.

**These estimates are based on enrollment caps contained in charters approved but not yet open, and do not reflect the anticipated expansion of existing schools.

***Source: The State of Charter School Authorizing 2009 Annual Report, National Association of Charter School Authorizers.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

FEBRUARY 17, 2011

IDAHO PUBLIC CHARTER SCHOOLS (by Authorizer)

Number	Name (Active Schools Only)	Year	Location	Grades	Method	Authorizer
1	Anser Charter School	1999	Boise	K-8	Expeditionary Learning	Boise SD
2	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
3	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
4	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
5	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
6	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
7	ARTEC Charter School	2005	Twin Falls	9-12	Prof Tech	Minidoka SD
8	Moscow Charter School	1999	Moscow	K-6	Arts & Tech	Moscow SD
9	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
10	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
11	Pocatello Community Charter	1999	Pocatello	K-8	Harbor	Pocatello SD
12	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
13	Thomas Jefferson Charter School	2004	Caldwell	K-10	Harbor	Vallivue SD
14	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
15	Owl Charter Academy	2010	Nampa	K-8	Multi-Sensory	Nampa SD
1	Academy at Roosevelt Center, The	2006	Pocatello	K-8	Harbor	PCSC
2	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
3	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
4	Compass Public Charter School	2005	Meridian	K-9	Harbor	PCSC
5	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
6	Garden City Community School	2006	Boise	K-8	Adlerian	PCSC
7	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
8	Heritage Community Charter School	2011	Caldwell	K-12	Classical	PCSC
9	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
10	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
11	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
12	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
13	Kaplan Academy of Idaho	2009	Statewide	6-12	Virtual	PCSC
14	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
15	Legacy Charter School	2011	Nampa		Harbor	PCSC
16	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
17	Monticello Montessori School	2010	Idaho Falls	K-2	Montessori	PCSC
18	North Idaho STEM	2011	Rathdrum	5-8	STEM	PCSC
19	North Valley Academy	2008	Gooding	K-8	Core Knowledge	PCSC

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

FEBRUARY 17, 2011

IDAHO PUBLIC CHARTER SCHOOLS (by Authorizer)

20	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
21	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
22	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
23	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	PCSC
24	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
25	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
26	Victory Charter School	2004	Nampa	K-10	Harbor	PCSC
27	Vision Public Charter School	2007	Caldwell	K-7	Classical	PCSC
28	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
29	Wings Charter Middle School	2009	Twin Falls	6-9	Differentiated	PCSC
30	Xavier Charter School	2007	Twin Falls	K-8	Core Knowledge	PCSC
TOTAL 45						

Three district-authorized public charter schools have closed: Lost Rivers, Renaissance, and Idaho Leadership Academy.		
One PCSC-authorized public charter school has closed: Nampa Classical Academy.		
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs.		
Two district-authorized public charter schools have transferred to PCSC authorization.		

ACADEMIC PERFORMANCE OF IDAHO CHARTER SCHOOL STUDENTS

To examine the academic performance of charter school students in comparison with students in non-charter public schools in Idaho, we analyzed two sets of statewide assessments: the Idaho Standards Achievement Tests and the Direct Mathematics and Writing Assessment.

In order to compare student testing scores, students are grouped into the following:

Charter school students. Students from 26 “brick and mortar” charter schools included in this study.

District students. Other students from the district where those “brick and mortar” charter schools are located, when applicable. (Some of these charter schools are not associated with any school district).

Non-charter students. Students from all public schools in Idaho except for those from charter schools or the school for the deaf and blind.

All virtual charter schools, one recently opened “brick and mortar” charter school, and the school for the deaf and blind are not included in any of the three groups described above. We compared student test scores by their grade level, ELL (English language learners) status, ethnicity, special education status, and Title I status (students from low-income families), when these data are available.

Idaho Standards Achievement Tests

Idaho Standards Achievement Tests (ISAT) are a series of multiple-choice tests in reading, mathematics, and language usage in grades two through 10. The ISAT was developed in alignment with Idaho content/achievement standards and is offered in the fall and spring of each academic year. The ISAT became a required Idaho State assessment for every public school in 2002. Students’ scores on the ISAT are grouped in the following four levels:

ADVANCED: Exceeds standards. The student demonstrates through knowledge and mastery of skills that allow him/her to function independently above his/her current educational level.

PROFICIENT: Meets standards. The student demonstrates mastery knowledge and skills that allow him/her to function independently on all major concepts and skills related to his/her educational level.

BASIC: Below standards. The student demonstrates basic knowledge and skill usage but cannot operate independently on concepts and skills related to his/her educational level. The student requires remediation and assistance to complete tasks without significant error.

BELOW BASIC: Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.

We have coded "Advanced" as 4, "Proficient" as 3, "Basic" as 2, and "Below Basic" as 1 in the following presentation of charter students' testing scores on ISAT in comparison with non-charter students in the state.

ISAT Scores on Language Usage, Mathematics, and Reading

We have data available for third- through eighth-graders and 10th-graders who participated in ISAT in 2003, 2004, 2005, 2006, 2007, and 2008. We found that charter school students, on average, scored higher than non-charter public school students at every grade level mentioned above in language usage, mathematics, and reading. We found similar patterns in our comparisons by ethnicity, ELL status, special education status, and Title I status. We also found exceptions relating to charter school students: Title I students scored lower on language usage in 2008, lower on mathematics in 2004, 2006, and 2007, but higher in 2008, and lower on reading in all the years included; Native Americans in 2008 scored lower on language usage; Native Hawaiians in 2007 scored lower on mathematics; and African Americans in 2005 and Native Hawaiians in 2007 scored lower on reading.

Figures 4 through 12 illustrate charter school student scores on ISAT's language usage, mathematics, and reading in comparison with non-charter students by grade level. (We selected the 10th grade to represent the high school level, eighth grade to represent the middle school or junior high level, and third grade to represent the elementary level.

