



## AGENDA

MEETING OF THE  
UTAH STATE BOARD OF REGENTS  
TO BE HELD AT  
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH  
REDWOOD CAMPUS, STUDENT CENTER

January 19, 2006

Utah State Board of Regents  
Office of the Commissioner of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

**STATE BOARD OF REGENTS MEETING  
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH  
STUDENT CENTER  
January 19, 2007**

**Agenda**

7:30 a.m. - **BREAKFAST MEETING – STATE BOARD OF REGENTS, SLCC BOARD**  
9:00 a.m. **OF TRUSTEES, PRESIDENT BIOTEAU, COMMISSIONER KENDELL**  
Room 219

9:15 a.m. - **COMMITTEE OF THE WHOLE**  
9:30 a.m. Oak Room

- Welcome and Overview of Meeting

9:30 a.m. - **MEETINGS OF BOARD COMMITTEES**  
11:00 a.m.

**Academic, CTE and Student Success (Programs) Committee**  
Room 221

**ACTION:**

- |  |       |
|--|-------|
| 1. Dixie State College – Bachelor of Science Degree Completion in Dental Hygiene | Tab A |
|--|-------|

**CONSENT:**

- |  |       |
|--|-------|
| 2. Consent Calendar, Programs Committee                            | Tab B |
| Southern Utah University – Hispanic Center for Academic Excellence |       |

**INFORMATION:**

- |   |       |
|---|-------|
| 3. Information Calendar, Programs Committee   | Tab C |
| A. Dixie State College – Name Change: Continuing Education to Adult Studies<br>Community Services |       |
| B. Programs Under Consideration/Development   |       |
| C. K-16 Alliance and Strategic Directions Report  |       |

## Finance, Facilities and Accountability Committee

Queen Anne I and II (207-213)

### ACTION:

- |    |  |       |
|----|--|-------|
| 1. | University of Utah – Refinancing of Certain Capital Equipment Leases               | Tab D |
| 2. | University of Utah – High-temperature Water and Co-generation Equipment            | Tab E |
| 3. | Salt Lake Community College – Campus Master Plan                                   | Tab F |
| 4. | Proposed Policy R588, <i>Delegation to Institutions to Establish Debt Policies</i> | Tab G |

### CONSENT:

- |    |   |       |
|----|---|-------|
| 5. | Consent Calendar, Finance Committee       | Tab H |
|    | Commissioner's Discretionary Funds Report |       |

### INFORMATION/DISCUSSION:

- |    |   |       |
|----|---|-------|
| 6. | USHE – Annual Report of Institutional and System Bonded Indebtedness  | Tab I |
| 7. | USHE – Annual Report of the Audit Review Subcommittee   | Tab J |
| 8. | USHE – Auxiliary Funds Report   | Tab K |
| 9. | University of Utah – Action of Regents' Executive Committee to Extend Purchase Option<br>For Land in Grand County | Tab L |

### DISTRIBUTION:

- |     |                       |  |
|-----|-----------------------|--|
| 10. | 2007-2008 Budget Book |  |
|-----|-----------------------|--|

## Strategic Planning and Communications Committee

Room 223

### ACTION:

- |    |                                      |       |
|----|--------------------------------------|-------|
| 1. | Action Plan for Commissioner's Goals | Tab M |
|----|--------------------------------------|-------|

### INFORMATION/DISCUSSION:

- |    |   |       |
|----|---|-------|
| 2. | Education Initiative (David Sperry)   | Tab N |
| 3. | Institutional Reports on Campus Programs Related to Minority and Disadvantaged Students | Tab O |
| 4. | Education Week Report   | Tab P |
| 5. | Legislative Priorities of the Salt Lake Chamber   | Tab Q |
| 6. | Legislative Update  | Tab R |
|    | • Bills of Interest to Higher Education   |       |
|    | • Legislative Outreach Update   |       |
|    | • Higher Education Day Luncheon, February 9, 11:30 a.m., State Office Building          |       |

### DEMONSTRATION:

- |    |               |  |
|----|---------------|--|
| 7. | USHE Web Site |  |
|----|---------------|--|

11:00 a.m. -  
12:00 noon

**COMMITTEE OF THE WHOLE**  
Oak Room

1. General Consent Calendar
2. Reports of Board Committees
  - Programs Committee – Tabs A - C
  - Finance Committee – Tabs D - L
  - Planning Committee – Tabs M – R
3. Report of the Commissioner
4. Report of the Chair

Tab S

12:00 noon -  
1:30 p.m.

**LUNCHEON MEETINGS**

**EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS**  
Room 219

Chief Academic Officers – Presidents Room  
Chief Financial Officers – Room 223  
Legislative Representatives – Room 221  
Others – Queen Anne I and II

*Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.*

January 10, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College of Utah – Bachelor of Science Degree Completion in Dental Hygiene Effective Fall 2008 – Action Item

Issue

Dixie State College (DSC) requests approval to offer a Bachelor of Science Degree completion program in Dental Hygiene effective Fall 2008. This program has been approved by Dixie State College's Board of Trustees during the September 2005 Board Meeting.

Background

This baccalaureate degree completion program in Dental Hygiene will offer the curriculum necessary to provide career advancement opportunities in education and public health for associate credentialed Dental Hygienists. A recent survey by the American Dental Educators Association concluded that a current faculty shortage exists and projected a greater shortage of Dental Hygiene faculty in the future. This comes at a time when graduates in Dental Hygiene are in high demand on the job market. Nationally, Dental Hygiene is one of the fastest growing health related career fields. "Dental hygienists are expected to continue to be one of the fastest growing occupations through the year 2012" (U.S. Department of Labor).

DSC's current associate degree program is accredited by the American Dental Association's Commission on Dental Accreditation (ADACDA). Dental Hygienists with an associate degree from an ADA accredited program will be able to articulate into the proposed program. The proposed program will provide a career ladder for graduates who may want to enter graduate programs in Dental Hygiene, possibly via distance education (Appendix A: B.S. Curriculum). The proposed program also addresses the expanding role of the Dental Hygienist.

DSC received donations of over \$400,000 in the past year for this program. The funds will be used to provide scholarships in Dental Hygiene and have been used to construct a mobile dental hygiene clinic to deliver community health training to Bachelor of Science Dental Hygiene students and to provide community service to the underserved in southern Utah. The mobile unit is ready for service.

Dixie State College will complete accreditation of its AAS Degree in August of 2008 after which it intends to introduce its technologically-delivered Bachelor of Science Dental Hygiene Degree completion program.

Existing faculty, plus two additional faculty, and the new Russell Taylor Health Sciences Building will support the proposed program.

#### Policy Issues

USHE institutions raised no objections. Thus, there are no policy issues.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve Dixie State College's request to offer a Bachelor of Science Degree completion program in Dental Hygiene, effective Fall 2008.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment



Academic, Applied Technology, and Student Services Committee

Action Item

Request to Offer the Bachelor of Science Dental Hygiene Degree Completion Program

Effective Fall 2008

Dixie State College of Utah

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

January 10, 2007



## **SECTION I: The Request**

Dixie State College (DSC) requests approval to offer a Bachelor of Science Degree completion program in Dental Hygiene effective Fall 2008. The proposed program has been approved by Dixie State College's Board of Trustees during its September 2005 meeting. The proposed program will provide a career ladder for practicing licensed associate credentialed Dental Hygienists and recent Dental Hygiene graduates who want to continue their education. The technologically-delivered degree completion program will provide training in fields of community health and education to meet market demand. The program will use existing resources, plus two additional faculty, to support the program.

## **SECTION II: Program Description**

### **Complete Program Description**

The Dental Hygiene program will offer a Bachelor of Science Degree completion program in Dental Hygiene to provide associate credentialed Dental Hygienists the next step in the career ladder in pursuit of furthering their careers in education, public health service or advanced practice in Dental Hygiene. The BS Degree completion program will be delivered via distance education utilizing WebCT programs.

Associate credentialed licensed Dental Hygienists will need to complete baccalaureate degree general education requirements and complete the following course requirements:

DHGY 4010 Biostatistics & Epidemiology – 2 credits

DHYG 4020 Research Methodology – 2 credits

DHYG 4030 Leadership and Group Dynamics – 2 credits

After completion of the required courses (above) the student can choose one of the following two professional tracks:

#### Education Professional Track

DHYG 4510 Psychology and Measurement – 2 Credits

DHYG 4520 Instructional Practice- 2 Credits

DHYG 4530 Curriculum & Philosophical Foundations – 2 Credits

#### Public Health Professional Track

DHYG 4540 Public Health and Cultural Diversity – 2 Credits

DHYG 4550 Dental Public Health Administration – 2 Credits

DHYG 4560 Community Services Practice – 2 Credits  
or

DHYG 4565 Expanded Functions Certification- 2 Credits

### Capstone Course

All students will be required to complete a capstone senior project as their final course.

DHYG 4570 Senior Capstone Project – 3 Credits

\*Additional GE requirements may need to be met if students enter having completed an AAS degree.

Detailed course descriptions for the AAS in Dental Hygiene and proposed AAS /BS degree completion program are found in Appendix A.

### **Purpose of the Degree - Program Outcomes**

Background: Current graduates of the Dental Hygiene program at Dixie State College have performed exceptionally well on the American Dental Association, National Board Dental Hygiene Examination. The graduates have scored among the top four in the nation out of 239 associate and 48 baccalaureate degree programs. The 2005 graduating class scored the second highest on the National Boards. Dixie State Dental Hygiene graduates scored no lower than sixth following the initial startup of the program.

Purpose: The purpose of this degree completion program is to provide an opportunity to prepare for work as a public health practitioner or for graduate programs that lead to faculty positions in Dental Hygiene education.

Outcomes: Graduates of the BS Dental Hygiene program will be able to:

- Continue their careers in Dental Hygiene with new opportunities in education, public health, and advanced Dental Hygiene practice.
- Serve in public health agencies, and/or serve as a faculty member in a community college setting.
- Appreciate and understand public health and community health issues.
- Be competent to deliver clinical services in public health settings.
- Provide experienced clinical Dental Hygiene care for the elderly and provide early childhood care.
- Communicate patient assessments clearly both verbally and in writing.
- Enter master's programs for further education.
- Understand epidemiological issues and perform research at the undergraduate level.

In addition to offering the baccalaureate program in Dental Hygiene, Dixie State College will expand student enrollment in the associate degree Dental Hygiene program by 86 percent, bringing DSC's Dental Hygiene enrollment to the level of other programs in the state. Room for the increased student enrollment will be available when the program moves to the newly constructed health science facilities in the Fall of 2008.

## **Institutional Readiness**

Organizational Structure: The Bachelor of Science Degree completion program in Dental Hygiene will be part of the Division of Business, Science and Health. The Division houses the Udvar-Hazy School of Business, the School of Science, and the School of Health Sciences. The Dental Hygiene program coordinator reports to the division dean. The support staff for the Dental Hygiene program consists of the program secretary and the supervising dentist.

Facilities: The proposed program will be housed in Dixie State College's new Russell Taylor Health Sciences Building in Fall 2008. The new facility will support an increase in the number of graduates at the associate degree level due to an 87 percent expansion in clinical operatories. The baccalaureate degree completion program will also have laboratory space for expanded functions. In addition to traditional courses in Dental Hygiene, students of the proposed baccalaureate program will receive training in education, community service practice, public health, research, advanced Dental Hygiene practices and early childhood and geriatric dental care.

Mobile Dental Clinic Facilities: Dixie State College received over \$400,000 in private donations for scholarships and to construct a mobile dental clinic to support students in the proposed program (Appendix E). The mobile unit, recently received, will provide community and rural clinical opportunities. The College is in the process of adding additional equipment and supplies for the operation of its Dental Hygiene outreach community health project. This mobile clinic will increase the current clinical spaces in the associate degree program by 29 percent. An additional \$50,000 has been received from the Eccles Foundation.

Off-campus clinical experiences in the bachelor's degree program will further develop the professional skills of students and provide supplemental oral health care to the elementary school children in the Washington County School District, the Paiute Tribe of Utah, and in Washington, Iron, Kane, Beaver, and Garfield Counties. Currently, DSC is in the process of contracting for mobile dental services with the Paiute Nation, AHEC, and the five county public health services.

Existing courses comprise 80 percent of the proposed baccalaureate degree completion program. The learning resources are in place and additional materials can be acquired as needed within the College's existing budget process. Grant money and private donations will continue to be solicited.

The proposed program can begin upon occupancy of the Russell Taylor Health Sciences Building and the expansion of the Associate Degree program in the Fall of 2008.

## **Faculty**

Current Faculty Credentials: Dixie State College's current Dental Hygiene faculty hold master's degrees. The college's associate degree program in Dental Hygiene has three full-time faculty members with master's degrees and one full-time faculty with a bachelor's degree. Adjuncts are available during limited times and hold the D.D.S. or other professional credentials.

New Faculty: DSC will hire two new faculty members at the doctoral or master's level to service the expanded associate degree program. All qualified Dental Hygiene faculty will teach in the Bachelor of Science Degree completion program. The new positions will be added to accommodate growth in the

associate degree program. These new faculty members will provide the necessary full-time faculty resources for the next five years. Expanding the associate degree program and adding the BS Degree completion program will significantly increase the cost effectiveness of the program. The College will support the new faculty members through new institutional funds or reallocation of funds generated by retirements.

## **Staff**

Currently the program has a full-time secretary and part-time clinical staff member. The new Russell Taylor Health Science Dental Hygiene Clinic has 24 operatories. Scheduling and billing a 24-chair dental clinic will require the part-time clinical staff member position to become full-time. Advising is handled by part-time health science advisors with assistance from the faculty and program coordinator.

## **Library and information Resources**

Dixie State College library resources have also been examined by the American Dental Association Commission on Accreditation and found to be acceptable. A re-accreditation visit is scheduled for August of 2007. Additional materials in public health care and education will be purchased.

Patient records, billing, and dental evaluation charts are all digitally recorded and stored. Classrooms are equipped with the latest instructional technology.

## **Admission Requirements**

Program admission requirements for the bachelor's degree in Dental Hygiene are as follows:

- Provides an official transcript from an ADA accredited dental hygiene program.
- Completed an AAS or AS Degree in Dental Hygiene.
- Holds a current active Dental Hygiene License.
- Completed a minimum of 20 semester hours of transferable general education credits.
- Achieved a minimum cumulative GPA of 3.0 for Dental Hygiene coursework.

Students may enroll in upper- division courses after admission into the Bachelor's program

## **Student Advisement**

The College has part-time advisors for the health sciences that advise all the Dental Hygiene students with assistance from the faculty and program coordinator.

## **Justification for Number of Credits**

This program meets the Board of Regents criteria for a bachelor's degree of 126 hours.

## **External Review and Accreditation**

The College's Dental Hygiene Associate of Applied Science Degree is currently accredited by the American Dental Association's Commission on Dental Accreditation (ADA/CODA). The College, which will seek

accreditation for the baccalaureate degree, has sought and achieved national accreditation for all of the health science programs: Surgical Technology, Emergency Management Technology, Paramedic, Practical and Registered Nursing, Medical Radiography, and Dental Hygiene. Accreditation provides the student with a value-added degree that is recognized nationally, ensures a current and valid curriculum, protects the faculty by ensuring a well equipped and safe instructional environment, and provides the College with a benchmark to evaluate its programs with others across the nation.

Two outside consultants' reports are on file in the Regents' office.

### **Projected Enrollment**

A survey of DSC's Dental Hygiene students indicated that 98 percent would enter the proposed program. Faculty believe that the number of students who might enter the proposed program immediately after graduating from DSC's associate degree program might be lower than the student survey indicated, perhaps only 65 percent, as some graduates may choose to practice in the field first. The College anticipates 20 students per year (17 recent graduates from the associate degree program and three previous graduates currently practicing as Dental Hygienists) or 40 students in the junior and senior years of the BS program. The associate degree program will have 48 students in the first two years. One additional faculty member is needed to offer the bachelor's degree transition program for a mean faculty/student ration of 40. Smaller ratios for labs (15:1) and clinics (6:1) are required by accreditation.