A STATEWIDE STUDY OF "BRICK AND MORTAR" PUBLIC CHARTER SCHOOLS IN IDAHO

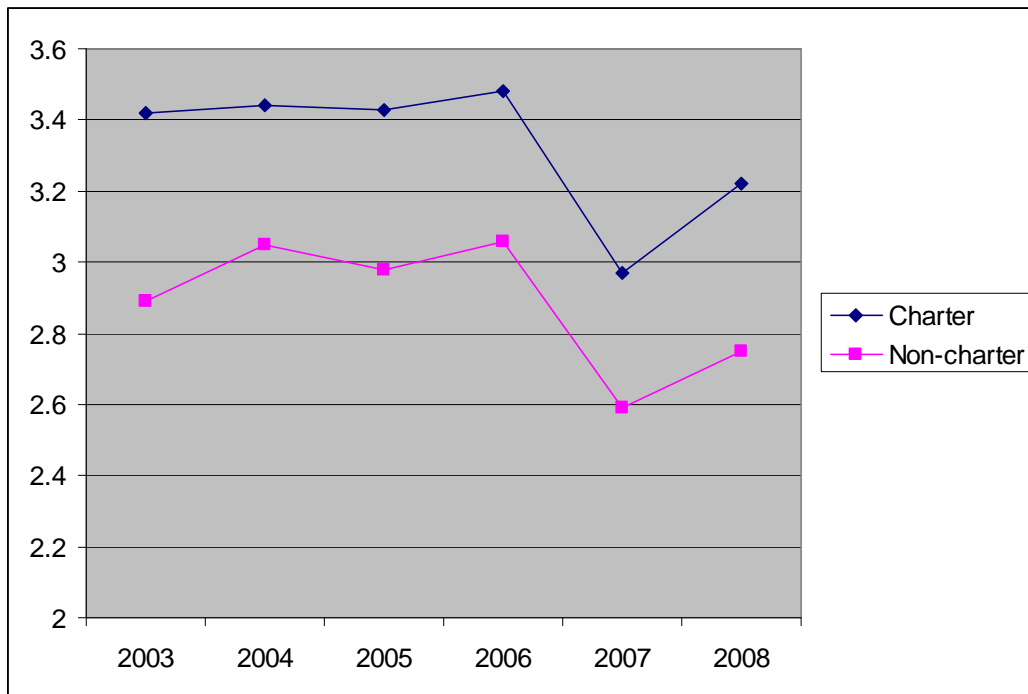


Figure 4. 10th-Grade Charter School Student Testing Scores on ISAT Language Usage in Comparison With 10th-Grade Non-Charter Public School Students

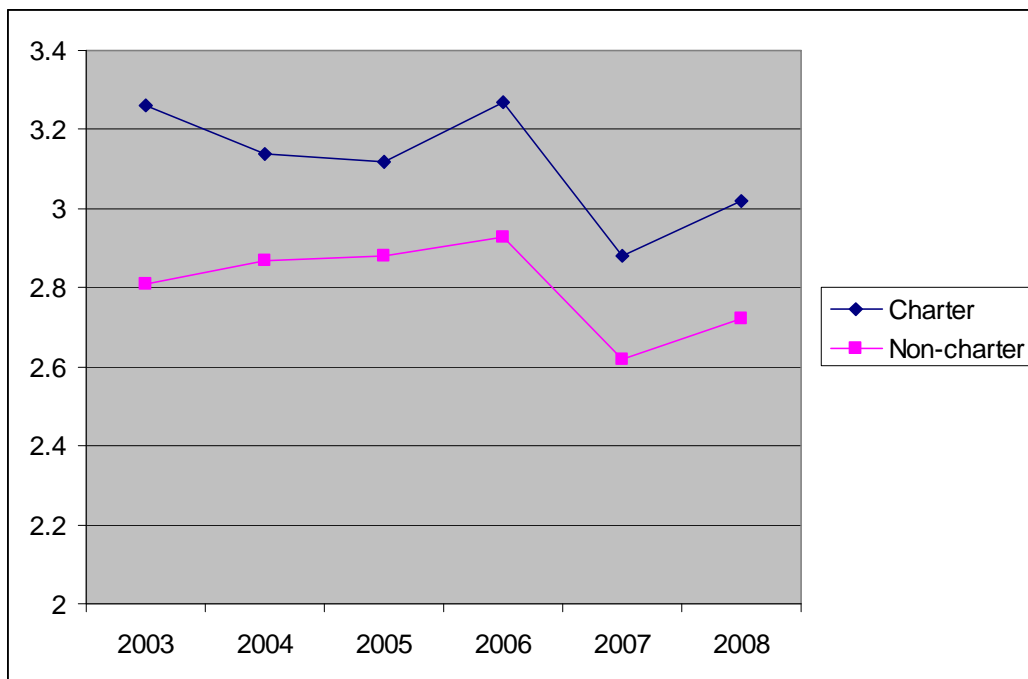


Figure 5. Eighth-Grade Charter School Student Testing Scores on ISAT Language Usage in Comparison With Eighth-Grade Non-Charter Public School Students.

A STATEWIDE STUDY OF "BRICK AND MORTAR" PUBLIC CHARTER SCHOOLS IN IDAHO

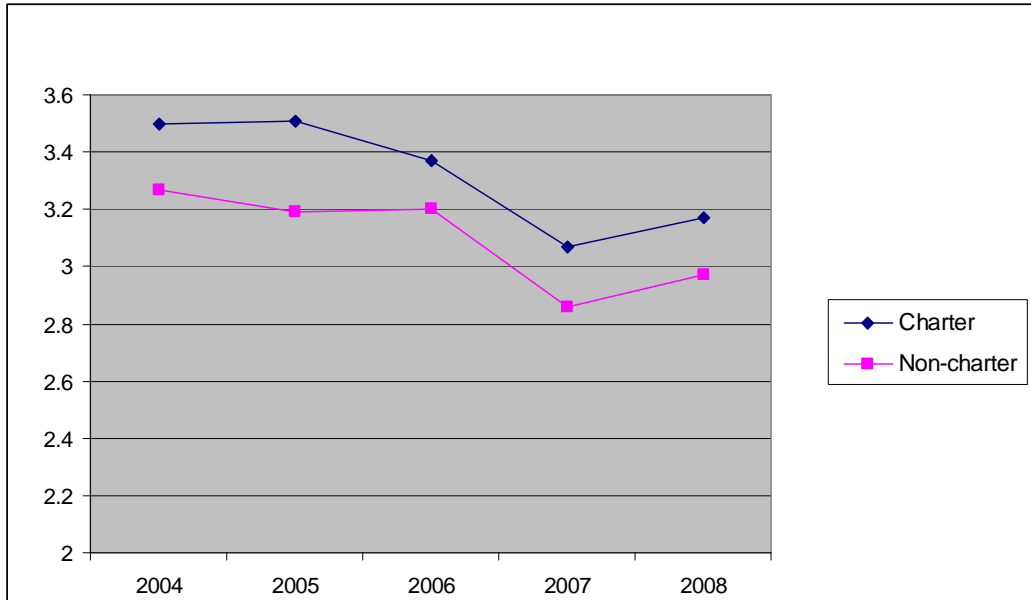


Figure 6. Third-Grade Charter School Student Testing Scores on ISAT Language Usage in Comparison With Third-Grade Non-Charter Public School Students.

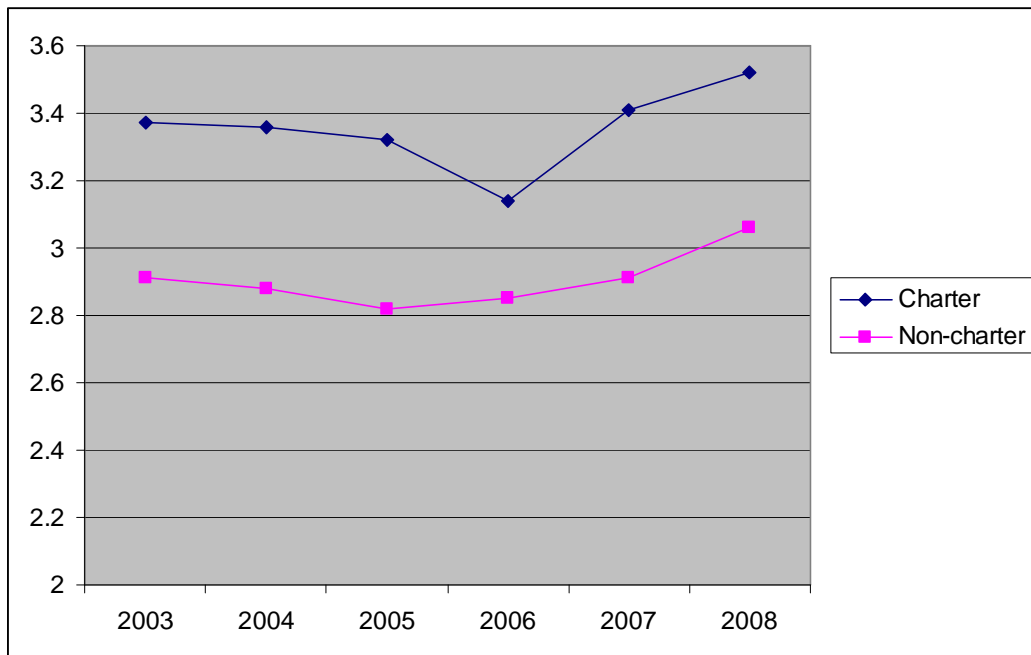


Figure 7. 10th-Grade Charter School Student Testing Scores on ISAT Mathematics in Comparison With 10th-Grade Non-Charter Public School Students

A STATEWIDE STUDY OF "BRICK AND MORTAR" PUBLIC CHARTER SCHOOLS IN IDAHO

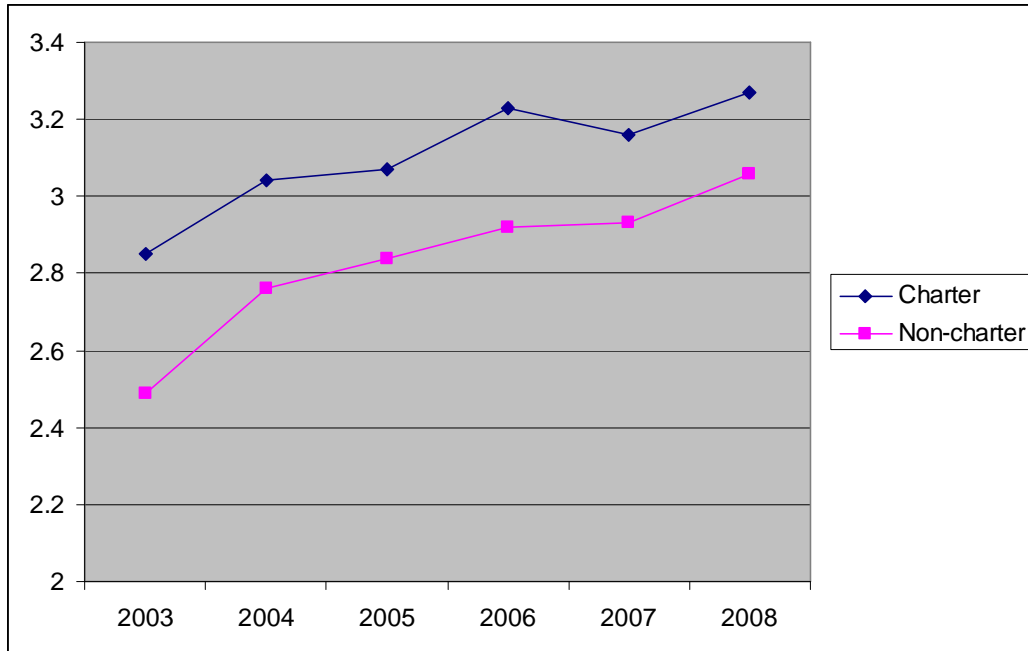


Figure 8. Eighth-Grade Charter School Student Testing Scores on ISAT Mathematics in Comparison With Eighth-Grade Non-Charter Public School Students

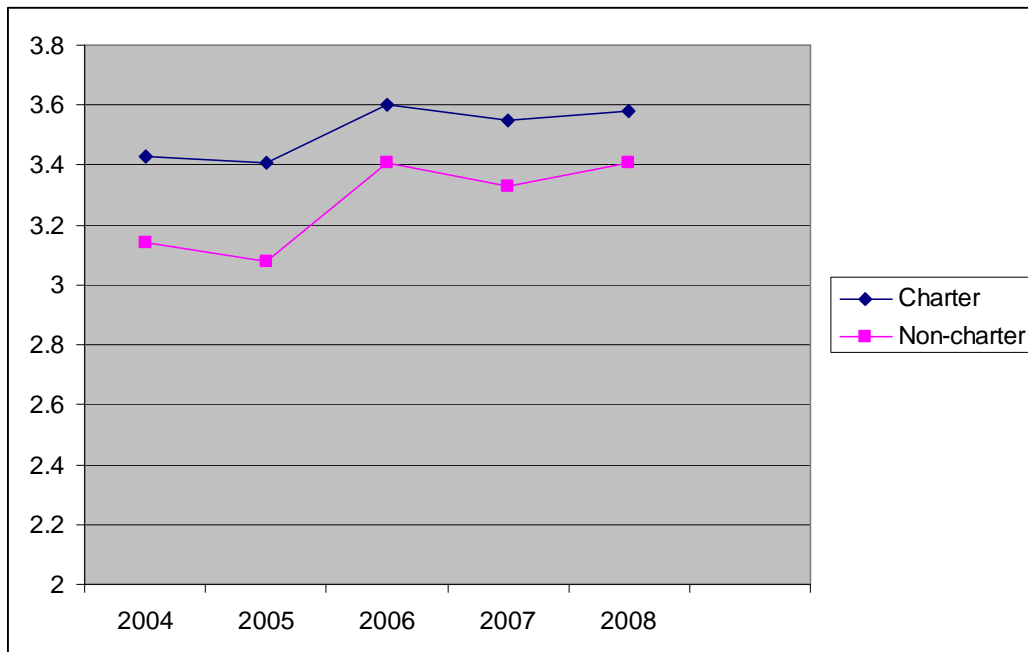


Figure 9. Third-Grade Charter School Student Testing Scores on ISAT Mathematics in Comparison With Third-Grade Non-Charter Public School Students