## **SECTION III: Need**

### **Program Need**

The Bachelor of Science Degree completion program in Dental Hygiene expands professional opportunities beyond the private dental office. Two additional areas are critically underserved, public health and academia. Both areas require advanced degrees. DSC has a dual mission as a community college and as a four-year college. The College intends to serve both of these expanded service areas by producing high quality baccalaureate graduates.

The College has been planning to expand the associate degree program for several years. Existing facilities have severely limited enrollment. The College will expand the associate degree program by 85 percent which will more closely mirror other USHE programs once the new Russell Taylor Health Sciences Building opens in the Fall of 2008.

Further assessment by the College concluded that a Dental Hygiene baccalaureate program should provide training in public health and education which would support career advancement. In addition, dental care in the state could be significantly improved by providing access to the proposed baccalaureate program in both the southern and northern parts of the state through DSC's online format.

The purpose of offering the baccalaureate degree in Dental Hygiene is three-fold:

- To address the current and long-term state and local need and to respond to student interest for this program.
- To address the need for future Dental Hygiene educators and public health workers.

- To meet dental health needs of the underserved in southern Utah.

The baccalaureate degree completion program will produce nationally-accredited, licensed Dental Hygienists for this high demand profession.

The American Dental Educators Association Board of Directors created a task force to investigate the current status of allied dental faculty and to determine whether current and/or potential future shortages of educators exist. The results indicated that a current faculty shortage exists for Dental Hygiene programs with greater shortages projected in the future. The proposed baccalaureate degree program provides graduates with the necessary qualifications to teach in an Associate of Applied Science Degree program and offers graduates a career ladder toward master's and doctoral Degrees, required for professorial teaching positions.

There is some movement from within the profession to increase the educational requirement for entry-level positions. Canada currently requires the baccalaureate degree in Dental Hygiene as the required credential for entry to Dental Hygiene practice.

The American Dental Hygiene Association has recently released recommendations on the future of the Dental Hygiene profession. In the report:

Dental Hygiene: Focus on Advancing the Profession Report, the ADHA made the following recommendations:

- *The baccalaureate degree is recommended as the entry point for dental hygiene practice.*
- Traditional method of providing Dental Hygiene services through a private dental practice is inadequate to meet the oral health needs of the country and must be expanded.
- (The) advanced Dental Hygiene practitioner will assume the responsibility of meeting the diverse oral health care needs of the public, especially the underserved.

## **Labor Market Demand**

Utah: Dental Hygiene is ranked by the Utah Department of Workforce Services as a Top Five Star Job for 2002-2012. To be listed as a Five-Star Job in the state of Utah, the jobs must be in high demand and pay high wages. Dental Hygiene is listed as the 8<sup>th</sup> fastest growing occupation in the state of Utah. A statewide survey, conducted by the College, of over 300 practicing Dental Hygienists found that 56 percent (165) of the respondents were very interested in participating in a baccalaureate program, 43 percent (129) already held BS degrees, and less than one percent was not interested.

National: The U.S. Bureau of Labor Statistics (USBLS) projects a 37 percent increase in the need for Dental Hygienists during the next ten years. To meet the projected demand will require 54,000 new graduates. Dental offices will employ hygienists and assistants, rather than dentists, to meet the increasing demand for routine dental care...." (Bureau of Labor Statistics)" (Appendix D). Population growth and greater retention of natural teeth will continue to stimulate demand for Dental Hygienists. Dental Hygienists are expected to continue to be one of the fastest growing occupations through the year 2012 (U.S. Department of Labor).

Associate Degree Dental Hygiene Program Performance: The College's Dental Hygiene graduates are 100 percent employed in their field in state averaging \$52,000 full-time per year.

- Dixie State's Dental Hygiene graduates have maintained a 100 percent graduation rate each year since the conception of the program.
- DSC's graduating classes have been among the top four programs in the nation determined by scores on the American Dental Associations National Licensing Exam and have never placed lower than sixth out of approximately 256 accredited programs for the past four years.
- All of DSC's graduates are practicing Dental Hygienists.
- DSC's associate degree graduates take over 100 credits of instruction.

## **Student Demand**

Current student demand is based on input from DSC admissions, interest surveys and phone inquiries from the advisory offices and the Business, Technology and Health Division office. A total of 882 students are registered in DSC's health career programs. Currently, there are five applicants for every student accepted into the College's Dental Hygiene program. A survey of current Dental Hygiene students indicates that 98 percent want DSC to add the baccalaureate degree. An informal survey of working Dental Hygienists indicated that baccalaureate courses should be scheduled to accommodate practicing hygienist. In addition, the proposed Bachelor of Science option will provide current practicing Dental Hygienists with associate degrees the opportunity to complete their baccalaureate degree for career advancement upon transfer of credit.

## **Similar Programs Already Offered in the USHE**

Four USHE member schools (Salt Lake Community College, Utah Valley State College, Weber State University, and DSC) and one private school offer programs in Dental Hygiene at the AAS Degree level. Weber State University offers a Bachelor of Science Degree with seven additional credits in Dental Hygiene beyond the associate degree program. Weber State University's program has limited enrollment and does not offer distance education in Dental Hygiene.

DSC's proposed program would offer upper-division training in education or public health. Dixie State's proposed degree program focuses on producing students in the critical need area of Dental Hygiene using local resources and eliminating the cost of relocation for the students.

The Russell Taylor Health Sciences facility will be ready for occupancy Fall of 2008 and will be located adjacent to the Dixie Regional Medical Center (DRMC) campus. DSC/DRMC collaboration should produce significant cost savings in all of DSC's allied health programs.

## **Collaboration with and impact on other USHE Institutions**

The impact of this degree completion program will be beneficial for graduates of any of the four associate degree-granting Dental Hygiene programs within the state; it will provide access to the bachelor's degree without the need to repeat the associate-level skill courses.

A minimum of an associate degree or certificate in Dental Hygiene is generally required for practice in a private dental office. A bachelor's or master's degree usually is required for research, teaching, or clinical practice in public or school health programs.

### **Benefits**

The proposed program will be available to all graduates of any ADA-accredited Dental Hygiene program who wish to complete the baccalaureate degree. The state benefits by having two institutions, one in the north and one in the south, provide a career ladder for the advancement of Dental Hygienists interested in education and public health. Currently, these areas are not available to Dental Hygienists in Utah.

In addition, the vision for the profession by the American Dental Hygiene Association includes a Master's Degree in Advanced Dental Hygiene Practitioner. Having more than one bachelor's degree program in Dental Hygiene will prepare graduates for advanced study.

### **Consistency with Institutional Mission**

The Bachelor of Science Degree in Dental Hygiene is consistent with DSC's mission. As a "Type III institution . . . with a major emphasis on associate and baccalaureate programs" (Regents' Policy R312), Dixie State's mission is to "[offer] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement).

DSC has a dual mission as a community college and as a four year college and intends to serve both missions by producing high quality graduates. The state will be better served when Dental Hygienists having access to the next steps in their career ladder.

## **SECTION IV: Program and Student Assessment**

### **Program Assessment**

Accreditation with the American Dental Association Commission of Dental Accreditation (ADACODA) requires the students to meet all of the specific competencies in order to enter the Dental Hygiene profession at both the associate and bachelor degree levels. The College will be following these competencies which are required in the following areas: Health Promotion and Disease Prevention, Community Involvement, Patient Care, and Professional Growth and Development.

DSC's Dental Hygiene program is evaluated and assessed both internally and externally using these same criteria. Dental Hygiene students must meet standards in each competency before they can graduate. DSC's general education requirements also must be met for the BS degree completion program. The goals and competencies for the BS degree emphasizes in Community Health Service and Education constitute additional competencies students must meet for the BS degree completion program



## SECTION V: Finance

### Budget

As the program commences, minimal startup costs are required. Two new faculty members will be needed to cover program growth in the AAS program once the new health science facilities are ready. These two faculty, if they hold master's degrees, will teach in the Bachelor of Science Degree completion program as well.

**On-Going Budget Table**  
**A.A.S. Degree**

Year	2008	2009	2010	2011	2012
Salaries & Wages*	\$110,000**	\$110,000**	\$110,000**	\$110,000**	\$110,000**
Benefits	\$44,000**	\$44,000**	\$44,000**	\$44,000**	\$44,000**
Operating Expense	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Library	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200
Equipment	Funds raised locally	Funds raised locally	Funds raised locally	Funds raised locally	Funds raised locally
Professional Development ***	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
<b>TOTAL</b>	<b>\$170,200</b>	<b>\$170,200</b>	<b>\$170,200</b>	<b>\$170,200</b>	<b>\$170,200</b>

Budget categories of Salary & Wages, Benefits, and Professional Development are associated with the expansion of the Associate Degree Program. The costs associated with the BS in Dental Hygiene are Operating Expense and Library only and total \$12,200.

All figures need to be adjusted annually for inflation.

\*B.S. program will be taught by qualified faculty from the expanded Associate degree program.

\*\* A.A.S. program will require funding for two faculty positions to meet the increase in enrollment allowed by the expanded clinical and classroom space in the new Russell Taylor Health Science Building.

\*\*\* As per college policy professional development costs are approximately \$2,000/faculty member

### Funding Sources

#### One-Time Equipment Budget:

Dixie State College has raised the funds necessary to provide a mobile Dental Hygiene clinic. This mobile clinic will be used for the Dental Hygiene students for community health clinical classes and to provide needed hands-on Dental Hygiene experiences on-site in the school district, long-term care facilities, Head Start programs, assisted living facilities, and health fairs. It also will be used to provide preventive dental care education to students at risk. In cooperation with teachers and students, DSC's Dental Hygiene program will develop oral health presentations for elementary school children.

### **Impact on Existing Budgets**

Areas not budgeted in new program requests – such as student services, publicity, financial services, scholarship, and recruitment - are all impacted by new programs. The anticipated financial impact of these areas for this new program will be significantly less than 0.1 percent of the College's budget. Collectively, several new programs will have an impact on these non-budgeted services.

### **Institutional Priority**

The baccalaureate degree in Dental Hygiene is part of the College's science emphasis strategic plan. The College will be occupying new health science facilities in the Fall of 2008 to accommodate enrollment growth in Dental Hygiene and other allied health science programs.

## Appendix A: Program Curriculum

### B.S. Degree Completion in Dental Hygiene Program Curriculum

PROPOSED SCHEDULE						
PRE-REQUISITES/GE REQUIREMENTS		AAS CURRICULUM			BACALAUREATE CURRICULUM	
ENGL 1010	3	DHYG 1010	Dental Hygiene Theory I	3	<b>*Required for all BS Students</b> <b>Stats/Research Courses (6 cr)</b> * DHYG 4010 Biostats & Epidemiology 2 *DHYG 4020 Research/Methodology 2 *DHYG 4030 Leadership & Group Dyn. 2	
MATH 1050	4	DHYG 1015	Dental Hygiene Clinic I	3		
CHEM1110/1115	5	DHYG 2020	Radiology	2		
BIOL 2420/2425	4	DHYG 2025	Radiology Clinic	1		
BIOL 2320/2325	4	DHYG 2040	Tooth Morphology	1		
BIOL 2060/2065	4	DHYG 2045	Tooth Morphology Lab	1	<b>Track #1</b> <b>Education Courses (6 cr)</b> DHYG 4510 Psychology & Measurement 2 DHYG 4520 Instructional Practice 2 DHYG 4530 Curriculum & Philo. Foundations 2	
NFS 1020	3	DHYG 2052	Oral Histo/Embryology	2		
SOC 1010	3	DHYG 2062	Medical Emergencies	3		
PSY 1010	3	DHYG 2530	Pharmacology	2		
COMM 2110	3	<b>TOTAL</b>		<b>18</b>		
<b>TOTAL</b>	<b>36</b>	DHYG 2510	Dental Hygiene Theory II	3	<b>Track #2</b> <b>Public Health Courses (6 cr)</b> DHYG4540 Public Health & Cultural Div. 2 DHYG 4550Dental Public Health Admin. 2 DHYG 4560 Comm. Service Practice 2	
		DHYG 2517	Dental Hygiene Clinic II	4		
		DHYG 2520	Gen/Oral Path	3		
		DHYG 2035	Head/Neck Anatomy	3		
		DHYG 2540	Periodontics I	3		
		DHYG 2580	Dental Materials	1	<b>OR</b> DHYG 4565 Expanded Functions Cert. (Mobile Dental Clinic) 2	
		DHYG 2585	Dental Material Lab	1		
		<b>TOTAL</b>		<b>18</b>		
		DHYG 3815	Dental Hygiene Clinic III	2		
		DHYG 3890	Pain Control Methodology	1		
		DHYG 3895	Pain Control Clinic	1	<b>Capstone Course (3 cr)</b> DHYG 4570 Senior Project 3	
		<b>TOTAL</b>		<b>4</b>		
		DHYG 3015	Dental Hygiene Clinic IV	5		
		DHYG 3020	Special Needs	2		
		DHYG 3030	Periodontics II	3		
		DHYG 3050	Legal/Ethical Issues	2	<b>TOTAL CR</b> <b>15</b>  <b>Student can choose between track 1 and 2</b>  <u>GE REQUIREMENTS</u> *CIS 1200 3 *PHIL 1120 3 *POLS 1100 3 *ENGL 2010 3	
		DHYG 3060	Community Dental Health I	2		
		DHYG 3065	Comm. Dental Health I Clinic	1		
		<b>TOTAL</b>		<b>15</b>		
		DHYG 3515	Dental Hygiene Clinic V	5		
		DHYG 3560	Community Dental Health II	1	<b>TOTAL</b> <b>12</b> * These GE courses can be taken anytime during the curriculum if planning to go through the degree completion program.	
		DHYG 3565	Comm. Dental Health II Clinic	1		
		DHYG 3570	DH Practice Management	1		
		<b>TOTAL</b>		<b>8</b>		
		<b>TOTAL CR:</b>		<b>63</b>		
<b>TOTAL CREDITS AT DSCU TO GET DEGREE COMPLETION/BACALAUREATE: 126</b>						

### Program Admission Requirements for Bachelors Degree in Dental Hygiene

- Provide official transcript from an ADA accredited dental hygiene program
- Completion of an AAS, AS Degree or equivalent in Dental Hygiene
- Current active Dental Hygiene License
- Complete a minimum of 20 semester hours of transferable general education credits
- Minimum cumulative GPA of 3.0 for dental hygiene coursework
- Students may enroll in upper division courses after admission into the Bachelors program

### Course Requirements:

#### BS Degree Dental Hygiene Curriculum

#### Required Courses:

DHGY 4010 Biostatistics & Epidemiology – 2 credits

DHYG 4020 Research Methodology – 2 credits

DHYG 4030 Leadership and Group Dynamics – 2 credits

After completion of the required courses (above) the student can choose one of the following two professional tracks:

#### Education Professional Track

DHYG 4510 Psychology and Measurement – 2 Credits

DHYG 4520 Instructional Practice- 2 Credits

DHYG 4530 Curriculum & Philosophical Foundations – 2 Credits

#### Public Health Professional Track

DHYG 4540 Public Health and Cultural Diversity – 2 Credits

DHYG 4550 Dental Public Health Administration – 2 Credits

DHYG 4560 Community Services Practice – 2 Credits

or

DHYG 4565 Expanded Functions Certification- 2 Credits

#### Capstone Course

All students will be required to complete a capstone senior project as their final course

DHYG 4570 Senior Project – 3 Credits

\*Additional GE requirements may need to be met if starting in the Bachelors program with an AAS degree.