A STATEWIDE STUDY OF "BRICK AND MORTAR" PUBLIC CHARTER SCHOOLS IN IDAHO

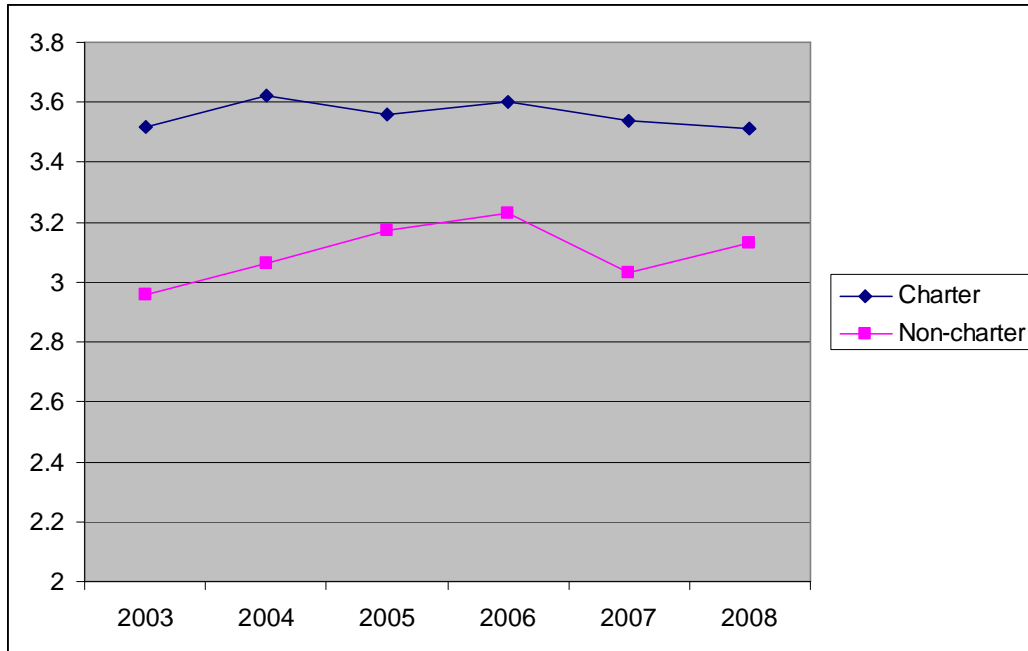


Figure 10. 10th-Grade Charter School Student Testing Scores on ISAT Reading in Comparison With 10th-Grade Non-Charter Public School Students

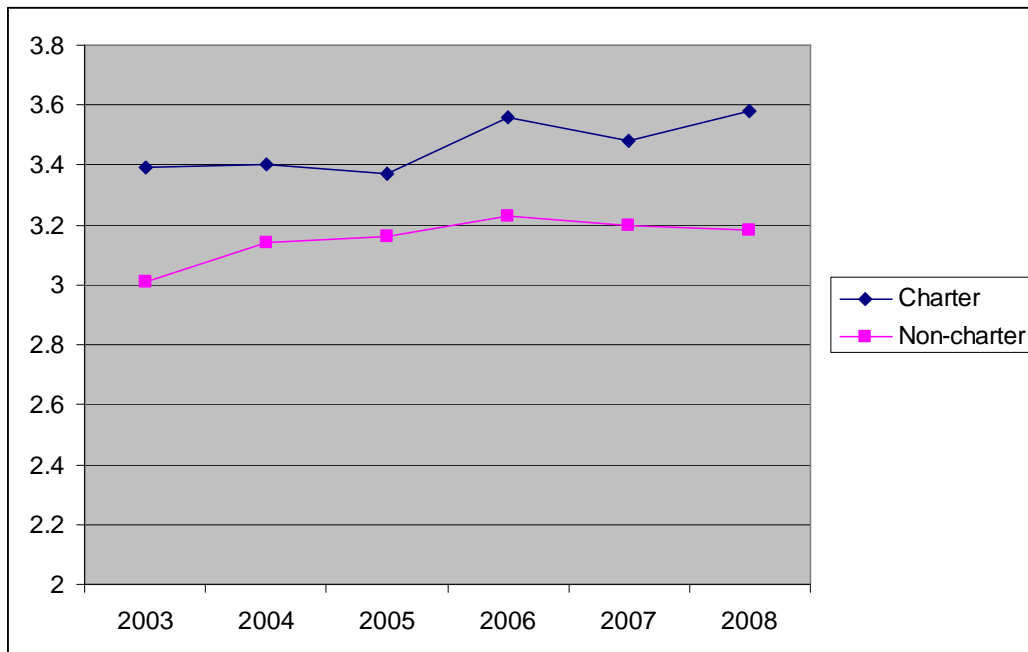


Figure 11. Eighth-Grade Charter School Student Testing Scores on ISAT Reading in Comparison With Eighth-Grade Non-Charter Public School Students

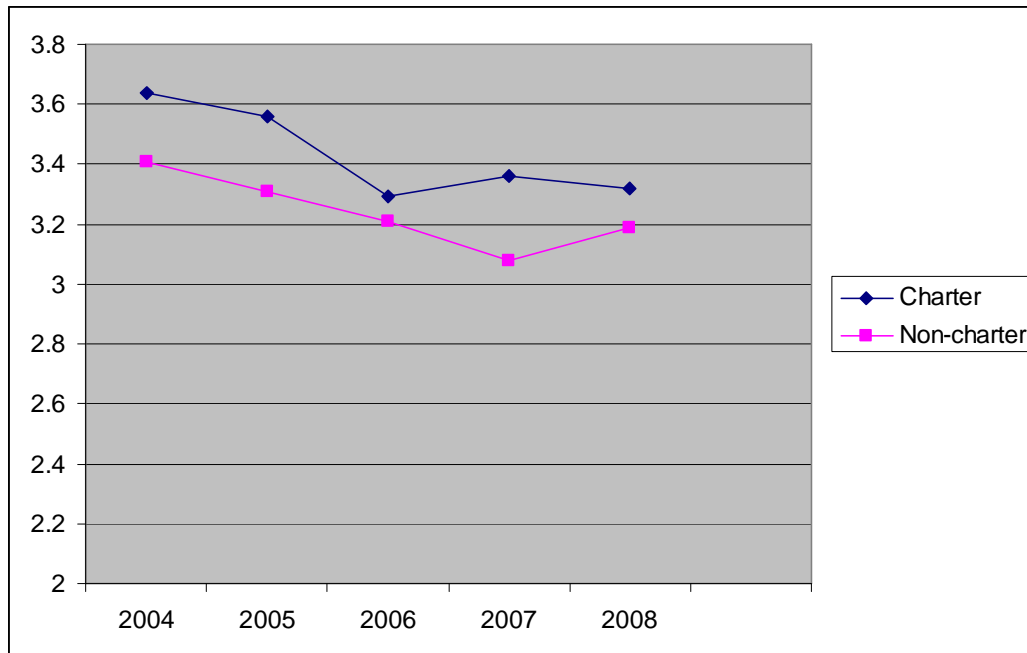


Figure 12. Third-Grade Charter School Student Testing Scores on ISAT Reading in Comparison With Third-Grade Non-Charter Public School Students

Direct Writing and Mathematics Assessments

These assessments include the Direct Writing Assessment (DWA) required of all fifth-, seventh-, and eighth-graders and the Direct Mathematics Assessment (DMA) required of all fourth-, sixth-, and eighth-graders enrolled in public schools in Idaho.

The DWA was designed to test the student skills of writing ideas and organization, voices and word choice, and sentence fluency. The student paper in the DWA is scored by a group of language arts teachers from around the state by using a four-point scoring rubric: 4 = Advanced Writing Ability, 3 = Proficient Writing Ability, 2 = Basic Writing Ability, and 1 = Below Basic Writing Ability.

The DMA was designed to test the student's understanding of basic mathematics skills, understanding of the situation in the problem, communication skills associated with mathematics, and processing skills associated with finding the correct answer. The DMA is scored by a group of mathematics teachers from around the state by using the four-point scoring rubric: 4 = Advanced Mathematics Ability, 3 = Proficient Mathematics Ability, 2 = Basic Mathematics Ability, and 1 = Below Basic Mathematics Ability.