### Course Descriptions for Dental Hygiene Bachelors Completion Courses

DHGY 4010 (2 Cr)

#### **Biostatistics & Epidemiology**

Principles and methods of epidemiologic investigation and the use of classical statistical approaches to describe the oral health of populations.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

DHYG 4020 (2 Cr)

#### **Research Methodology**

The student will gain a fundamental and working knowledge of the scientific method employed in oral health research. They will perform a critical analysis of research utilizing scientific research and supporting evidence-based publications

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

DHYG 4030 (2 Cr)

#### **Leadership and Group Dynamics**

This course focuses on the theories, concepts, and principles of leadership. Emphasis will be on the development of leadership skills related to personal behavior, communication, organization, and self-examination. This course explores the opportunity to develop leadership roles appropriate to the dental hygiene profession.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

DHYG 4510 (2 Cr)

#### **Psychology and Measurement**

Introduction to basic educational concepts of teaching health care professionals. Topics included are educational planning; course development and design; goals and learning objectives; and evaluation and measurement.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

## **DHYG 4520**

### **Instructional Practice (2 Cr)**

Provides students with knowledge and skills involved in laboratory and clinical instruction. Psychomotor skill development, analysis and remediation of performance problems are stressed. Includes: 1 hour lecture per week and 3 hours of clinical application of knowledge per week.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

## **DHYG 4530 (2 Cr)**

### **Curriculum & Philosophical Foundations**

Emphasis will be placed on curriculum planning and implementation. Includes teaching philosophies and methodologies. Foundations of teaching such as principles of learning, learning styles and motivation, case-based learning, and using educational media and software.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

## **DHYG 4540 (2 Cr)**

### **Public Health and Cultural Diversity**

The student will learn about the historical and evolutionary concepts of public health. Exploration of social responsibility and population characteristics. A basic knowledge of working with cultural diversity in public health settings.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

## **DHYG 4550 (2 Cr)**

### **Dental Public Health Administration**

The student will become aware/familiar with the infrastructure of administrative public health by discussing profile comparisons of the international, federal, state, and local public health entities. These discussions will address the public health paradigm on general policies, philosophies, and current public/community health issues. There will be an introduction to the process of evaluating community health settings and health care services, as well as, social responsibilities regarding professional ethics applicable to the ten essential public health services currently published. The impact of service learning and disparity of health care will be integrated throughout the content areas previously mentioned.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

**DHYG 4560****(2 Cr)****Community Service Practice Clinic**

Review of the roles and responsibilities of the *private practice* dental hygienist as compared to those expected of the *public health* dental hygienist by engaging the student in supervised community health activities in oral health assessment needs, evaluation of current and future oral health interventions (both oral care and disease prevention) from the dental public health perspective. The student will have the opportunity to administer oral health care/prevention in a variety of settings, both outreach and in-house. Included will be involvement with community oral health policy development and program planning skills based on evidence-based practices to assure the best possible outcome. This course will include 6 hours of clinical practice each week. This is a Service Learning course.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

**DHYG 4565****(2 Cr)****Expanded Functions Certification (Clinic)**

Lab and clinical application of advanced procedures emphasizing pain control methods, restorative expanded functions, and four-handed dentistry. Duties relate to amalgam, composite and temporary restorations placement. 3 hours of clinic per week. This course is a Service Learning course.

*Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.*

**DHYG 4570****(3 Cr)****Senior Project**

This course will provide the student the opportunity to apply knowledge of chosen professional track to develop an action plan and implementing it through teaching, internship and observation, or work experience. This course will use on and off campus sites to develop the expanding role of the dental hygienist. This is the final course in the Bachelors program.

**DENTAL HYGIENE COURSE DESCRIPTIONS (CURRENT DEGREE COURSES)****DHYG 1010****(3.0 Cr)****Dental Hygiene Theory I**

The students will be introduced to the theoretical foundations of preventative oral health services used in the dental hygiene process. Emphasis is on prevention of disease transmission, body mechanics, patient assessment, basic dental hygiene instrumentation, oral healthcare planning, extrinsic stain removal, ethical decision making, and the role and responsibilities of the dental hygienist. 3 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 1015****(3.0 Cr)****Dental Hygiene Clinic I**

The student will take this course concurrently with DHYG 1010, Dental Hygiene Theory I. The student will gain clinical and laboratory application of introductory skills essential to rendering oral health services to patients with emphasis on basic dental hygiene instrumentation. Co-requisite: DHYG 1010. 9 clinical hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2020****(2.0 Cr)****Radiology Lecture**

The students will be required to study the nature and production of x-rays and basic principles and procedures in oral radiology. Emphasis is on radiation physics, radiation biology, radiation protection, basic intra-oral radiographic techniques, film processing, and mounting procedures. Emphasis is placed on supplemental intra-oral techniques, extraoral techniques, localization techniques, radiographic interpretation, and patient management topics. 2 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2025****(1.0 Cr)****Radiology Clinic**

This course is the clinical hands-on portion of DHYG 2020. The student will participate in taking intraoral radiographs on mannequins and patients. 2 clinic hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2035****(3.0 Cr)****Head and Neck Anatomy Lecture**

The student will study the anatomy and physiology of the teeth, oral cavity, and of the head and neck. Emphasis is on location, function, and nomenclature, muscles of the head and neck, and occlusion. The student will learn to identify the bones, muscles, nerves of the head and neck. 3 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2040****(1.0 Cr)****Tooth Morphology**



The student will be able to identify the structures that make up the roof, the floor and the lateral borders of the oral cavity proper. Included in this are the following areas of discussion: oral cavity, tooth functions, terminology, fundamental and preventative curvatures of the oral cavity, the dentition, the development, form, and eruption of the teeth, occlusion, dental anomalies, supporting structures of the teeth, clinical consideration of the dental anatomy, tooth identification and morphology and examination of the deciduous dentition. 1 lecture hour per week.

*Prerequisite: Acceptance into Dental Hygiene Program*

**DHYG 2045 (1.0 Cr)**

### **Tooth Morphology Lab**

This course is the laboratory portion of DHYG 2040. 2 laboratory hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program*

**DHYG 2052 (2.0 Cr)**

### **Oral Histology & Embryology**

To acquire an understanding of how cells, tissues, and organs develop and function, with emphasis placed on the oral cavity, including a review of basic cells and embryologic developments. Histology of the structures of the oral cavity from embryonic stages through complete development are examined. Common embryologic defects of the oral cavity are covered also. 2 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2062 (3.0 Cr)**

### **Medical Emergencies**

Lectures and discussions of common medical emergencies occurring in the dental office. Emphasis is placed in precautions taken for medically compromised patients as well as treatment of an emergency situation. The care and clinical management of medical emergencies in the clinical setting, will be taught. 3 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2510 (3.0 Cr)**

### **Dental Hygiene Theory II**

The students will have a continuation of the study of the theoretical foundations of preventative and therapeutic oral health services used in the dental hygiene process. Emphasis is on preparation for patient care. 3 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2517 (4.0 Cr)**

### **Dental Hygiene Clinic II**

This course allows the student dental hygienist to gain experience and continual development of clinical proficiency and decision making in rendering comprehensive preventative oral health services using the dental hygiene process. Emphasis is on clinical application and development of skills in maintenance, management, and evaluation of the patients; treatment planning; disease control strategies; patient education; and providing treatment for the basic dental hygiene patient. Co-requisite: DHYG 2510. 12 clinical hours per week. This is a service learning course.

*Prerequisite: Acceptance into the Dental Hygiene Program is required.*

**DHYG 2520 (3.0 Cr)**

### **General/Oral Pathology**

The students will analyze the principles of disease processes and general pathology. This will include cell injury, inflammation, neoplasia, and circulatory disturbances. Following this, the study of pathology of the teeth and the supporting and associated oral structures will be evaluated. Emphasis is on the clinical and radiological appearance of local and systemic disease processes affecting the oral and facial structures. 3 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2530 (2.0 Cr)**

### **Pharmacology**

The students will gain an understanding of pharmacological and therapeutic agents. The preparation, chemical formula, effects, and applications of these agents are analyzed. Prevention and management of medical emergencies in the dental field using medications are evaluated. Emphasis will be placed on prescription and nonprescription drugs commonly used by patients seen in dental practice. These may require the alteration of treatment procedures and medications used in the dental setting. Medical emergency agents used in medical emergency procedures will be investigated. 2 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2540 (3.0 Cr)**

### **Periodontics I**

Emphasis will be on the principles of periodontology involving assessment, etiology, risk factors, and classification of periodontal diseases; basic treatment planning, and non-surgical periodontal therapy. The

student will gain knowledge in the various types of therapeutic techniques available. 3 lecture hours per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 2580 (1.0 Cr)**

### **Dental Materials**

The student will be introduced to the various products and materials involved with dentistry. This course gives the student a comprehensive background in the art, science and use of dental materials. Students discuss the physical properties of metals, hydrocarbons, and other materials as well as advantages and disadvantages of these materials in dentistry. Examination of these materials allergenicity or other complications that may arise from use of these materials are evaluated. 1 lecture hour per week.

*Prerequisite: Acceptance into the Dental Hygiene Program is required*

**DHYG 2585 (1.0 Cr)**

### **Dental Material Lab**

This is the laboratory portion of DHYG 2580. The student will spend 2 hours of lab per week.

*Prerequisite: Acceptance into Dental Hygiene Program*

**DHYG 3815 (2.0 Cr)**

### **Dental Hygiene Clinic III**

This course allows the student dental hygienist to increase experience and continual development of clinical proficiency and decision making in providing comprehensive preventative oral health services. This is a service learning course. 16 clinic hours/wk

**DHYG 3850 (1.0 Cr) (Elective)**

### **Expanded Functions**

This course is a clinical introduction to various expanded dental functions in the dental practice. These include, but may not be limited to; selecting and placing different restorative materials along with polishing and contouring of the restorations. If you plan on going into our BS completion program then you will want to take this course. 1 lecture and 2 lab hours per week.

*Prerequisite: Completion of the second semester of the Dental Hygiene Program required to enroll in this class.*

**DHYG 3890 (1.0 Cr)**

## **Pain Control Methodologies Lecture**

The students will be introduced to the administration of local anesthetics and nitrous oxide/oxygen analgesia. Use of pharmacological agents in the dental office are compared, contrasted, and justified. Physical and emotional evaluation of patients are taken into consideration along with their anatomical and neurophysical characteristics. Management of medical emergencies are analyzed and related to the pharmacological agents used in the dental setting. 1 lecture hour per week.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

## **DHYG 3895**

### **Pain Control Methodologies Clinic**

This course is the clinic portion of DHYG 3890. The student will practicing the administration of local anesthetic and nitrous oxide/oxygen analgesia to patients. 3 hours of clinic per week.

## **DHYG 3020**

**(2.0 Cr)**

### **Special Needs**

The student will study the psycho-social, physical and oral characteristics of patients with special needs. The care and clinical management of special needs patients in the clinical setting will be taught. The students will be actively involved in the local community, teaching, treating, and managing the care of the special needs patient. Instead of this class being a strictly didactic course2 lecture hours per week.

*Prerequisite: Acceptance into the Dental Hygiene Program is required.*

## **DHYG 3015**

**(5.0 Cr)**

### **Dental Hygiene Clinic IV**

The students will be required to gain experience in the supervised clinical setting. Continued development of clinical proficiency and decision making in rendering comprehensive preventive oral health services using dental hygiene process will be necessary. Emphasis will be on clinical appreciation and development of skills in maintenance, management and evaluation of the periodontal patient; treatment planning; disease control; scaling and root planning for the periodontally involved patient; and increased treatment in the expanded duties of the dental hygienist. 16 clinical hours per week. This is a Service Learning course.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

## **DHYG 3030**

**(3.0 Cr)**

### **Periodontics II**

Continued study of periodontal diseases from DHYG 2540 with emphasis on aggressive forms, periodontal treatment planning, maintenance procedures, surgical procedures, related systemic diseases and therapy. 3 lecture hours per week.

*Prerequisite: Acceptance into the Dental Hygiene Program is required.*

## **DHYG 3060 (2.0 Cr)**

### **Community Dental Health I**

The student will have an introduction to the principles of dental public health, community dental health education and community program planning. This course will prepare the dental hygiene student for the role of dental public health practitioner, educator, and consultant and resource person in community settings. Students will prepare educational learning activities and visual aides designed for diverse community groups.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

## **DHYG 3065 (1.0 Cr)**

### **Community Dental Health I Clinic**

This is the clinical portion of DHYG 3060. The student will participate in 3 hours of clinical experience each week in clinical situations associated with community dental health. This is a Service Learning course.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

## **DHYG 3050 (2.0 Cr)**

### **Legal/Ethical Issues in Dental Hygiene**

The student will study current legal and ethical issues that influence the practice of dental hygiene. 2 lecture hours per week.

*Prerequisite: Acceptance into the Dental Hygiene is required.*

## **DHYG 3515 (5.0 Cr)**

### **Dental Hygiene Clinic V**

The student will gain clinical experience in a supervised clinic setting. Continued development of clinic proficiency and decision making in rendering comprehensive preventive oral health services using the dental hygiene process will be necessary. Emphasis will be on a clinical application and development of skills in maintenance, management and evaluation of periodontal patient; treatment planning, disease

control; and scaling and root planning on periodontally involved patients. 18 clinical hours per week. This is a Service Learning course.

*Prerequisite: Acceptance into the Dental Hygiene Program is required.*

**DHYG 3560 (1.0 Cr)**

### **Community Dental Health II**

The student will have an introduction to the principles of dental public health, community dental health education and community program planning. This course will prepare the dental hygiene student for the role of dental public health practitioner, educator, consultant and resource person in community settings. Students will prepare educational learning activities and visual aides designed for diverse community groups.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 3565 (1.0 Cr)**

### **Community Dental Health II Clinic**

This is the clinical portion of DHYG 3560. The student will participate in 3 hours of clinical experience each week in clinical situations associated with community dental health. This is a Service Learning course.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 3570 (1.0 Cr)**

### **Dental Hygiene Practice Management**

This course is offered to second-year dental hygiene students to aid them in preparation for specific national, regional, and state boards. The course's purpose is to increase the student's knowledge and skill in preparing to take the particular board(s) they choose to participate in and aid their entry into dental private practice.

*Prerequisite: Acceptance into Dental Hygiene Program is required.*

**DHYG 3580 (1.0 Cr) (Elective)**

### **Advanced Clinic**

This course is offered to post-graduate dental hygienists awaiting their opportunity to take their choice of a Clinical Board. This class provides 20 hours of supervised clinical time in maintaining and/or improving a graduate's dental hygiene skills. Permission granted for course on an as needed basis by the Dental Hygiene Director. Permission granted for course on an as needed basis by the dental hygiene director. 3 clinic hours per week. This is a Service Learning course.

## Appendix B: Program Schedule

### Curriculum Sequence

FIRST SEMESTER - \$2,500 lab fee

Course #	Name	Credits	Semester
DHYG 1010	Dental Hygiene Theory I	3	Fall
DHYG 1015	Dental Hygiene Clinic I	3	Fall
DHYG 2020	Radiology	2	Fall
DHYG 2025	Radiology Clinic	1	Fall
DHYG 2530	Pharmacology	2	Fall
DHYG 2040	Tooth Morphology	1	Fall
DHYG 2045	Tooth Morphology Lab	1	Fall
DHYG 2052	Oral Histology/Embryology	2	Fall
DHYG 2062	Medical Emergencies	3	Fall

**Total Credits    18**

SECOND SEMESTER - \$2,500 lab fee

Course #	Name	Credits	Semester
DHYG 2510	Dental Hygiene Theory II	3	Spring
DHYG 2517	Dental Hygiene Clinic II	4	Spring
DHYG 2520	General/Oral Pathology	3	Spring
DHYG 2035	Head/Neck Anatomy	3	Spring
DHYG 2540	Periodontics I	3	Spring
DHYG 2580	Dental Materials	1	Spring
DHYG 2585	Dental Materials Lab	1	Spring

**Total Credits    18**

SUMMER SEMESTER (8 weeks)

Course #	Name	Credits	Semester
DHYG 3815	Dental Hygiene Clinic III	2	Summer
DHYG 3850	Expanded Functions Lab	1	Summer (Optional Elective)*
DHYG 3890	Pain Control Methodology	1	Summer
DHYG 3895	Pain Control Method. Clinic	1	Summer

**Total Credits    4 \***

THIRD SEMESTER - \$2,500 lab fee

Course #	Name	Credits	Semester
DHYG 3020	Special Needs	2	Fall

DHYG 3015	Dental Hygiene Clinic IV	5	Fall
DHYG 3030	Periodontics II	3	Fall
DHYG 3050	Legal/Ethical Issues	2	Fall
DHYG 3060	Community Dental Health I	2	Fall
DHYG 3065	Comm. Dental Health I Clinic	1	Fall
<b>Total Credits</b>		<b>15</b>	

FOURTH SEMESTER - \$2,500 lab fee

Course #	Name	Credits	Semester
DHYG 3515	Dental Hygiene Clinic V	5	Spring
DHYG 3560	Community Dental Health II	1	Spring
DHYG 3565	Comm. Dental Health II Clinic	1	Spring
DHYG 3570	DH Practice Management	1	Spring
<b>Total Credits</b>		<b>8</b>	

**TOTAL CREDITS: 63**



## Appendix C: Faculty

### Current Faculty Credentials:

Dixie State College's current Master Degreed faculty members are qualified to teach baccalaureate courses. The college's Associate Degree program in dental hygiene has three full-time faculty members with Masters Degrees and one full-time faculty with a Bachelors Degree. **Ginna Cannon** M.Ed, **Karmen Aplanalp**, M.Ed., **Sharon Peterson**, M.Ed., **Nicolle Dickey** B.S.D.H. Adjuncts are available during limited times and have D.D.S. or other professional degrees.

## Appendix D: Five Star Jobs

# Top "Five Star" Jobs

in Utah 2002-2012 by Training Level



Bachelor's Degree or Higher

Chief Executives  
Computer and Information Systems Managers  
Computer Software Engineers, Applications  
Computer Software Engineers, Systems Software  
Education Administrators, Elementary and Secondary School  
Lawyers  
Management Analysts  
Marketing Managers  
Pharmacists  
Sales Managers



After High School,  
Less than Bachelor's Degree

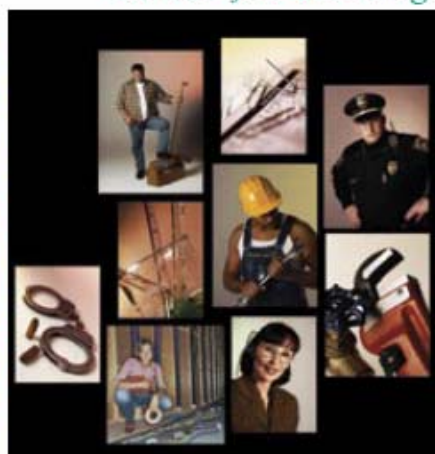


Respiratory Therapists  
Paralegals and Legal Assistants  
Dental Hygienists  
Real Estate Sales Agents  
Cardiovascular Technologists and Technicians  
Electrical and Electronic Engineering Technicians  
Registered Nurses



On-the-Job Training

Electricians  
First-Line Supervisors/Managers of Construction Trades and Extraction Workers  
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers  
First-Line Supervisors/Managers of Non-Retail Sales Workers  
First-Line Supervisors/Managers of Office and Administrative  
First-Line Supervisors/Managers of Police and Detectives  
First-Line Supervisors/Managers of Production and Operating  
Plumbers, Pipefitters, and Steamfitters  
Police and Sheriff's Patrol Officers  
Postal Service Mail Carriers  
Production, Planning, and Expediting Clerks  
Sales Representatives, Wholesale and Manufacturing, Technical AND Scientific Products  
Sales Representatives, Wholesale and Manufacturing, EXCEPT Technical and  
Scientific Products  
Vocational Education Teachers, Postsecondary





**U.S.  
Department of  
Labor  
Bureau of Labor  
Statistics**

*Occupational Outlook Handbook*



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## Dental Hygienists

### JOB OUTLOOK

[[About this section](#)]



Employment of dental hygienists is expected to [grow much faster than the average](#) for all occupations through 2012, in response to increasing demand for dental care and the greater utilization of hygienists to perform services previously performed by dentists. Job prospects are expected to remain excellent. In fact, dental hygienists are expected to be one of the fastest growing occupations through the year 2012.

Population growth and greater retention of natural teeth will stimulate demand for dental hygienists. Older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or even two hygienists. In addition, as dentists' workloads increase, they are expected to hire more hygienists to perform preventive dental care, such as cleaning, so that they may devote their own time to more profitable procedures.

### Changing employment between 2002 and 2012

If the statement reads:	Employment is projected to:
<b><i><u>Grow much faster than average</u></i></b>	<b><i><u>increase 36 percent or more</u></i></b>
Grow faster than average	increase 21 to 35 percent
Grow about as fast as average	increase 10 to 20 percent
Grow more slowly than average	increase 3 to 9 percent
Little or no growth	increase 0 to 2 percent
Decline	decrease 1 percent or more

## Appendix E: Mobile Dental Hygiene Outreach Clinic

### Dixie State College of Utah Mobile Dental Hygiene Outreach Clinic

- Four operatories each with access to digital X-ray units
- Wheel Chair Access
- Each operatory has LCD computer displays to display age specific oral health education
- Over \$400,000 of private money was raised to support the dental hygiene program
- Community health service will be provided by licensed dental hygienists in the B.S. program to the underserved, low income patients in elementary schools, retirement homes, and on Native American reservations in the college's area of service.



A Few Miles For Bright Smiles  
Dixie State College Dental hygiene Outreach Clinic



January 8, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Consent Calendar: Academic, Career and Technical Education, and Student Success (Programs) Committee

The following request has been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

*Southern Utah University*

**Hispanic Center for Academic Excellence**

**Request:** Southern Utah University seeks approval to create a new Hispanic Center for Academic Excellence (the Center) that will assist Southern Utah's growing Hispanic population to become familiar with the State's K-12 and collegiate educational systems and the opportunities for personal, cultural, and economic growth that they offer. The proposed program was approved by the SUU Board of Trustees on November 9, 2006.

**Need:** The lack of access to post-secondary education for children of immigrant and migrant Hispanic workers is a problem that is well documented and needs to be addressed throughout the United States. Despite a rapidly growing Hispanic population nationwide, Hispanic students remain severely underrepresented and underserved in higher education. Although Hispanics represent about 18 percent of the college-age population, they account for just 9.5 percent of all students at the nations' higher-education institutions and just 6.6 percent of enrollments at four-year colleges.  
(<http://chronicle.com/free/v50/i14/14a00801.htm>)

The Utah population is becoming more racially and ethnically diverse primarily because of recent large flows of international immigrants to the state and the relatively high fertility rates of many of these new arrivals. Although immigrants have come from all continents to Utah, about three quarters of immigrants coming to Utah during the 1990s were Latin Americans, most of these persons are Hispanics, and many are Mexican. Utah's population grew by about half a million in the 1990s. About three fifths of this increase was natural increase (the amount by which births exceeded deaths), about one fifth was net in-migration from other states, and about one fifth was from immigration. The latter can be measured several ways, including changes in foreign-born population which increased by over 100,000 in the 1990s. Minorities, largely Hispanics, contributed 35 percent of the state's population growth in the 1990s; this share is

estimated to have increased to 41 percent from 2000 to 2004 (Pamela S. Perlich, Bureau of Economic and Business Research, University of Utah, May 8, 2006).

**Institutional Impact:** While the impact of the proposed Center is tremendous in terms of potential benefit to Southern Utah University and the Hispanic community it seeks to serve, the institutional impact in terms of funds and facilities is minimal. Establishment of the Center will be accomplished through internal reallocation of existing resources. These resources include the University's Multicultural Center which provides academic advisement and financial aid counseling services, an active Spanish club, and Sigma Delta Pi, a Spanish Honor Society. Other resources, including the College of Education's ESL endorsement program and SUU's Spanish Language degree program, provide linguistic support and are prepared to assist the Center in addressing the critical shortage of Spanish-speaking teachers in Utah's K-16 educational system. Assisting in the direction of the activities of the Center will be a broad-based advisory council comprised of civic, educational, religious and business leaders from the Hispanic community.

Through the Hispanic Center for Academic Excellence, SUU hopes to leverage critical resources to provide early intervention strategies for Hispanic students in Utah's K-12 schools that will encourage them to complete high school and pursue a college education. Once they are on the SUU campus, the Center will support their academic efforts and serve as a locus for advocacy and celebration of Hispanic culture. Both the Center and the *Si, Se Puede* project are intended to aid SUU in discharging its regional mission and in assisting the State in developing an educated workforce among this rapidly growing population.

**Finances:** Southern Utah University has allocated funding for the startup of the Hispanic Center of Academic Excellence and has provided instructional release time for its coordinator, Dr. Elise Leahy. Additional funding for the Center will be sought through grants and contributions from outside sources. Other funding and/or resources will be provided by the institution's initial partners in the project: Wells Fargo, Circle Four Farms, AAA Credit Foundation, and Beaver Country School District.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request from Southern Utah University to establish the Hispanic Center for Academic Excellence.

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Richard E. Kendell, Commissioner

REK/LS/JMC

January 8, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Academic, Career and Technical Education, and Student Success (Programs) Committee

The following requests have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

***A. Dixie State College***

**Academic Name Change from Continuing Education to Adult Studies and Community Services**

**Request:** This is a request to change the name of the Division of Continuing Education to the School of Adult Studies and Community Services at Dixie State College, effective January, 2007.

**Need:** A previous reorganization addressed the two, traditional academic divisions, changing the names to reflect a redistribution of administrative responsibilities and departmental relationships. The school of Adult Studies and Community Services will include self-supporting "baccalaureate degree completion" programs, and oversee a variety of programs organized to serve adults. The Dixie State College Board of Trustees approved this subsequent name change in order to better define the activities and business nature of the third administrative unit within the academic domain of the College.

**Institutional Impact:** The proposed changes will not affect enrollments in instructional programs or affiliated departments. There are no additional facilities, faculty, or equipment required to support the name change. The duties and focus of the unit remain the same, which is to offer non-traditional and non-credit opportunities for the communities served by the institution.

**Finances:** There are no significant costs or budgetary changes associated with the name change. Business cards, department and division stationery supplies are the only projected costs for this change. The financial office will make new reporting cohorts for the purposes of cost reporting.



### ***B. Programs Under Consideration/Development at USHE Institutions***

**Tables showing programs under consideration or development at USHE colleges and universities are attached.**

The following tables have been created at the request of the Program Review Committee (PRC) to assist Regents in planning. Each institution has gone through an internal planning process in order to project their program development over the next four years. In Section I, each institution has indicated what programs are presently under development that will come forward in the current academic year. In Section II, each institution has indicated programs that are under consideration and may come forward at some time during the next three years.

In the Current Status Column, the term "institution" indicates the item is working its way through the institutional approval process; the term "LOI" indicates a Letter Of Intent has been received in this office and is being forwarded to the PRC; and the term "proposal" indicates the PRC has approved the development of a R401 proposal. In the Projected for Regents' Agenda, TBD indicates the projected agenda is "to be determined."

#### **Utah System of Higher Education Programs Under Development/Construction**

##### **Section I From: July 2006 through June 2007**

<b>Institution</b>	<b>Program Name</b>	<b>Degree Type</b>	<b>Current Status</b>	<b>Projected for Regents' Agenda</b>
U of U	Chemical & Fuels Engineering	Certificate	Institution	TBD
	Human Engineering	Certificate	Institution	TBD
USU	Personal and Financial Planning	BA/BS	Institution	TBD
	Aerospace Engineering	MS, PhD	Institution	TBD
	Interdisciplinary Minor in Latin American Studies	Minor	Institution	TBD
	Biology:Biotechnology	Emphasis	Institution	TBD
	Chemical Engineering	BS, MS, PhD	Institution	2007
	Residential Landscape Design	BS	Institution	2007
	Organic/Sustainable Agriculture	BS	Institution	2007
	Environmental Studies	BS	Institution	2007
	Geographic Information Sciences	BS	Institution	2007
	Natural Resources Management and Conservation	MS	Institution	2007
WSU	Athletic Training	MS	Institution	2007
	Nursing	MS	Institution	2007
	Gen. Engineering	BS	Institution	2007
	Health Science	BS/MS	Institution	2007
SUU	Public Administration	MA	LOI	2006
	Philosophy	Minor	LOI	2006
	Equine Science	MS	LOI	2006
	Land Development	MS	LOI	2006
	Sport Conditioning	MS	LOI	2006
	GIS	BS	Institution	2007

	Art History	BS	Institution	2007
Snow	Music	Associate	Institution	TBD
	Art	Associate	Institution	TBD
	Theatre	Associate	Institution	TBD
Dixie	Health Management	BS/Emphasis	Institution	Fall, 2007
	Broadcasting	Emphasis	Institution	Jan, 2007
	Human Communication	Emphasis	LOI	Jan, 2007
	Aviation Management	Emphasis	Institution	March, 2007
	Respiratory Therapy	AAS	Institution	Fall, 2007
	Secondary Ed Licensure	License	LOI	March, 2007
	Physical Therapy Assistant	AAS	Institution	Fall, 2007
	Medical Laboratory Technology	AS/BS	Institution	Fall, 2007
	Integrated Fine Arts	BA/BS	Institution	March, 2007
	Family/Life Studies	BS	Institution	March, 2007
	Communication/Leadership	BS	Institution	March, 2007
CEU	Apprenticeship	AAS	Institution	TBD
	Native American Studies	AA/AS	Institution	TBD
UVSC	Deaf Studies	BA/BS	LOI	December, 2006
	Biotechnology	BS	Institution	TBD
	Software Engineering	BS	LOI	December, 2006
	Economics	BA/BS	LOI	December, 2006
	Engineering Technology (Mechatronics)	AAS/BS	LOI	December, 2006
	Water and Wastewater Operations	Certificate	Institution	TBD
SLCC	Engineering Technology	AAS	LOI	Spring 2007
UCAT	Apprenticeship	AAT	LOI	10/27/06
	Lean Manufacturing	Certificate	Institution	06/08/07
	Telecommunication Technician	Certificate	Institution	06/08/07
	Fast Track Certificates as needed by business/industry	Certificate	Institution	TBD

## Section II

### Proposals Being Discussed at the Institutional Level From: August 2007 through July, 2009

Institution	Program Name	Degree Type
U of U	Occupational Therapy	DPT
	Science, Technology, Engineering & Math Education	MS
	Parks, Recreation and Tourism	MPRTM
	College of Health Depts. and Divisions	Interdisciplinary PhD in Health
	Community Development (Env. Studies & FCS)	Undergrad. Certificate
	Anthropology of Religion	Undergrad. Certificate
	Medical Anthropology	Undergrad. Certificate
	Power Politics of Anthropology	Undergrad. Certificate
	Research and Assessment	Undergrad. Certificate
	Pharmaceutical Sciences	BS

	Combined Doctor of Pharmacy/Philosophy Utah Entrepreneurship Center (Utec Center) Historic Preservation Gender Studies	Doctorate Center Certificate Certificate
USU	Public Administration Geography Distance-based Master of Social Work	MPA MS MSW
WSU	Nursing Forensics Chemistry Professional and Technical Writing Crime Scene Investigation Education Administration Technology Administration Biotechnology	Masters Bachelors Bachelors Associate Masters (track within existing masters) Masters Masters
SUU	Musical Theatre Hispanic Studies Sports Broadcasting Film Studies Long Term Care Facilities Management International Management Psychology Anthropology School Personnel School Counseling Shakespeare Studies Network Security Social Work	Bachelors Bachelors Bachelors Bachelors Bachelors Bachelors Masters Minor Masters Masters Masters Masters Masters
Snow		
Dixie	Accounting Allied Health Early Childhood Math/Statistics Educational Paraprofessional Physical Therapy Psychology History/Poli Sci	BS BS AS BS AS AAS BA/BS BA/BS
CEU	Environmental Science/Environmental Studies Outdoor Recreation Certified Safety Professional Process Technology Energy Systems Work Ready Crane Operator Manufacturing Engineering Technology Medical Assistant	AS,AS AA/AS AAS,AS AAS/AS AAS/AS Certificate Certificate Certificate Certificate
UVSC	Art Education Computer Engineering	BS BS

	Construction Management	BS
	Culinary Arts	BS
	Electronic Engineering Technology	BS
	Engineering Graphics Design Technology	BS
	Environmental Studies	BA/BS
	French	BA
	General Liberal Studies	BA/BS
	Instrumentation. & Control Sys. Eng. Tech	BS
	Mild/Moderate Special Education	BS
	Social Work	BSW
	Veterinarian Technology	AAS
SLCC	Diagnostic Medical Sonography	AAS
	Administrative Professional	AAS
	Health Sciences Informatics	AS, AAS
	Pre Bio-Engineering	APE
	Genealogy	AAS
	Hospitality Management	AAS
	Nanotechnology	AAS
UCAT	Fast Track Certificates as needed by business/industry	Certificate
	Petroleum Technology	Certificate
	Medical Assisting (alignment of campus programs)	Certificate
	Esthetician	Certificate
	Composite Materials Technology	Certificate
	ASL Interpreter	Certificate
	Mining Technology	Certificate
	Practical Nursing (alignment of campus programs)	Certificate
	Retail Technology	Certificate
	Welding (expansion from existing certificate)	AAT
	Electronics (expansion from existing certificate)	AAT
	Mortuary Science	AS/AAS

### ***C. K-16 Alliance and Strategic Directions Report***

In April, 2004, the Regents met at Dixie State College with Regent Board members, College and University Presidents and administrators, the Chair of the State Board of Education, the Superintendent of Public Instruction and others to discuss issues and strategies for higher education including *system* concerns that encompass K-12.