Direct Writing and Mathematics Assessments Scores

In analyzing students' scores on direct writing and mathematics assessments, we combined Level 4 (Advanced Writing and Mathematics Ability) and Level 3 (Proficient Writing and Mathematics Ability) into one proficiency level. We treated Level 2 (Basic Writing and Mathematics Ability) and Level 1 (Below Basic Mathematics Ability) at the same level as "non-proficient." We compared the percent of charter school students proficient in DWA and DMA with the percent of other non-charter public school students in the same school district each year over a five-year period by grade level. We found the percent of charter school students proficient in DWA and DMA are, in most cases, significantly (.05) higher than the percent of other students in the same school district with relatively high odds ratios (a measure of effect size, describing the strength of association or non-independence between two binary values). See table 14 for a summary.

Table 14
Percent of Charter School Students Proficient in DWA and DMA in Comparison With
Other Students in the Same School District

MATH		2004	2005	2006	2007	2008
Grade 4	Charter Students	79%	81%	84%	82%	77%
	District Students	65%	64%	67%	72%	68%
	Odds Ratio	2.0	2.5	2.6	1.8	1.6
	Significant at .05?	Y	Y	Y	Y	Y
Grade 6	Charter Students	56%	57%	66%	63%	65%
	District Students	26%	35%	47%	47%	50%
	Odds Ratio	3.6	2.4	2.2	1.9	1.8
	Significant at .05?	Y	Y	Y	Y	Y
Grade 8	Charter Students	52%	53%	75%	72%	64%
	District Students	38%	49%	60%	61%	53%
	Odds Ratio	1.8	1.2	2.0	1.7	1.5
	Significant at .05?	Y	N	Y	Y	Y

Table 14 cont.

WRITING		2004	2005	2006	2007	2008
Grade 5	Charter Students	62%	55%	81%	86%	70%
	District Students	46%	38%	75%	77%	65%
	Odds Ratio	1.9	2.0	1.4	1.9	1.2
	Significant at .05?	Y	Y	Y	Y	Y
Grade 7	Charter Students	NA	72%	73%	87%	72%
	District Students	45%	59%	73%	79%	70%
	Odds Ratio	NA	1.8	1.0	1.7	1.1
	Significant at .05?	NA	Y	N	Y	N
Grade 9	Charter Students	73%	87%	87%	91%	81%
	District Students	60%	67%	74%	80%	77%
	Odds Ratio	1.9	3.5	2.4	2.4	1.3
	Significant at .05?	Y	Y	Y	Y	N

Y = Significant at .05 and N = Not Significant at .05; NA = Not Applicable.

Supporting Data for Academic Performance

In addition to examining charter school students' academic performance on the ISAT and the direct writing and mathematics assessments, we also look at the Adequate Yearly Progress (AYP)* status as required by the federal No Child Left Behind Act of 2001 and the survey data from staff and students relating their schools' academic rigor.

Based on the report provided by the Idaho Department of Education, about 79 percent of charter schools in 2007–2008 met the AYP goals while 54 percent of other public schools did so in the same year.

To explore if there is any association between charter school students' performance on Idaho statewide assessment and curriculum in these schools, charter school students and staff were asked how challenging are English/language arts, science, mathematics, and history/social studies in their schools. Most staff respondents rated these core academic courses as "Very Challenging" or "Somewhat Challenging," while the majority of student respondents agreed (see table 15).

* In Idaho, there are 41 targets to meet in order to make AYP for 2007–2008. AYP is calculated using the on-grade level (NCLB Core Items) portions of the spring ISAT in grades 3 through 8 and the entire 10th-grade ISAT. For more information on AYP in Idaho, please see <http://www.boardofed.idaho.gov/saa/ayp.asp>

Table 15
Staff and Student Ratings on How Challenging Core Academic
Courses Are in Their Schools

Core Academic Courses	Respondent	Very Challenging	Somewhat Challenging	Total
English/Language Arts	Staff	60.5	38.1	98.6%
	Student	16.7	51.1	67.8%
Science	Staff	51.4	42.8	94.2%
	Student	17.7	46.6	64.3%
Mathematics	Staff	72.3	27.2	99.5%
	Student	24.9	41.6	66.8%
History/Social Studies	Staff	47.2	47.0	94.2%
	Student	17.4	45.8	63.5%

DESCRIPTIVE ANALYSIS

The following sections of the report present our detailed descriptive analysis relating to:

- Overall trends in ISAT achievement
- Overall trends in Direct Assessment achievement
- Variability of achievement
- Demographic characteristics of virtual charter school students
- Achievement results from ISAT and Direct Assessment
- A matching study of 2009 ISAT and Direct Assessment data

More information on demographics of test participants is included in Appendix A. Percentage of test participants who were proficient on their ISAT and Direct Assessment scores is included in Appendix B. Appendix C includes student ISAT achievement scores on boxplots.

Overall Trends in ISAT Achievement

Figure 1 on the next page shows that from 2004 through 2009 the percentage of students achieving proficiency on the ISAT was lower in virtual charter schools compared to other charter schools and to public noncharter schools (2007 reading is the exception). From 2004 through 2009, there were statistically significant differences in proficiency rates for virtual charter schools and noncharter schools in both math and language arts. In reading, the differences in proficiency rates were statistically significant in 2005, 2006, and 2009. In 2007 reading results reversed the pattern of lower proficiency rates for virtual charter schools; in that year the proficiency rate was higher in virtual charter schools compared to public noncharter schools and the difference was statistically significant.