From that beginning, the K-16 Alliance was formed together with several task forces whose purpose was to identify critical issues facing higher education together with the education system as a whole and to establish strategies for addressing these concerns.

Following is a summary of progress. The K-16 Alliance is meeting regularly as are the task forces with accompanying reports given to the Regents as they are completed such as the minority, remediation, retention, concurrent enrollment and other reports.

Staff will augment this summary with oral reports and will answer questions from the Committee.

Commissioner's Recommendation

This information is provided for the Regents' information only. No action is required.

REK/LS/JMC

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Richard E. Kendell, Commissioner

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Refinancing of Certain Capital Equipment Leases

Issue

University officials are requesting approval to refinance certain existing leases, initially entered into between the University of Utah (as lessee) and CMS Viron Corporation (as lessor), by entering into a new lease agreement in an amount not to exceed \$31.5 million plus amounts required for costs of issuance. Regent Policy requires Board approval of all requests for lease-purchase (nontraditional) acquisition of facilities.

Background

On December 14, 2000, the University and CMS Viron Corporation entered into a short-term lease/purchase agreement to provide for the leasing and acquisition of certain heating, cooling, plumbing and electrical equipment (the "East Campus Project"). The interest rate on the lease (the "Prior Lease") is 6.00% and the maturity dates are December 1, 2008 and December 1, 2010. The Prior Lease is non-callable.

Due to favorable current interest rates, it is recommended that the University refund (refinance) the Prior Lease into a 20-year, fully-amortizing, insured, long-term certificate of participation issue (the "Series 2007A Certificates"). Such an action, while not generating the traditional net present value savings generally expected from a bond refunding, will allow the University to provide a long-term financing structure for these improvements at very favorable interest rates.

The Series 2007A Certificates will be issued in an amount not to exceed \$31.5 million, and will be payable from legally available monies of the University, including monies representing energy savings resulting from the East Campus Project (no new state appropriations will be needed). The Certificates are expected to carry a rating of 'AAA/Aaa' by virtue of bond insurance provided by one of the major bond insurers. The Certificates will be sold as a public offering through negotiation with an underwriter, to be determined after selection through a Request for Proposal process (total underwriter's discount not to exceed 1.00%).

This request was approved by the University's Board of Trustees on January 8, 2007. Also, as required by Regent Policy, copies of the financing documents have been sent to the Office of the Attorney General for legal review and approval.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the request to refinance the existing leases between the University of Utah and CMS Viron Corporation/Lehman Brothers, Inc.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/BRF  
Attachments

**\$31,500,000\***

**CERTIFICATES OF PARTICIPATION**

**Evidencing a Proportionate Beneficial Interest in  
Certain Lease Payments to be Made by**

**UNIVERSITY OF UTAH**

**Pursuant to a Lease/Purchase Agreement**

**FINANCING SUMMARY**

**Purpose:**

On December 14, 2000, the University and CMS Viron Corporation ("Viron") entered into a short-term Lease/Purchase Agreement to provide for the leasing and acquisition of certain heating, cooling, plumbing and electrical equipment (the "East Campus Project"). The interest rate on the lease (the "Prior Lease") is 6.00% and the maturity dates are December 1, 2008 and December 1, 2010. The Prior Lease is non-callable.

Due to favorable current interest rates, it is recommended that the University refund (refinance) the Prior Lease into a 20-year, fully-amortizing, insured, long-term certificate of participation issue (the "Series 2007A Certificates"). Such an action, while not generating the traditional net-present-value savings generally expected from a bond refunding, will allow the University to provide a long-term financing structure for these improvements at very favorable interest rates.

**Par Amount:**

Not-to-exceed \$31,500,000.

**Security:**

The Series 2007A Certificates will be payable from legally available monies of the University including monies representing energy savings resulting from the East Campus Project.



Ratings:	‘AAA/Aaa’ (expected) by virtue of bond insurance provided by one of the major bond insurers.
Method of Sale:	Public offering through negotiation with underwriters to be determined after selection through a Request for Proposal process. Total underwriter’s discount of not-to-exceed 1.00%.
Total Discount:	Not-to-exceed 2.00% (including Underwriter’s Discount)
Sale Date:	To be determined.
Closing Date:	To be determined.
Interest Payment Dates:	To be determined.
Interest Basis:	30/360
Principal Payment Dates:	To be determined.
Maturity:	Not to exceed 21 years from date of issuance.
Redemption:	Not-to-exceed 11 years at 101% (10 years at 100% is anticipated).
University of Utah Contact:	Arnold B. Combe (581-6404)
Financial Advisor:	Kelly Murdock, Wells Fargo Public Finance (246-1732)
Trustee, Paying Agent/Reg.:	Wells Fargo Bank, National Association
Certificate Counsel:	Ballard Spahr Andrews & Ingersoll, LLP

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\*Preliminary, subject to change

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
(REFINANCING EAST CAMPUS CENTRAL PLANT PROJECT)

Salt Lake City, Utah

January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at \_\_\_\_:00 \_\_.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Daryl C. Barrett	Member
Janet A. Cannon *	Member
Rosanita Cespedes	Member
Katharine B. Garff	Member
David J. Grant	Member
Ali Hasnain	Member
Greg W. Haws *	Member
Meghan Holbrook	Member
James S. Jardine	Member
Michael R. Jensen	Member
David J. Jordan	Member
Nolan E. Karras	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member

Absent:

Also Present:

Richard E. Kendell	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

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\* Non-voting member from State Board of Education.

the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of refinancing the University's East Campus Central Plant Project.

The following resolution was introduced in written form by Regent \_\_\_\_\_, and after full discussion, pursuant to motion made by Regent \_\_\_\_\_ and seconded by Regent \_\_\_\_\_, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE REFINANCING OF CERTAIN FACILITIES AND EQUIPMENT FOR THE UNIVERSITY OF UTAH (THE “UNIVERSITY”) EAST CAMPUS CENTRAL PLANT PROJECT; AUTHORIZING THE EXECUTION OF A LEASE/PURCHASE AGREEMENT BETWEEN THE UNIVERSITY AND WELLS FARGO BANK, N.A., AS TRUSTEE AND THE EXECUTION AND DELIVERY OF CERTIFICATES OF PARTICIPATION, SERIES 2007A IN THE TOTAL PRINCIPAL AMOUNT OF NOT TO EXCEED \$31,500,000 (THE “SERIES 2007A CERTIFICATES”) APPROVING THE EXECUTION AND DELIVERY BY THE UNIVERSITY OF AN INDENTURE OF TRUST AND PLEDGE, A CERTIFICATE PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW DEPOSIT AGREEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY SUCH DOCUMENTS AND THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the “Act”), the Board, acting in its capacity as the governing authority of the University of Utah (the “University”), has the authority to authorize the financing by the University of certain facilities and equipment related to the University’s East Campus Central Plant Project (the “Project”); and

WHEREAS, the Board has previously approved the plans and specifications for and the costs of the Project; and

WHEREAS, pursuant to the provisions of the Act and Section 63B-8-502, Utah Code Annotated 1953, as amended, the Board has previously authorized the financing by the University of the costs of the Project pursuant to a Lease/Purchase Agreement dated as of December 14, 2000 between the University, as lessee, and CMS Viron Corporation, as lessor (the “Prior Lease”); and

WHEREAS, it is the finding and determination of the Board that refinancing the Prior Lease through a Lease/Purchase Agreement (the “Lease”) between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the “Trustee”), is beneficial to the Board and the University in order to provide long term financing for the Project; and

WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed \$31,500,000; and

WHEREAS, it is the finding and determination of the Board that the energy savings resulting from the Project are sufficient to pay the annual debt service on all of the leases with respect to the Project, including the Lease; and

WHEREAS, the interest of the owner of the Prior Lease has been certificated pursuant to certain certificates of participation (the "Prior Certificates") and in order to retire the Prior Lease, the Board desires to provide for the payment when due of the Prior Certificates; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Refunding Certificates of Participation, Series 2007A (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed \$31,500,000 (the "Series 2007A Certificates"), for the purpose of (i) refinancing the Prior Lease and refunding the Prior Certificates and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the "Indenture"), by and among the Board, the University and the Trustee, pursuant to which the Series 2007A Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007A Certificates to an underwriter to be selected by the University (the "Underwriter"), in accordance with an Agreement to Purchase Lease Certificates of Participation (the "Purchase Agreement") in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, in order to provide for the advance refunding of the Prior Certificates, the Board and the University desires to enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007A Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting a form of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, and the Series 2007A Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007A Certificates (the "Official Statement"); and

WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, the Official Statement and the Series 2007A Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the refinancing of the Project.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the refinancing of the Project are hereby ratified, approved and confirmed.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) refinancing of the Project and (ii) paying costs of issuance of the Series 2007A Certificates, the Board

hereby authorizes the issuance of the Series 2007A Certificates in the aggregate principal amount of not to exceed \$31,500,000. The Series 2007A Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007A Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007A Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007A Certificates and to deliver the Series 2007A Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007A Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007A Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007A Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007A Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007A Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007A Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007A Certificates and the Lease with other similar lease financing arrangements authorized by the Board for the University and to prepare, execute and deliver one set of the documents

authorized hereunder with respect to the refinancing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007A Certificates, the Purchase Agreement, the Escrow Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Lease, the Indenture, the Official Statement, the Escrow Agreement, or the Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder. Upon their issuance, the Series 2007A Certificates will be payable solely from and to the extent of the payments made by the University under the Leases and the other sources (if any) set forth in the Indenture. No provision of this Resolution, the Series 2007A Certificates, the Purchase Agreement, the Official Statement, the Escrow Agreement, the Indenture, the Lease or any other instrument authorized hereunder, shall be construed as creating a general obligation of the Board or the University, or of creating an obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the



general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007A Certificates are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2007A Certificates are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 19TH DAY OF JANUARY, 2007.

THE STATE BOARD OF REGENTS OF  
THE STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

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Chair

ATTEST:

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Secretary



STATE OF UTAH                     )  
  : ss.  
COUNTY OF SALT LAKE    )

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on \_\_\_\_\_, 200\_\_ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on \_\_\_\_\_, 200\_\_ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

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Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY



EXHIBIT A

PARAMETERS OF THE SERIES 2007A CERTIFICATES

Principal Amount not to exceed	\$31,500,000
Interest Rate not to exceed	5.50%
Maximum Discount not to exceed	2.0%
Final Maturity not to exceed	December 31, 2028
Optional Redemption at 101% on or prior to	11 years from Date of Issuance.

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
(REFINANCING EAST CAMPUS CENTRAL PLANT PROJECT)

Salt Lake City, Utah

January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at \_\_\_\_:00 \_\_.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Daryl C. Barrett	Member
Janet A. Cannon *	Member
Rosanita Cespedes	Member
Katharine B. Garff	Member
David J. Grant	Member
Ali Hasnain	Member
Greg W. Haws *	Member
Meghan Holbrook	Member
James S. Jardine	Member
Michael R. Jensen	Member
David J. Jordan	Member
Nolan E. Karras	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member

Absent:

Also Present:

Richard E. Kendell	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

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\* Non-voting member from State Board of Education.

the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of refinancing the University's East Campus Central Plant Project.

The following resolution was introduced in written form by Regent \_\_\_\_\_, and after full discussion, pursuant to motion made by Regent \_\_\_\_\_ and seconded by Regent \_\_\_\_\_, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE REFINANCING OF CERTAIN FACILITIES AND EQUIPMENT FOR THE UNIVERSITY OF UTAH (THE "UNIVERSITY") EAST CAMPUS CENTRAL PLANT PROJECT; AUTHORIZING THE EXECUTION OF A LEASE/PURCHASE AGREEMENT BETWEEN THE UNIVERSITY AND WELLS FARGO BANK, N.A., AS TRUSTEE AND THE EXECUTION AND DELIVERY OF CERTIFICATES OF PARTICIPATION, SERIES 2007A IN THE TOTAL PRINCIPAL AMOUNT OF NOT TO EXCEED \$          31,500,000           (THE "SERIES 2007A CERTIFICATES") APPROVING THE EXECUTION AND DELIVERY BY THE UNIVERSITY OF AN INDENTURE OF TRUST AND PLEDGE, A CERTIFICATE PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW DEPOSIT AGREEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY SUCH DOCUMENTS AND THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the "Act"), the Board, acting in its capacity as the governing authority of the University of Utah (the "University"), has the authority to authorize the financing by the University of certain facilities and equipment related to the University's East Campus Central Plant Project (the "Project"); and

WHEREAS, the Board has previously approved the plans and specifications for and the costs of the Project; and

WHEREAS, pursuant to the provisions of the Act and Section 63B-8-502, Utah Code Annotated 1953, as amended, the Board has previously authorized the financing by the University of the costs of the Project pursuant to a Lease/Purchase Agreement dated as of December 14, 2000 between the University, as lessee, and CMS Viron Corporation, as lessor (the "Prior Lease"); and

WHEREAS, it is the finding and determination of the Board that refinancing the Prior Lease through a Lease/Purchase Agreement (the "Lease") between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the "Trustee"), is beneficial to the Board and the University in order to provide long term financing for the Project; and

WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed \$ 31,500,000; and

WHEREAS, it is the finding and determination of the Board that the energy savings resulting from the Project are sufficient to pay the annual debt service on all of the leases with respect to the Project, including the Lease; and

WHEREAS, the interest of the owner of the Prior Lease has been certificated pursuant to certain certificates of participation (the "Prior Certificates") and in order to retire the Prior Lease, the Board desires to provide for the payment when due of the Prior Certificates; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Refunding Certificates of Participation, Series 2007A (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed \$ 31,500,000 (the "Series 2007A Certificates"), for the purpose of (i) refinancing the Prior Lease and refunding the Prior Certificates and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the "Indenture"), by and among the Board, the University and the Trustee, pursuant to which the Series 2007A Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007A Certificates to an underwriter to be selected by ~~the Board and~~ the University (the "Underwriter"), in accordance with an Agreement to Purchase Lease Certificates of Participation (the "Purchase Agreement") in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, in order to provide for the advance refunding of the Prior Certificates, the Board and the University desires to enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007A Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting a form of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, and the Series 2007A Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007A Certificates (the "Official Statement"); and

WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, the Official Statement and the Series 2007A Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the refinancing of the Project.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the refinancing of the Project are hereby ratified, approved and confirmed.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) refinancing of the Project and (ii) paying costs of issuance of the Series 2007A Certificates, the Board

hereby authorizes the issuance of the Series 2007A Certificates in the aggregate principal amount of not to exceed \$\_\_\_\_\_ 31,500,000. The Series 2007A Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007A Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007A Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007A Certificates and to deliver the Series 2007A Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007A Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007A Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007A Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007A Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007A Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007A Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007A Certificates and the Lease with other similar lease financing arrangements authorized by the Board

for the University and to prepare, execute and deliver one set of the documents authorized hereunder with respect to the refinancing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007A Certificates, the Purchase Agreement, the Escrow Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Lease, the Indenture, the Official Statement, the Escrow Agreement, or the Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder. Upon their issuance, the Series 2007A Certificates will be payable solely from and to the extent of the payments made by the University under the Leases and the other sources (if any) set forth in the Indenture. No provision of this Resolution, the Series 2007A Certificates, the Purchase Agreement, the Official Statement, the Escrow Agreement, the Indenture, the Lease or any other instrument authorized hereunder, shall be construed as creating a general obligation of the Board or the University, or of creating an obligation of the State



of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007A Certificates are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2007A Certificates are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 19TH DAY OF JANUARY, 2007.

THE STATE BOARD OF REGENTS OF  
THE STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

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Chair

ATTEST:

---

Secretary



STATE OF UTAH                     )  
  : ss.  
COUNTY OF SALT LAKE    )

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a)                     in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b)                     that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on \_\_\_\_\_, 200\_\_ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on \_\_\_\_\_, 200\_\_ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c)                     the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

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Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY



EXHIBIT A

PARAMETERS OF THE SERIES 2007A CERTIFICATES

Principal Amount not to exceed \$ 31,500,000

Interest Rate not to exceed 5.50%

Maximum Discount not to exceed 2.0%

Final Maturity not to exceed \_\_\_\_\_, 20December 31, 2028

Optional Redemption at 101% on or prior to 11 years from Date of Issuance.

Document comparison done by DeltaView on Monday, January 08, 2007 3:45:21 PM

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Document 1	PowerDocs://DMWEST/6474887/3
Document 2	PowerDocs://DMWEST/6474887/4
Rendering set	BSAI Rendering Set

Legend:	
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<del>Deletion</del>	
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Inserted cell	
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Split/Merged cell	
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Statistics:	
	Count
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Deletions	20
Moved from	0
Moved to	0
Style change	0
Format changed	0
Total changes	38

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – High-Temperature Water and Co-Generation Equipment

Issue

University officials are requesting approval to finance the purchase and installation of the equipment and related infrastructure to upgrade the supply of high-temperature water to the Main Campus and to develop co-generation capability by entering into lease agreements in an amount not to exceed \$19 million plus amounts required for costs of issuance. Regent Policy requires Board approval of all requests for lease-purchase (nontraditional) acquisition of facilities.

Background

The University's main campus heating plant is in immediate need of replacement. After considering various options to upgrade the supply of high-temperature water to the Main Campus, administrators are recommending that the University develop a co-generation system that would provide both electricity and high-temperature water (the "Cogen Project"). It is expected that the co-generation system would produce 20% of the total electricity used by the institution, and over 40% of the electricity used by the Main Campus.

Due to favorable current interest rates, it is recommended that the University be authorized to sell 20-year, fully-amortizing, insured, long-term certificates of participation (the "Series 2007B Certificates"). This action will allow the University to provide a long-term financing structure for the project at very favorable interest rates. The University also seeks Regent approval to combine the issuance of the Series 2007B Certificates with the Series 2007A Certificates, if such a combined financing will generate economies of scale for costs of issuance.

The Series 2007B Certificates will be issued in an amount not to exceed \$19 million, and will be payable from legally available monies of the University, including student fees, revenues and charges from the Cogen Project (no state appropriations will be used). The Certificates are expected to carry a rating of 'AAA/Aaa' by virtue of bond insurance provided by one of the major bond insurers. The Certificates will be sold as a public offering through negotiation with an underwriter, to be determined after selection through a Request for Proposal process (total underwriter's discount not to exceed 1.00%).

This request was approved by the University's Board of Trustees on January 8, 2007. Also, as required by Regent Policy, copies of the financing documents have been sent to the Office of the Attorney General for legal review and approval.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the request to finance the purchase and installation of high-temperature water and co-generation equipment by entering into lease agreements.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/BRF  
Attachments

**\$19,000,000\***

**CERTIFICATES OF PARTICIPATION**

**Evidencing a Proportionate Beneficial Interest in  
Certain Lease Payments to be Made by**

**UNIVERSITY OF UTAH**

**Pursuant to a Lease/Purchase Agreement**

**FINANCING SUMMARY**

Purpose:	To finance the purchase of certain facilities and equipment for the development of a cogeneration plant (the “Cogen Project”) for the University of Utah. (Note: The University also seeks the Regents’ approval to combine the issuance of the Series 2007B Certificates with the Series 2007A Certificates, if such a combined financing will generate economies of scale, in terms of costs of issuance).
Par Amount:	Not-to-exceed \$19,000,000.
Security:	The Series 2007B Certificates will be payable from legally available monies of the University, including student fees, revenues and charges from the Cogen Project.
Ratings:	‘AAA/Aaa’ (expected) by virtue of bond insurance provided by one of the major bond insurers.
Method of Sale:	Public offering through negotiation with underwriters to be determined after selection through a Request for Proposal process. Total underwriter’s discount of not-to-exceed 1.00%.
Total Discount:	Not-to-exceed 2.00% (including Underwriter’s Discount)
Sale Date:	To be determined.

Closing Date:	To be determined.
Interest Payment Dates:	To be determined.
Interest Basis:	30/360
Principal Payment Dates:	To be determined.
Maturity:	Not to exceed 21 years from date of issuance.
Redemption:	Not-to-exceed 11 years at 101% (10 years at 100% is anticipated).
University of Utah Contact:	Arnold B. Combe (581-6404)
Financial Advisor:	Kelly Murdock, Wells Fargo Public Finance (246-1732)
Trustee, Paying Agent/Reg.:	Wells Fargo Bank, National Association
Certificate Counsel:	Ballard Spahr Andrews & Ingersoll, LLP

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\*Preliminary, subject to change

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
(CO-GENERATION PLANT PROJECT)

Salt Lake City, Utah

January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at \_\_\_\_:00 \_\_.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Daryl C. Barrett	Member
Janet A. Cannon *	Member
Rosanita Cespedes	Member
Katharine B. Garff	Member
David J. Grant	Member
Ali Hasnain	Member
Greg W. Haws *	Member
Meghan Holbrook	Member
James S. Jardine	Member
Michael R. Jensen	Member
David J. Jordan	Member
Nolan E. Karras	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member

Absent:

Also Present:

Richard E. Kendell	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

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\* Non-voting member from State Board of Education.

the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of financing a Co-Generation Plant Project for the University.

The following resolution was introduced in written form by Regent \_\_\_\_\_, and after full discussion, pursuant to motion made by Regent \_\_\_\_\_ and seconded by Regent \_\_\_\_\_, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:



## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE FINANCING OF CERTAIN FACILITIES AND EQUIPMENT FOR A CO-GENERATION PLANT PROJECT FOR THE UNIVERSITY OF UTAH (THE "UNIVERSITY"); AUTHORIZING THE EXECUTION OF A LEASE/PURCHASE AGREEMENT BETWEEN THE UNIVERSITY AND WELLS FARGO BANK, N.A., AS TRUSTEE AND THE EXECUTION AND DELIVERY OF CERTIFICATES OF PARTICIPATION, SERIES 2007B IN THE TOTAL PRINCIPAL AMOUNT OF NOT TO EXCEED \$19,000,000 (THE "SERIES 2007B CERTIFICATES") APPROVING THE EXECUTION AND DELIVERY BY THE UNIVERSITY OF AN INDENTURE OF TRUST AND PLEDGE, A CERTIFICATE PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY SUCH DOCUMENTS AND THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (and in particular, Section 53B-21-108) (the "Act"), the Board, acting in its capacity as the governing authority of the University of Utah (the "University"), has the authority to authorize the lease/purchase financing by the University of certain facilities and equipment related to a new Co-Generation Plant Project for the University (the "Project"); and

WHEREAS, pursuant to the Act there has been presented to the Board at this meeting the plans, specifications and estimates for, and the costs of, the Project and the Board desires to approve such by this Resolution in compliance with the Act; and

WHEREAS, it is the finding and determination of the Board that financing of the Project through a Lease/Purchase Agreement (the "Lease") between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the "Trustee"), is beneficial to the Board and the University; and

WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed \$19,000,000; and

WHEREAS, it is the finding and determination of the Board that the revenues, fees and charges for the use and availability of the Project, including student fees levied

for the services of the type provided by the Project and savings from reduced energy costs will be sufficient to pay the annual debt service on the Lease; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Certificates of Participation, Series 2007B (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed \$19,000,000 (the "Series 2007B Certificates"), for the purpose of (i) financing the costs of the Project and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the "Indenture"), by and among the Board, the University and the Trustee, pursuant to which the Series 2007B Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007B Certificates to an underwriter to be selected by the University (the "Underwriter"), in accordance with an Agreement to Purchase Lease Certificates of Participation (the "Purchase Agreement") in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project and savings from reduced energy costs and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007B Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting (i) the plans, specifications and estimates for, and the estimated costs of, the Project and (ii) a form of the Lease, the Indenture, the Purchase Agreement and the Series 2007B Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007B Certificates (the "Official Statement"); and

WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Official Statement and the Series 2007B Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the financing of the Project.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the financing of the Project are hereby ratified, approved and confirmed. As required by the Act, the Board hereby approves the plans, specifications and estimates for, and the estimated costs of, the Project.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture in substantially the same form and with substantially the same content as the form of the Indenture presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) financing of the Project and (ii) paying costs of issuance of the Series 2007B Certificates, the Board hereby authorizes the issuance of the Series 2007B Certificates in the aggregate principal amount of not to exceed \$19,000,000. The Series 2007B Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007B Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007B Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture.

The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007B Certificates and to deliver the Series 2007B Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007B Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007B Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007B Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007B Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007B Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007B Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007B Certificates and the Lease with other similar lease financing arrangements authorized by the Board for the University and to prepare, execute and deliver one set of the documents authorized hereunder with respect to the financing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007B Certificates, the Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said

instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Lease, the Indenture, the Official Statement, or the Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project and savings from reduced energy costs and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder. Upon their issuance, the Series 2007B Certificates will be payable solely from and to the extent of the payments made by the University under the Leases and the other sources (if any) set forth in the Indenture. No provision of this Resolution, the Series 2007B Certificates, the Purchase Agreement, the Official Statement, the Indenture, the Lease or any other instrument authorized hereunder, shall be construed as creating a general obligation of the Board or the University, or of creating an obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007B Certificates are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2007B Certificates are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 19TH DAY OF JANUARY, 2007.

THE STATE BOARD OF REGENTS OF  
THE STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

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Chair

ATTEST:

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Secretary





STATE OF UTAH                     )  
   : ss.  
COUNTY OF SALT LAKE    )

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on \_\_\_\_\_, 200\_\_ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on \_\_\_\_\_, 200\_\_ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

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Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2007B CERTIFICATES

Principal Amount not to exceed	\$19,000,000
Interest Rate not to exceed	5.50%
Maximum Discount not to exceed	2.0%
Final Maturity not to exceed	December 31, 2028
Optional Redemption at 101% on or prior to	11 years from Date of Issuance.

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
(CO-GENERATION PLANT PROJECT)

Salt Lake City, Utah

January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at \_\_\_\_:00 \_\_.m. The following members were present:

Jed H. Pitcher	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Daryl C. Barrett	Member
Janet A. Cannon *	Member
Rosanita Cespedes	Member
Katharine B. Garff	Member
David J. Grant	Member
Ali Hasnain	Member
Greg W. Haws *	Member
Meghan Holbrook	Member
James S. Jardine	Member
Michael R. Jensen	Member
David J. Jordan	Member
Nolan E. Karras	Member
Josh M. Reid	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member

Absent:

Also Present:

Richard E. Kendell	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

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\* Non-voting member from State Board of Education.

the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of financing a Co-Generation Plant Project for the University.

The following resolution was introduced in written form by Regent \_\_\_\_\_, and after full discussion, pursuant to motion made by Regent \_\_\_\_\_ and seconded by Regent \_\_\_\_\_, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:



## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE FINANCING OF CERTAIN FACILITIES AND EQUIPMENT FOR A CO-GENERATION PLANT PROJECT FOR THE UNIVERSITY OF UTAH (THE "UNIVERSITY"); AUTHORIZING THE EXECUTION OF A LEASE/PURCHASE AGREEMENT BETWEEN THE UNIVERSITY AND WELLS FARGO BANK, N.A., AS TRUSTEE AND THE EXECUTION AND DELIVERY OF CERTIFICATES OF PARTICIPATION, SERIES 2007B IN THE TOTAL PRINCIPAL AMOUNT OF NOT TO EXCEED \$~~\_\_\_\_\_~~19,000,000 (THE "SERIES 2007B CERTIFICATES") APPROVING THE EXECUTION AND DELIVERY BY THE UNIVERSITY OF AN INDENTURE OF TRUST AND PLEDGE, A CERTIFICATE PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY SUCH DOCUMENTS AND THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (and in particular, Section 53B-21-108) (the "Act"), the Board, acting in its capacity as the governing authority of the University of Utah (the "University"), has the authority to authorize the lease/purchase financing by the University of certain facilities and equipment related to a new Co-Generation Plant Project for the University (the "Project"); and

WHEREAS, pursuant to the Act there has been presented to the Board at this meeting the plans, specifications and estimates for, and the costs of, the Project and the Board desires to approve such by this Resolution in compliance with the Act; and

WHEREAS, it is the finding and determination of the Board that financing of the Project through a Lease/Purchase Agreement (the "Lease") between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the "Trustee"), is beneficial to the Board and the University; and

WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed \$~~\_\_\_\_\_~~19,000,000; and

WHEREAS, it is the finding and determination of the Board that the revenues, fees and charges for the use and availability of the Project, including student fees levied

for the services of the type provided by the Project, and savings from reduced energy costs will be sufficient to pay the annual debt service on the Lease; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Certificates of Participation, Series 2007B (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed \$\_\_\_\_\_ 19,000,000 (the "Series 2007B Certificates"), for the purpose of (i) financing the costs of the Project and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the "Indenture"), by and among the Board, the University and the Trustee, pursuant to which the Series 2007B Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007B Certificates to an underwriter to be selected by the ~~Board and the~~ University (the "Underwriter"), in accordance with an Agreement to Purchase Lease Certificates of Participation (the "Purchase Agreement") in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project and savings from reduced energy costs and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007B Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting (i) the plans, specifications and estimates for, and the estimated costs of, the Project and (ii) a form of the Lease, the Indenture, the Purchase Agreement and the Series 2007B Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007B Certificates (the "Official Statement"); and

WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Official Statement and the Series 2007B Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the financing of the Project.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the financing of the Project are hereby ratified, approved and confirmed. As required by the Act, the Board hereby approves the plans, specifications and estimates for, and the estimated costs of, the Project.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture in substantially the same form and with substantially the same content as the form of the Indenture presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) financing of the Project and (ii) paying costs of issuance of the Series 2007B Certificates, the Board hereby authorizes the issuance of the Series 2007B Certificates in the aggregate principal amount of not to exceed \$\_\_\_\_\_. **19,000,000.** The Series 2007B Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007B Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007B Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture.

The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007B Certificates and to deliver the Series 2007B Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007B Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007B Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007B Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed ~~—~~1.0% of the face amount of the Series 2007B Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007B Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007B Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007B Certificates and the Lease with other similar lease financing arrangements authorized by the Board for the University and to prepare, execute and deliver one set of the documents authorized hereunder with respect to the financing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and~~or~~ Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007B Certificates, the Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to

remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Lease, the Indenture, the Official Statement, or the Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project **and savings from reduced energy costs** and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder. Upon their issuance, the Series 2007B Certificates will be payable solely from and to the extent of the payments made by the University under the Leases and the other sources (if any) set forth in the Indenture. No provision of this Resolution, the Series 2007B Certificates, the Purchase Agreement, the Official Statement, the Indenture, the Lease or any other instrument authorized hereunder, shall be construed as creating a general obligation of the Board or the University, or of creating an obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007B Certificates are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2007B Certificates are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 19TH DAY OF JANUARY, 2007.