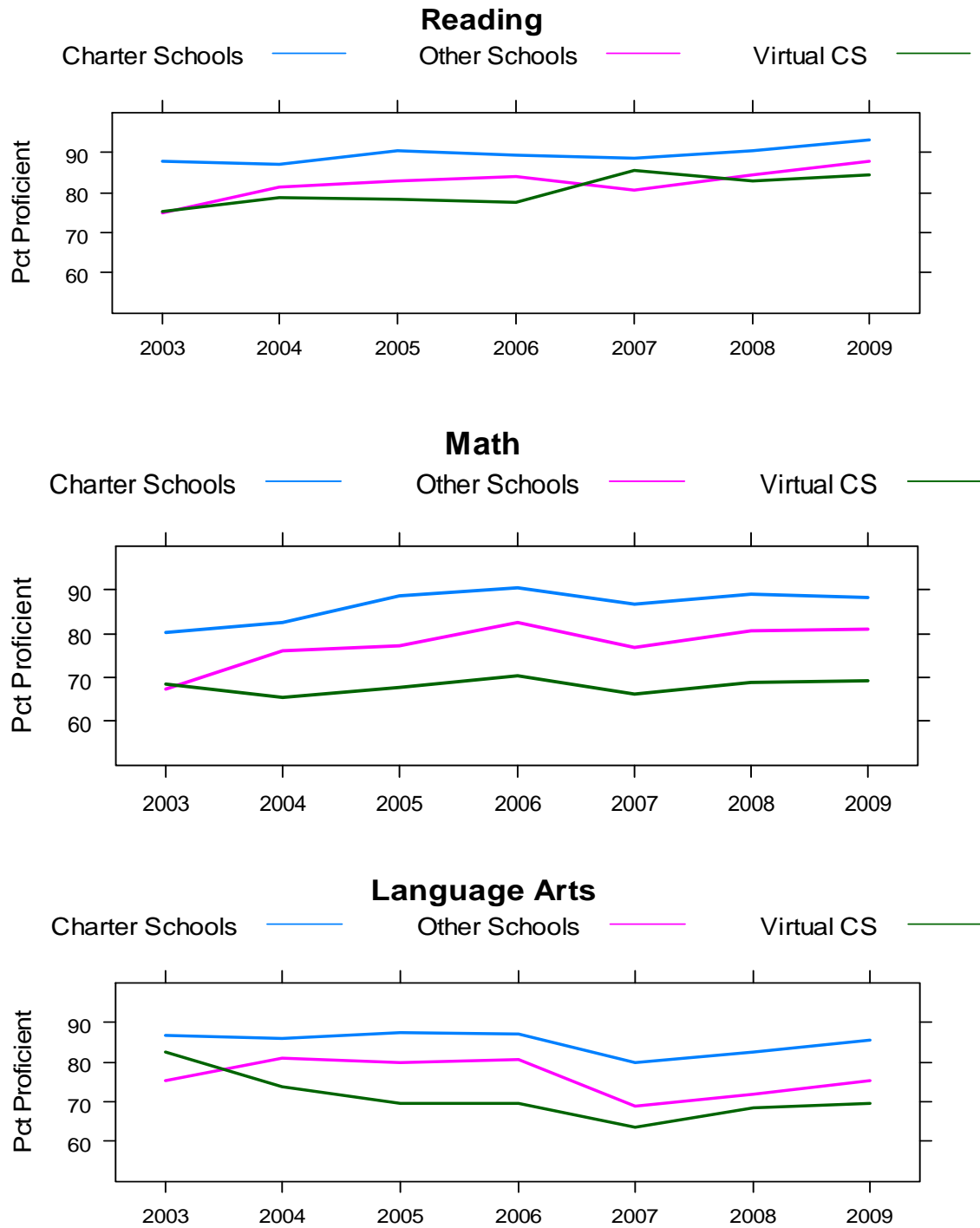


Figure 1. Overall Trends in ISAT Achievement in Reading, Math, and Language Arts

Overall Trends in Direct Assessment Achievement

The following figure shows that students in virtual charter schools achieved proficiency on the Direct Assessment in both writing and math at lower rates than students in the other types of schools. The difference between proficiency rates in virtual charter schools and public noncharter schools was not statistically significant in 2004 in either math or writing. However, from 2005 through 2009 differences in proficiency rates for virtual charter schools and public noncharter schools were statistically significant in both subjects.

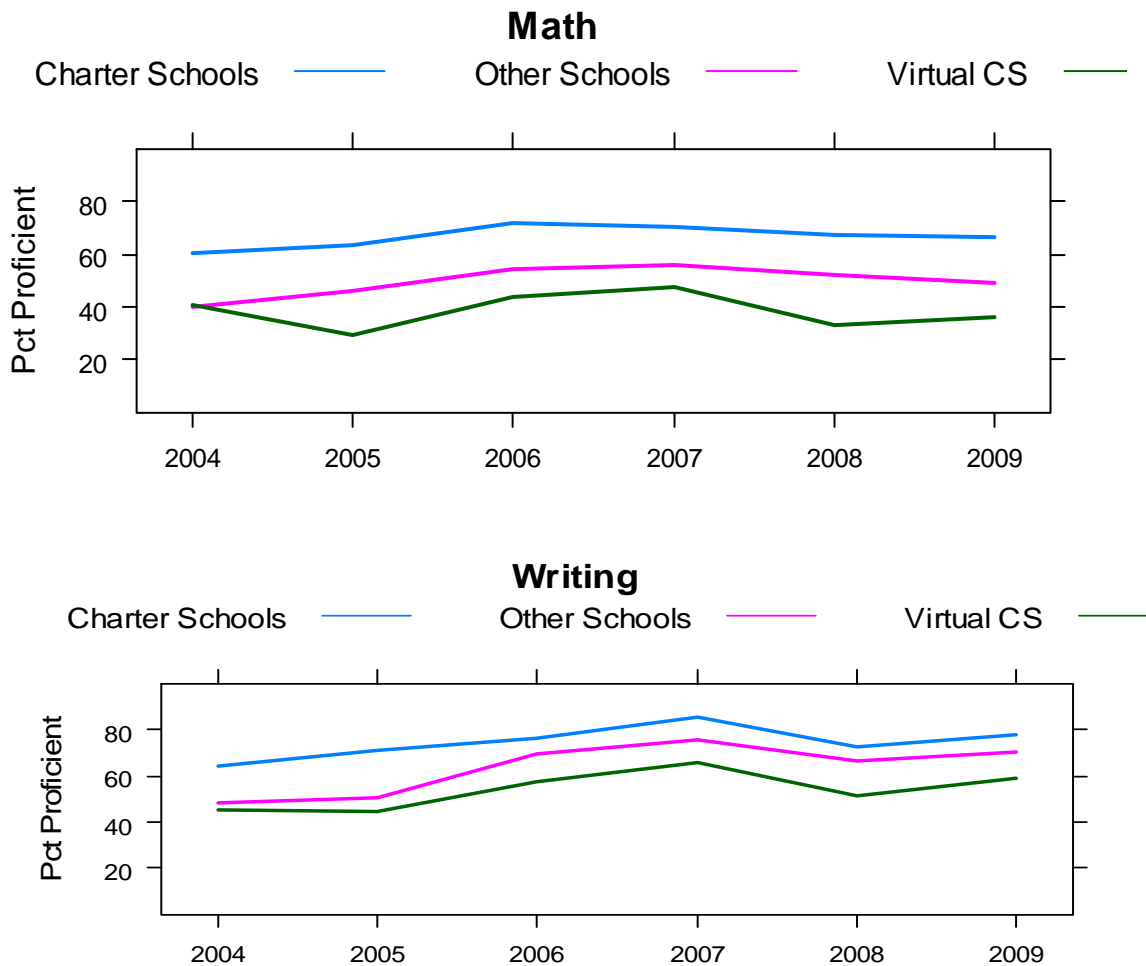


Figure 2. Overall Trends in Direct Assessment Achievement in Math and Writing

SUBJECT

iSTEM and the state of STEM in Idaho

REFERENCE

April 22, 2010	Melinda Hamilton, Director of Education Programs for Idaho National Laboratory (INL), presented on the efforts to enhance teacher professional development in the STEM (science, technology, engineering and math) education for grades K-12.
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BACKGROUND/DISCUSSION

In light of the Idaho State Board of Education Strategic Plan (Goal 1, Objective D Performance Measure – Number of degrees in STEM fields; and Goal 2 – Critical Thinking and Innovation) this discussion will not only give an update on iSTEM but will also attempt to present the myriad of STEM programs and initiatives in our state along with the resources that support them.

STEM has become a universal definition for talking about math, science, technology and engineering. It can be about a separate discipline or it can be multidiscipline based, integrating two or more of the subjects to create project-based experiential learning that leads to higher level thinking. Recently, greater emphasis has been put on achievement in STEM in order to meet the demands of today's world economy. There is also concern that the U.S. is falling behind other countries in the number of students graduating in STEM subjects.