THE STATE BOARD OF REGENTS OF  
THE STATE OF UTAH

(SEAL)

---

Chair

ATTEST:

---

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

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Chair

ATTEST:

---

Secretary

STATE OF UTAH )  
 )  
 ) ss.  
COUNTY OF SALT LAKE )

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 19, 2007 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of January, 2007.

Secretary

(SEAL)



STATE OF UTAH                     )  
  : ss.  
COUNTY OF SALT LAKE    )

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a)                     in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b)                     that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on \_\_\_\_\_, 200\_\_ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on \_\_\_\_\_, 200\_\_ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c)                     the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

---

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2007B CERTIFICATES

Principal Amount not to exceed \$ 19,000,000

Interest Rate not to exceed 5.50%

Maximum Discount not to exceed 2.0%

Final Maturity not to exceed \_\_\_\_\_, 20December 31, 2028

Optional Redemption at 101% on or prior to 11 years from Date of Issuance.

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Format changed	0
Total changes	43

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Salt Lake Community College – Campus Master Plan

Background

Regent policy requires approval of campus master plans every two years, a process traditionally done during Regent visits to campus. Salt Lake Community College seeks approval of its master plan during the January 2007 meeting of the Board.

Issue

Salt Lake Community College regularly updates its campus master plan. The plan addresses future campus sites, building locations, campus capacity, and vehicle/pedestrian circulation. There have been no significant changes to the College's Master Plan since the Regents last approved it in January 2006. Maps and plans for all SLCC campuses will be hand carried to the Board meeting. SLCC officials will be present with more detailed information and will respond to questions from the Board.

Recommendation

The Commissioner recommends the Board approve the Salt Lake Community College Master Plan.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachment



January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Proposed New Policy, R588, *Delegation to Institutions to Establish Debt Policies*

A recent accreditation review at a USHE institution produced a suggestion that the institution's governing board should have a written "debt policy" or should delegate to the institution's Board of Trustees the authority to adopt such a policy. While there are numerous references to debt in existing Regent policies, there is no single comprehensive statement requiring USHE institutions to have reasonable and prudent overall policy regarding debt management.

In cases like this one, the Board could develop a new umbrella policy establishing general guidelines for institutions. However, given the considerable difference and needs of institutions, an umbrella policy seems far less useful than institutional policies designed to fit each institution.

The attached new Regent policy permits a USHE institution to establish a reasonable and prudent debt policy approved by its Board of Trustees in consultation with the Commissioner's office. Institutions with substantial debt, such as the University of Utah and Utah State University, will likely adopt a debt policy. Smaller institutions, with little long-term debt, would not be required to adopt policies at the present time.

Recommendation

The Commissioner recommends approval of R588, *Delegation to Institutions to Establish Debt Policies*.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachment

## **R588, Delegation of Debt Policy to Boards of Trustees**

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### **R588-1. Purpose**

To authorize an institution to establish a debt policy approved by its Board of Trustees.

### **R588-2. References**

- 2.1. 53B-1-102, Utah Code Annotated 1953 (State System of Higher Education)
- 2.2. 53B-1-103, Utah Code Annotated 1953 (Establishment of State Board of Regents – Powers and authority)

### **R588-3. Policy**

3.1. Institutional Debt Policy – An institution within the Utah System of Higher Education may establish its own institutional debt policy in consultation with the Commissioner's office and approved by its Board of Trustees, to meet the individual needs and objectives of the institution in regards to debt management..

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(Proposed for January 19, 2007.)

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

- 1) **OCHE Discretionary Funds Report (Attachment).** Board Policy R548, Institutional Discretionary Funds Administration and Accountability, requires Regents to review the 2005-06 report of Commissioner's Office discretionary funds, as well as the 2006-07 budget for those funds. This report will subsequently be audited by internal audit staff. Discretionary funds are available for expenditure or transfer at the discretion of the president (or commissioner) of each institution. The sources of discretionary funds are investment income and unrestricted gifts and grants.

In the Commissioner's office the Discretionary Funds are viewed as an important element of the reserve account to be used principally for important priorities that cannot be funded from other sources or for emergencies that may arise. Therefore, there has been limited use of the discretionary account except for such items as employee awards and recognitions, food and beverage for some occasions, acknowledgement of certain events involving Regents, Trustees, and Presidents. The discretionary account is an appropriate source of funds for these kinds of expenditures.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/NM  
Attachments

UTAH SYSTEM OF HIGHER EDUCATION  
2007-08 BUDGET REQUEST  
FORM S-6

Date: 10-Jan-07

Initials: N8

Page 1

SOURCES AND APPLICATIONS OF INSTITUTIONAL DISCRETIONARY FUNDS

INSTITUTION: Board of Regents

Enter data in green cells only

		2005-06 Actual (1)	2006-07 Budget (2)	2007-08 Estimate (3)	Period of Obligation (4)
<b>I. SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS</b>					
A.	Carry Forward	\$63,057	\$83,115	\$95,615	
B.	Current Funds Interest	\$21,721	\$20,000	\$20,000	
C.	Unrestricted Gifts and Grants	\$0	\$0		
D.	TOTAL AVAILABLE (A+B+C)	\$84,778	\$103,115	\$115,615	
<b>II. EXPENDITURES BY CATEGORY AND PROJECT</b>					
J.	Other Education and General Current Operating Support*				
(1)	Miscellaneous Expenditures	\$1,663	\$7,500	\$7,500	
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)	SUBTOTAL	\$1,663	\$7,500	\$7,500	
*Other Category should not include single listings of over \$50,000 in value.					
IV.	GRAND TOTAL	\$1,663	\$7,500	\$7,500	
V.	CARRY FORWARD (I-D. Less IV)	\$83,115	\$95,615	\$108,115	

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Annual Report of Institutional and System Bonded Indebtedness

Background

Annually the Board of Regents (the “Regents”) requests an update of outstanding bond obligations within the Utah System of Higher Education.

Issue

Utah Code 53B-21 provides the Regents with the authority to issue negotiable revenue bonds for the purpose of “acquisition, purchase, construction, improvement, remodeling, adding to, extending, furnishing, or equipping of more than one building” (Section 101). Bonds are secured by institutional income and revenues, including (but not limited to) student fees, land grant interest, and profits from proprietary activities. Bonds may be issued in multiple series with multiple call dates, at the discretion of the Regents. Section 110 of the chapter allows the Regents to issue refunding bonds, although the Regents generally use the more flexible parameters of the Utah Refunding Act (UCA 27-11). While revenue bonds require legislative approval, refunding bonds may be issued at the discretion of the Regents.

Current federal regulations permit a tax-exempt bond to be refunded one time (advanced refunding) unless the refunding issue is within 90 days of the call date on the refunded bonds (current refunding). Tax-exempt bonds may be refunded with taxable bonds. Bonds (with callable and non-callable maturities) may also be defeased at any time through a total cash defeasance escrow, although this is a rare occurrence.

College and university bonds are not counted as an official “debt of the state” (53B-21-102), but some bond covenants carry a “moral obligation” pledge stating that the Regents will, in the case of potential default, formally request financial assistance from the Governor and Legislature. The Regents have never needed to exercise such a clause.

Recommendation

Information Only.

RK/MS/BF/NM  
Attachment

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Richard E. Kendell  
Commissioner of Higher Education

**State of Utah, Board of Regents**  
**Colleges and Universities**  
**Bond Obligations**  
**as of 06/30/2006**

College or University	Original Amount	Series	Purpose	Maturity Month	Final Maturity Date	Moral Obligation	Outstanding as of June 29, 2002
<b>University of Utah<sup>(1)</sup></b>	11,140,000	1987A	Aux & Campu Fac Sys Ref Rev	October 1	2014	No	\$ 1,490,000
	24,615,000	1997	Hospital Rev Ref	August 1	2006	No	3,405,000
	52,590,000	1997A	Aux & Campu Fac Sys Rev (variable)	April 1	2027	Yes	13,000,000
	25,020,000	1998	Hospital Rev	August 1	2013	No	6,235,000
	120,240,000	1998A	Aux & Campu Fac Sys Ref Rev	April 1	2016	Yes	57,625,000
	5,975,000	1999A	Aux & Campu Fac Sys Rev	April 1	2014	Yes	3,835,000
	17,585,000	2000A	Research Facilities Rev and Ref	June 30	2020	No	3,005,000
	26,670,000	2001	Hospital Rev	August 1	2022	No	11,350,000
	2,755,000	2001	Aux & Campu Fac Sys Rev	April 1	2021	No	2,345,000
	9,685,000	2004A	Research Facilities Rev	April 1	2019	No	8,600,000
	5,515,000	2005A	Research Facilities Rev (Moran Eye Center)	April 1	2025	No	5,350,000
	20,130,000	2005B	Research Facilities Rev Ref	April 1	2020	No	20,000,000
	30,480,000	2005	Hospital Rev Ref	August 1	2018		30,480,000
	42,955,000	2005	Aux & Campu Fac Rev Ref	April 1	2021		42,570,000
							<u>\$ 209,290,000</u>
<b>Utah State University<sup>(1)</sup></b>	8,555,000	1995A	Research and Ref Rev	December 1	2005	No	\$ 0
	500,000	1999	Roosevelt Campus	July 1	2020	No	396,000
	15,010,000	1999A	Student Fee & Housing Sys Ref Rev	December 1	2014	Yes	13,450,000
	23,735,000	2002A	Research and Ref Rev	December 1	2017	Yes	22,075,000
	705,000	2003A	Research Revenue Bonds	December 1	2015	No	569,000
	11,065,000	2004A	Student Building Fee Ref Rev	April 1	2026	Yes	10,245,000
	805,000	2004B	Student Building Fee Rev Taxable	April 1	2007	Yes	275,000
	40,470,000	2004	Student Fee & Housing Sys Rev	April 1	2035	Yes	40,470,000
							<u>\$ 87,480,000</u>
<b>Weber State University<sup>(1)</sup></b>	3,665,000	1997A	Student Facilities Sys Ref Ref	April 1	2007	Yes	\$ 440,000
	5,050,000	1998A	Student Facilities Sys Ref Ref	April 1	2010	Yes	2,945,000
	12,280,000	2001A	Student Facilities Sys Rev	April 1	2031	Yes	11,410,000
	22,810,000	2005	Student Facilities Sys Rev	April 1	2032	Yes	22,810,000
							<u>\$ 37,605,000</u>
<b>Southern Utah University<sup>(1)</sup></b>	900,000	1995A	Pav/Sta Fac Exp Student Building Fee Rev	June 1	2015	No	0
	570,000	1996A	Pav/Sta Fac Exp Student Building Fee Rev	June 1	2016	No	0
	4,540,000	2002A	Student Building Fee/Refunding Rev	May 1	2014	Yes	4,265,000
	10,060,000	2003	Student Building Fee/Refunding Rev	May 1	2023	Yes	8,810,000
	975,000	2005	Pav/Sta Fac Exp Student Building Fee Rev	Jun 1	2014	Yes	868,710
							<u>\$ 13,943,710</u>
<b>Snow College<sup>(1)</sup></b>	2,500,000	2002	Richfield Events Center Rev	Sept 1	2019	Yes	\$ 1,746,019
<b>Dixie College<sup>(1)</sup></b>	2,815,000	1998	Auxiliary Sys Rev Ref	May 1	2010	Yes	\$ 1,095,000
	6,475,000	1999A	Lease Rev Ref	May 1	2023	Yes	660,000
	1,500,000	2002	Auxiliary Sys Rev	May 1	2021	Yes	1,500,000
	1,420,000	2006	Auxiliary Sys Rev	May 1	2026	Yes	1,420,000
	4,845,000	2006	Lease Rev Ref	May 1	2023	Yes	4,845,000
							<u>\$ 9,520,000</u>
<b>College of Eastern Utah<sup>(1)</sup></b>	\$ 1,250,000	1996A	Student Sys Rev Ref	July 1	2021	No	<u>\$ 970,000</u>
<b>Utah Valley State College<sup>(1)</sup></b>	11,020,000	2004A	Student Center Building Fee/Unified Sys Rev Ref	November 1	2020	Yes	\$ 9,430,000
	4,035,000	2004B	Student Center Building Fee/Unified Sys Rev Ref Taxable	November 1	2011	Yes	2,855,000
	3,900,000	2004A	MBA Utah County/Lease Rev	November 1	2019	No	3,725,000
	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	November 1	2014	No	2,175,000
							<u>\$ 18,185,000</u>
<b>Salt Lake Community College<sup>(1)</sup></b>	6,600,000	1998	Aux Sys & Student Fee Rev Ref	June 1	2012	Yes	5,185,000
	5,890,000	2001	Aux Sys & Student Fee Rev Ref	June 1	2016	Yes	5,640,000
							<u>\$ 10,825,000</u>
<b>Total outstanding bonds.....</b>							<u><u>\$ 389,564,729</u></u>
<b>Total outstanding bonds with Moral Obligation support.....</b>							<u><u>\$ 246,899,729</u></u>
<b>Total outstanding bonds without Moral Obligation support.....</b>							<u><u>142,665,000</u></u>
							<u><u>\$ 389,564,729</u></u>

<sup>(1)</sup> Institution reviewed and approved this item prior to publication

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Annual Report of the Audit Review Subcommittee

The State Board of Regents introduced a significant change in institutional internal audit review practices when the Board approved a revision of R565, *Audit Committees*, in May, 2003. Up until that date, the Regent committee reviewed every internal audit report for every institution. The revised R565 delegated to Boards of Trustees audit committees the responsibility to oversee the audit process and make recommendations to the Board of Trustees regarding internal audit, internal controls, external audits, and financial statements.

The revised R565 called for the Trustee Audit Committee to provide an annual summary report to the Regent Audit Review Subcommittee. The Regent committee scheduled a meeting on January 12, 2007, with each trustee committee to receive these reports. At the January 19 meeting of the Finance, Facilities and Accountability Committee, Regent David Grant will discuss the outcome of these meetings with trustee committees.

Commissioner's Recommendation

The agenda item is provided for information only. No action needed.

REK/MHS

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Richard E. Kendell  
Commissioner of Higher Education

January 10, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – Auxiliary Enterprises Funds Report

Background

The Board of Regents requests an annual update of auxiliary operations within the Utah System of Higher Education (USHE).

Issue

Auxiliary enterprises are business activities, or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics). According to SBR Policy R550, the primary purpose is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis are also classified and managed as auxiliary enterprises.

Annually USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review. Auxiliary operations are examined by independent auditors during the annual financial statement audits.

Recommendation

Information Only.