STEM curricula in our K-12 schools continues to grow and evolve. In 2009 the State Board of Education, recognizing the importance of increased STEM learning and achievement, increased the high school graduation requirements in math and science. Starting with the students who entered their 9th grade year in 2009, an extra two semesters of both math and science are now required. The State Department of Education has revised the science standards and is working to develop end of course assessments. Mathematical Thinking for Instruction is now required for all elementary teachers and secondary math teachers. Recently the Department (working with institutions of higher education and Barbara Morgan) received a NASA grant to create the Idaho School Aerospace Scholars Program.

iSTEM, led by INL and other key stakeholders is a coordinated statewide effort to advance STEM education in Idaho. A major goal of iSTEM is to establish statewide resource and development centers, one in each of the six regions. The centers will hold summer institutes and will also provide virtual resources and additional professional development opportunities for teachers. Last July iSTEM held its first summer institutes at the College of Southern Idaho and North Idaho College, engaging over 300 educators along with industry representatives to enhance teaching practices that incorporate the STEM areas in problem-based and experiential learning.

In an effort to increase student achievement in K-12, iSTEM shows much promise as a model for education and industry stakeholders to work collaboratively in creating a structure that provides professional development for our teachers. The end goal is to prepare our children for secondary education in STEM and ultimately, the globally competitive world ahead of them.

A large number and types of credentials achieved in the STEM areas are awarded each year from our postsecondary institutions. This presentation will touch on our public institutions' efforts to create and develop special programs and initiatives through grant funds in STEM areas. Within the state, concerned industry partners like INL, Micron, and HP have done much to support STEM efforts, including hard dollars and in-kind staff support. A major part of STEM grant funding comes through EPSCoR from the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA). These funding sources help to define the STEM efforts in our state.

IMPACT

Enhance and develop excellence in STEM education for Idaho's future

STAFF COMMENTS AND RECOMMENDATIONS

There are a myriad of STEM efforts and programs throughout the state. This presentation will give the Board a broad picture of what has been accomplished and will help to identify areas that may be enhanced through collaboration and or coordination.

BOARD ACTION

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

CENTER FOR ADVANCED ENERGY STUDIES (CAES)

SUBJECT

Center for Advanced Energy Studies By-laws

REFERENCE

June 2010	Board approved CAES Line Items for Budget Request.
June 2009	Board approved CAES Line Items for Budget Request.
June 2008	Idaho National Laboratory (INL) provided the Board with an update on the progress of the CAES collaborative. Board approved allocation of the FY09 CAES appropriation.
April 2008	Board postponed allocation of state funding for the CAES project to the June 2008 regular meeting.
November 2006	Board approved the request by Idaho State University to proceed with financing and construction of CAES in combination with funding from INEEL Settlement funds, HUD grants and bond proceeds
December 2005	Board approved motion to proceed with the pre-design/programming for the CAES facility.
August 2005	Board provided information on CAES collaborative
April 2005	Board provided overview of CAES collaborative.

BACKGROUND/DISCUSSION

The Center for Advanced Energy Studies (CAES) is a public/private partnership between the State of Idaho through its academic research institutions, Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI), and the federal government through the Department of Energy and its Idaho National Laboratory (INL), which is managed by a private entity, Battelle Energy Alliance (BEA). CAES integrates resources, capabilities and expertise to create new research capabilities, expand researcher-to-researcher collaborations, and enhance energy-related educational opportunities. From a broad energy perspective that includes fossil, renewable, alternative energy, environmental stewardship, energy policy studies, and a focus on the national renaissance of commercial nuclear power, CAES delivers innovative, cost-effective, credible energy research leading to sustainable technology-based economic development. Through its collaborative structure, CAES combines the efforts of these four research institutions to provide timely research support on both technical and policy issues.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENT

Attachment 1 – CAES By-laws

Page 3

BOARD ACTION

I move to approve the Center for Advanced Energy Studies by-laws as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Center for Advanced Energy Studies (CAES) Operational Bylaws

Definition

The Center for Advanced Energy Studies (CAES) is collaboration among Idaho State University, Boise State University, the University of Idaho and the Battelle Energy Alliance, LLC, which operates the Idaho National Laboratory for the Department of Energy. CAES was established under the aegis of the Battelle Energy Alliance, LLC, (BEA) as an appropriately constituted business relationship agreed to by the CAES membership for the purpose of accomplishing the CAES mission.

Mission

The CAES mission is to become a world class, advanced energy organization, with an emphasis on nuclear energy, recognized for contributions to energy education, research, policy studies and workforce training. Goals include the sustainable development of a secure and affordable energy supply for the Nation, economic development for the region, and protection of the environment.

Areas of Emphasis

- Develop shared resources that enhance the capabilities and the competitiveness of the CAES members.
- Participate in educational and research activities that further the CAES mission.
- Share research and education resources as appropriate.
- Secure funding to support and sustain CAES mission accomplishment.
- Provide space, working with BEA/INL as appropriate and to the extent available, for CAES staff, equipment and visitors.

Organization

CAES will be managed by a Director who will be hired and employed by BEA.

The Director will be supported by a CAES leadership team composed of an Associate Director from each of the member institutions defined as BEA, University of Idaho, Boise State University, and Idaho State University. The Associate Directors are selected by the home institution in collaboration with the CAES Director. Terms are unspecified. Oversight will be provided by a CAES Advisory Council that consists of the Vice-Presidents for Research from each of the Universities and a designee from BEA. The Advisory Council is chaired by the CAES Director.

The Director, Associate Directors may jointly form ad hoc committees as needed for scientific advice and assistance.

Duties

CAES Director: Provide leadership for CAES including the final decision making authority for CAES. The Director is responsible for the activities, management and operation of all aspects of CAES.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Associate Directors: With the Director, make up the leadership team of CAES who will determine the strategy, programs, projects, initiatives, sub-centers or institutes that will be undertaken by CAES. Associate Directors will ensure integration with each member institution including full and appropriate participation in CAES.

The Leadership team will establish and approve policies, procedures and guidelines as necessary for the conduct of CAES ensuring that such policies, procedures, and guidelines are consistent with CAES Member's contracts with the U.S. Department of Energy, other research sponsors and with any statutory or regulatory requirements.

Advisory Council: Provide advice and direction to ensure that CAES supports each member institution and achieves the CAES mission

Meetings

The CAES Leadership team will meet weekly to conduct day-to-day business. The Advisory council will meet twice a year to review progress and provide advice and guidance to the CAES leadership team.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 17, 2011**

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

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).
October 2010	Board approved the first reading of Board policy I.J. incorporating past Board action in regards to the serving of alcoholic beverages in conjunction with pre-game football events.
December 2010	Board requested additional amendments to Board policy I.J. be brought back to the February meeting as a first reading.

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 for approximately six (6) years the restriction outlined in Board policy I.J.2.b(6), prohibiting the serving of alcoholic beverages in conjunction with athletic events on campus under specific conditions. The proposed changes 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 entirely. The current Board policy provides specific conditions under which alcohol can be served at institutional facilities for non-athletic events while prohibiting alcohol service at student athletic events. Amendments to this policy would allow alcohol service with Board approval under specific restrictions in conjunction with pre-game home football activities and in the stadium suite areas during home football games. The specified conditions are in alignment with restrictions in place for non-athletic permitted events.

Changes between this reading and amendments presented to the Board at the Regular December meeting include the request by University of Idaho to allow underage children, under the direct supervision of an adult, to be present at these events and to include the restriction that alcohol-making and/or distributing companies cannot advertise at or on institutional facilities, including stadiums.

ATTACHMENTS

Attachment 1 –I.J. Use of Institutional Facilities and Services -
First Reading

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes incorporate the conditions by which the Board has waived policy I.J. in the past. Changes include language to clarify the conditions under which these permits may be granted, to allow for the specific restrictions currently followed in the stadium suite areas and to allow for the permit currently approved for bowl games. Additional restrictions were added prohibiting alcohol making or serving companies from advertising at institutional facilities including stadiums.

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 rather than requiring the Board waive the policy annually.

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 April 2011

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:
 - i. Institutionally sponsored programs and projects.
 - ii. 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.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

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

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in

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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.
 - i. 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.
 - ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event.

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Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

- iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- iv. 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.
- v. 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.
- vi. 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.
- vii. 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

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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.

- viii. 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.
- ix. 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.
- x. 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.
- xi. 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.
- xii. 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

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beverages then in possession of the participants of the event prior to closure of the event.

- xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games may be permitted with prior Board approval. ~~Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The Board will review the proposal under the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. And~~ An institution's proposal shall be subject to the following minimum conditions:
- i. (1) The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.
- (2) For pre-game events held in institution stadium suite areas, only patrons who hold tickets to seats in the area shall be allowed into the area during games.
- ii. (1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
- (2) For events held in institution stadium suite areas, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4th quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.
- iii. (1) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. 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. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked 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.
- (2) For events held in institution stadium suite areas adult patrons may be accompanied by youth for whom they are responsible, but only if such

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- youth are, at all times, under the supervision and control of such adult patrons.
- iv. Companies involved in the event must be sent a letter outlining the 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.
 - v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
 - vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
 - vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
 - viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
 - ix. Event 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. 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, must be complied with. Event sponsors/food providers 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 event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage 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 event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.
 - x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.
- d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football bowl games shall be permitted only with Board approval under the same conditions i. through x, as described in subsection c.

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above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.

ee. 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 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.

3. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

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SUBJECT

Naming former East Jr. High site Dona Larsen Park

REFERENCE

June 2007 East Jr. High land swap and joint use agreement
 including master plan illustration

August 2009 East Jr. High demolition of various structures

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K.

BACKGROUND/DISCUSSION

In June 2007 the Board approved Boise State University's request to enter into a land swap agreement in which the University took ownership of the former East Jr. High School site for future development of a multi-use sports complex. In October 2010 the David and Debra Larsen Huber Family Foundation made a \$2.5 million contribution to the University that will enable renovations to the site to begin.

In recognition of this generous donation, the University would like to name the former East Jr. High site Dona Larsen Park. Dona Larsen, the mother of Debra Larsen Huber, has been an active member of the Boise community since 1956 when she moved to the Treasure Valley. Larsen raised 10 children, all of whom graduated from East Jr. High and Boise High School. During that time, Larsen was actively involved with many local athletic teams, spending seven years running the girls' summer softball and basketball programs for Boise City Recreation and coaching many of her children's teams. In 1970 Larsen began teaching physical education full time at East Jr. High, as well as coaching girls' track and volleyball. Her teams won many city championships before her retirement in 2000 at the age of 72.

IMPACT

With Board approval Dona Larsen Park will become the ninth in Boise's "Ribbon of Jewels" parks. The Ribbon of Jewels is a collection of parks and trails that run along the Boise River, all bearing the names of outstanding women in the Boise community.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b(2) outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education.

BSUs request is in alignment with Board policy. Staff recommends approval.

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BOARD ACTION

I move to approve the request by Boise State University to name the former East Jr. High site Dona Larsen Park.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY (ISU)

SUBJECT

Progress Report on Review of Faculty Shared Governance

REFERENCE

October 2010	ISU updated the Board on the progress of the Faculty Governance Review.
June 2010	State Board of Education directed President Vailas to evaluate the existing faculty governance system (PPGA TAB 5).
April 2010	Board approved ISU plan for administrative cost reductions (BAHR TAB 15).

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.C., Institutional Governance

BACKGROUND / DISCUSSION

Under State Board of Education policy, the President is charged with establishing and maintaining an effective and efficient system of institutional governance and has been granted the powers to do so. In meeting this responsibility, he must be able to evaluate the existing governance system, determine whether it is providing advice in an effective and efficient manner that will help achieve institutional goals, and effect change where he deems necessary for a fully functional advisory system that complies with Board policy. This process of reviewing the governance system, and reforming it where indicated, is done with input from all constituent groups and is particularly critical for an institution that has been recently reorganized.

In addition to this general mandate, the State Board of Education expressly directed the President to conduct a review of faculty governance at ISU. This occurred during the Board's June 2010 meeting, after the earlier vote of the Board to approve ISU's proposed reorganization in its April 2010 meeting. In response, the President appointed a faculty committee to conduct this review, and it produced a report recommending ways to reform faculty governance on our campus. Prior to submitting the report to the State Board of Education, the President was approached by the Chair of the Faculty Senate, who asked to participate in the process of producing the reforms of faculty governance. As a result, the President agreed to delay making a recommendation to the Board and instead to appoint a joint committee to propose ways to implement the kinds of reform proposed by the committee.

Idaho State University has reported that before the second committee produced its report, the Faculty Senate voted to conduct a confidence vote. Before the

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vote was scheduled to take place, a Board member requested that he, the President, and the Chair of the Faculty Senate meet to consider what might be done to arrive at a mutual understanding on an appropriate model for faculty shared governance. At this meeting, the President and the Chair of the Faculty Senate worked out an agreement to use the services of a third party to help ISU administration and faculty finish their work on governance reform—and this was the precise scope of the facilitated discussion that was agreed upon.

After all Faculty Senate members agreed with the selection of the third party to participate as a coordinator for the proposed facilitated discussions between the Administration and the Faculty Senate, a contract with his company was prepared to enable this process to commence and move forward. The contract was to be executed in two phases: the first phase being a facilitated discussion to agree on the ground rules of what would be discussed in Phase II, and the second, being the actual more in-depth Phase II facilitated discussion.

After apparently having agreed twice to proceed with at least the Phase I discussion, and while we were in the actual process of scheduling meetings for the third party to speak with Administrators and faculty senators who would be involved in Phase I, the Faculty Senate again told the President and the Executive Director of the Board that they were not willing to participate according to the guidelines for the Phase I discussion.

Since last spring, and at the Board's direction, the President has been pursuing a process to review and reform faculty governance on the ISU campus. The President has responded to appeals by the Faculty Senate to participate in the process by appointing an implementation committee, and then by agreeing to a facilitated conversation.

In addition to a number of informal discussions between the President, the Vice Presidents and the Faculty Senate leadership, the President and the Provost have formally addressed the full Faculty Senate membership on two occasions to address Faculty Senate concerns and issues, and answer questions raised by faculty senators.

The Faculty Senate has also held two University-wide meetings for discussion of the same issues and concerns.

BOARD ACTION

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