RK/MHS/BRF/NM  
Attachment

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Richard E. Kendell, Commissioner



# UTAH SYSTEM OF HIGHER EDUCATION

Report of Auxiliary Enterprise Operations (2005-06 Actuals)

	<u>UU</u>	<u>USU</u>	<u>WSU</u>	<u>SUU</u>	<u>SNOW</u>	<u>DSC</u>	<u>CEU</u>	<u>UVSC</u>	<u>SLCC</u>
Beg Fund Balance	294,000	894,418	2,431,541	1,615,218	154,244	1,969,536	197,378	3,434,396	2,998,328
Revenues	65,826,000	28,131,065	13,118,952	8,345,770	1,708,202	4,682,383	2,483,886	12,982,198	11,135,201
Expenditures	<u>(64,797,000)</u>	<u>(25,758,888)</u>	<u>(11,810,375)</u>	<u>(6,471,068)</u>	<u>(1,094,872)</u>	<u>(4,108,511)</u>	<u>(2,439,810)</u>	<u>(12,454,733)</u>	<u>(10,791,754)</u>
Net Income	1,029,000	2,372,177	1,308,577	1,874,702	613,330	573,872	44,076	527,465	343,447
Transfers	<u>(1,038,000)</u>	<u>(2,289,498)</u>	<u>(1,061,665)</u>	<u>(1,620,788)</u>	<u>-</u>	<u>(445,129)</u>	<u>(9,300)</u>	<u>(527,465)</u>	<u>(874,653)</u>
Change in F/B	<u>(9,000)</u>	<u>82,679</u>	<u>246,912</u>	<u>253,914</u>	<u>613,330</u>	<u>128,743</u>	<u>34,776</u>	<u>-</u>	<u>(531,206)</u>
End Fund Balance	<u><u>285,000</u></u>	<u><u>977,097</u></u>	<u><u>2,678,453</u></u>	<u><u>1,869,132</u></u>	<u><u>767,574</u></u>	<u><u>2,098,279</u></u>	<u><u>232,154</u></u>	<u><u>3,434,396</u></u>	<u><u>2,467,122</u></u>
End Fund Bal to Rev	0.43%	3.47%	20.42%	22.40%	44.93%	44.81%	9.35%	26.45%	22.16%
End Fund Bal to Exp	0.44%	3.79%	22.68%	28.88%	70.11%	51.07%	9.52%	27.58%	22.86%
End Fund Bal to Net Inc	27.70%	41.19%	204.68%	99.70%	125.15%	365.64%	526.71%	651.11%	718.34%

January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Action of Regents' Executive Committee to Extend Purchase Option for Land in Grand County

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on Monday, January 8, 2007. The Executive Committee approved a request from University of Utah officials to spend \$75,000 to extend an option to purchase a property known as Entrada Ranch. The State Board of Regents previously approved, on June 9, 2006, an initial expenditure of \$50,000 for an option to purchase this property.

Attachments to this memorandum include the Commissioner's recommendation to the Executive Committee and briefing information from the University of Utah. When the University is prepared to propose the actual purchase of the property, the proposal to purchase will come to the Board of Regents for approval.

Recommendation

This agenda item is for information only.

---

Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachments

# University of Utah Entrada Field Station and Education Center

The University is working to establish the Field Station and Education Center on a 400 acre property called Entrada Ranch located along the Dolores River about 35 miles northeast of Moab, Utah.

The property will be used for two main academic purposes:

## Field Research

Faculty members will seek external grant support to conduct research on the property. The northern boundary of the ranch lies along nearly 3 miles of protected riverfront on the Dolores River, and is therefore home to an abundant array of plant and animal life. The property is completely surrounded by BLM land, and serves as the outlet for three box canyons which comprise a natural outdoor laboratory for studies in hydrology, geology and mechanical engineering. Faculty from a wide variety of departments have expressed interest in establishing long-term research projects at the Field Station, and it will serve as the basis for theses and dissertations of many graduate students in the long-term future.

## Education Center

Our plans call for fund-raising activities to construct dormitory, classroom and laboratory facilities to support groups of 25-30 students, faculty and visitors from the surrounding community to gather for lectures, workshops and classes at the Field Station. The central theme of these activities will be environmental studies, but the individual activities may be focused on a wide variety of topics such as native plants, climate change, land and water use policies, Parks, Recreation and Tourism, and Youth Education. The university has received numerous expressions of support and encouragement for the project from the City of Moab, Grand County and from citizens of the area.

The long-term financial plan for the project is to seek donor support in the amount of \$4.66 M to establish and maintain the Field Station and Education Center. These funds will be allocated approximately as follows:

- \$1.66 M purchase price of the property
- \$1.0 M construction of dormitories, classroom and laboratory buildings
- \$2.0 M endowment generating approximately \$80k/yr for maintenance and operation of the facility

January 8, 2007

*Via Facsimile and Fed Ex*

Apple Lane, LLC  
Attn: Mr. David Bonderman

RE: Entrada Ranch

Dear Mr. Bonderman:

As you know, the University of Utah (the "University") is a party to that certain Option Agreement (the "Option Agreement") dated as of April 10, 2006 between the University and Susan H. Wheaton ("Wheaton"). A copy of the Option Agreement is attached hereto as Exhibit A. Pursuant to the Option Agreement, the University has the right to purchase from Wheaton certain land and improvements located in Grand County, Utah commonly known as the Entrada Ranch (the "Property"), all in accordance with the provisions of the Option Agreement (the "Option"). The purchase price for the Property under the Option Agreement is One Million Six Hundred Sixty Thousand Dollars (\$1,660,000) (the "Purchase Price"). The period within which the University may exercise the Option (the "Option Term") expires on January 10, 2007. Such Option Term may be extended through December 31, 2007 by the University's payment to Wheaton of \$75,000, which amount is non-refundable, but applicable to the Purchase Price. The University is currently leasing the Property from Wheaton through December 31, 2007. That lease may be terminated by Wheaton upon the expiration of the Option Term.

You have indicated your willingness to provide the University with an opportunity to continue to lease the Property through approximately December of 2017 and to extend by up to 10 years the timeframe within which the University may purchase the Property. Specifically, you propose to cause Apple Lane ("Apple Lane"), a Delaware company controlled by you, (i) to assume the University's rights and obligations under the Option Agreement, (ii) to purchase the Property in accordance with the terms of the Option Agreement, at which time Apple Lane shall reimburse the University for the option monies paid to Wheaton by the University that are applicable to the Purchase Price, and (iii) to enter into a lease and option agreement (the "Lease/Option") with the University immediately following Apple Lane's purchase of the Property, pursuant to which the University shall lease the Property for 10 years at \$1 per year and the University shall have the option to purchase the Property for the Purchase Price at any time during such ten (10) year period on terms substantially similar to the Option Agreement between the University and Wheaton (collectively, the "Transactions").

You have informed us that Apple Lane and its legal counsel, Locke Liddell & Sapp LLP ("Locke Liddell") have received the following reports relating to the Property and that such reports are acceptable to Apple Lane, subject to the satisfaction (or written waiver by Apple Lane and the University) of the Conditions (defined below):

1. That certain Title Insurance Commitment issued by Stewart Title Guaranty Company (Order Number 4161) effective as of 12/18/2006 pertaining to the Property, a copy of which is attached hereto as Exhibit B.
2. That certain Phase I Environmental Site Assessment dated July 14, 2006 prepared by SWCA environmental Consultants, e-mailed to Locke Liddell on December 4, 2006, the cover page of which e-mail is attached hereto as Exhibit C.
3. That certain Appraisal of the Property prepared by Jonathan L. Cook, MAI, of The Cook Group, dated March 29, 2006 and amended May 3, 2006, as faxed to Locke Liddell on December 11, 2006.

You have also informed us that Apple Lane is unconditionally prepared to purchase the Property pursuant to the Option Agreement and to close the Transactions described above, subject only to the satisfaction (or written waiver by Apple Lane and the University) of the following conditions (the "Conditions"):

1. Wheaton has consented to the assignment of the University's rights and obligations under the Option Agreement to Apple Lane. Such consent shall be in the form attached hereto as Exhibit D or in such other form as may be mutually agreed to by the University, Wheaton, and Apple Lane.
2. The Option Agreement has been amended to permit physical inspections of the Property to continue for a period of time reasonably necessary to complete the Survey and Additional Environmental Inspections (defined below), but no later than December 31, 2007. Such amendment shall be in the form attached hereto as Exhibit E or in such other form as may be mutually agreed to by the University, Wheaton, and Apple Lane.
3. The University has received approvals from its governing boards to extend the Option through December 31, 2007 and has extended the Option through December 31, 2007. The notice exercising such extension shall be in the form attached hereto as Exhibit F or in such other form as may be mutually agreed to by the University, Wheaton, and Apple Lane.
4. The University has obtained an ALTA boundary survey of the Property (the "Survey"), certified to University, Wheaton, and Apple Lane, reasonably satisfactory to Apple Lane and to the University.
5. The University has caused to be performed such additional environmental investigations and testing of the Property as are reasonably necessary to address the concerns of Locke Liddell as set forth in the e-mail correspondence attached hereto as Exhibit G (the "Additional Environmental Inspections") and the results thereof are satisfactory to Apple Lane and to the University.
6. Apple Lane and the University have agreed upon a mutually acceptable Lease and Option Agreement (the "Lease/Option"), consistent with the other provisions of this letter agreement, and containing the following specific terms, the exact wording of which provisions shall be mutually agreed to by Apple Lane and the University: (i) the University shall indemnify Apple Lane for any environmental condition existing as of the expiration or earlier termination of the Lease/Option, except for

environmental conditions caused or contributed to by the acts of Apple Lane, (ii) during the term of the Lease/Option, neither Apple Lane nor the University shall take any action affecting the title to the Property without the prior written approval of the other party, which approval shall not be unreasonably withheld or delayed; and (iii) in the event the University does not purchase the Property pursuant to the Lease/Option, Apple Lane shall pay to the University the depreciated value of any improvements made to the Property by the University as permitted pursuant to the Lease/Option.

Please confirm Apple Lane's agreement with the foregoing by having Apple Lane's authorized representative sign in the space provided below.

Very truly yours,

Accepted and Agreed To:

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cc:

January 11, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Commissioner's Goals

Background

The Board of Regents and the Utah System of Higher Education have developed a focus of "Building a Stronger State of Minds." The three supporting messages of this focus are preparation, participation and completion. Regents, Presidents, the Commissioner of Higher Education and his staff have been formatting budget requests, legislative priorities and community outreach efforts around these messages or goals. In order to achieve these goals the Board of Regents established its strategic directions in April 2005:

- K-16: Increasing Expectations and Enhancing Student Success
- Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment
- Meeting the Needs of Disadvantaged and Minority Students
- Higher Education: Building Utah's Workforce, Now and Future

Issue

To direct his efforts and his staff to fulfill the USHE mission, the Commissioner set 11 personal goals for the Office of the Commissioner. In its December 8, 2006 meeting, the Board of Regents reviewed the goals of the Commissioner and intends to potentially align those goals with its strategic directions in January 2007.

Commissioner's Recommendation

The Commissioner recommends the Board support and incorporate the 11 goals, as they augment and supplement the strategic directions adopted by the Regents. The goals fit within the strategic directions and provide a plan and benchmarks for both the Office of the Commissioner and the Board of Regents.

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Richard E. Kendell, Commissioner

REK/AC  
Attachments





**Goals 2006-2007**  
**Office of the Commissioner of Higher Education**

1. Implement and monitor policy initiatives consistent with the Strategic Directions plan.
2. Modify UCAT legislation to support and sustain a system of regional technical colleges/campuses that complements the Utah System of Higher Education.
3. Establish the Commissioner's Office as the principal source for higher education policy development and analysis in the State. Foster contacts and share resources with other major policy groups. Publish reports, data, and monographs reflecting higher education policy and data analysis.
4. Continue to improve the basic processes for governing the Utah System of Higher Education, e.g., program approval, capital facilities, budgets, etc. Improve the data resources that support these processes.
5. Create and maintain positive, constructive relationships with the Governor and his policy and budget staff; likewise, have positive and constructive relationships with the legislative leadership of both parties and their respective support staffs.
6. Be effective in the higher education political community and develop/maintain the capacity to influence the agenda and actions of the legislative and the executive branches of government to the benefit of the USHE.
7. Prepare a comprehensive legislative request that reflects the needs of institutions and that includes strategies for securing the resources as requested.
8. Use the office of the Commissioner as an accurate and effective voice for advocating the value of higher education and its goals to increase preparedness participation and degree completion. Provide effective messaging strategies that support the needs of higher education and its students. Counter messages/information that is inaccurate or contrary to higher education's principal goals and purposes.
9. Support UHEAA as a fundamental asset for helping students finance the costs of higher education. Better integrate several functions across UHEAA and OCHE, e.g., student recruitment, messaging, scholarship initiatives, incentive programs, assisting disadvantaged students.
10. Create better incentives and services for Utahns to participate in UESP, e.g., payroll deduction, tax incentives, greater visibility, etc.
11. Support the newly created Alliance between public education and higher education and implement the key objectives as outlined.

## ALLIANCE GOALS (DRAFT)

1. Align course content and testing practices, kindergarten through grade 16, to enable students to transition easily from 12th grade through first-year college work
  - Establish English and mathematics content task forces drawn from secondary and postsecondary faculty and staffed by the USHE and the State Office of Education to review course content at both levels and make recommendations to bring content into alignment.
  - Align testing and assessment practices, K-16
  - Explore the possibility of moving from UBSCT at the secondary level to ACT as performance indicators and predictors of student performance
  - Develop a system for getting feedback to secondary schools on the results of placement and ACT scores for entering first-year students from specific high schools
2. Develop a system approach to providing concurrent enrollment opportunities for students in secondary schools that are the same as those students would be offered on college and university campuses
  - These courses would (1) bear the same college course numbers, (2) reflect the same quality, (3) reflect the same standards for faculty competence, (4) use the same teaching and testing materials.
  - The concurrent enrollment model would reflect a funding approach that is supported by both public and higher education and is represented by a single request to the Legislature from both entities.
  - The system would support both the quality and funding papers developed by K-16 personnel.\*

\*See attached papers

3. Develop a *system* approach to teacher education

- Establish the geographic regions and school districts in which teacher shortages exist by discipline and develop a plan for meeting these shortages
- Develop processes, programs, and strategies to minimize the occasional disconnect between teacher education programs and classroom teaching experiences and practices
- Develop workshops, programs, and courses to address the needs of those teachers currently employed in the schools
- Devise a comprehensive process with specific plans and proposals to address the need to increase teacher salaries

4. Explore plans and processes for addressing remediation issues

- Diminish remedial education redundancy and coordinate remediation efforts
- Establish a database to evaluate and identify current remediation models and identify strategies, processes, content and providers that most nearly ensure success for at-risk students
- Establish common and credible remedial measurements that are well understood by affected students and that are, at the same time, acceptable by both the Utah System of Higher Education and the Utah State Office of Education
- Provide feedback to feeder high schools from USHE institutions identifying areas in which students are testing as under-prepared
- Evaluate our current remedial models and explore the possibilities for new and more collaborative models

5. Evaluate current support systems and recommend new processes for addressing minority, disadvantaged, and female student issues

- Define issues, provide incentives, and develop initiatives to address the problems experienced in Utah by minority, disadvantaged, and female students involving both community and national resources

\*See Task Force Report from Task Force chaired by David Richardson and David Doty

Page 3

6. Develop strategies and processes for increasing postsecondary participation rates

- Increase the participation rate of students moving from high school to college
- Provide more information to students at all levels detailing the advantages of post-secondary work
- Provide the curriculum at the high school level that most nearly guarantees success in college and in the work place
- Provide financial and other incentives designed to move students directly from high school to college
- Coordinate communication describing scholarship offerings and distinguishing between and among them

7. Provide early access postsecondary opportunities for students

- As a *system*, communicate with students and parents about possibilities for early access, including: (1) concurrent enrollment opportunities; (2) advanced placement possibilities; (3) early college alternatives, placement testing, challenge exams, and CLEP testing; and (4) UCAT alternatives





### I. K-16: Increasing Expectations and Enhancing Student Success

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>Lack of awareness by students and their parents of USHE institution admission standards and expectations for success in achieving a degree</p> <p>Inadequate pre-college counseling and college level academic advising</p>	<p>-A K-16 alliance has been established and is meeting regularly with participation from the Governor, Governor Deputy on Education, Chair of Regents, Chair of Board of Education, State Board Members, Legislators, and Community Members</p> <p>-Discipline-specific task forces have been established to ensure comparability of content to facilitate transition to college.</p> <p>- The <i>Achieve to Succeed</i> document will be distributed to all 8<sup>th</sup> grade students, parents, counselors, teachers, and school administrators in August. This document provides details on the benefits of higher education and clearly explains the high school preparation necessary to ensure student success in post-secondary education</p> <p>-A public information campaign has been designed</p> <ol style="list-style-type: none"> <li>direct mailing to students in August</li> <li>Counselor Training Workshop in June for all K-12 Counselors and Regents Staff</li> <li>Still in the process of media events</li> </ol>	<p>-This Alliance is meeting regularly</p> <p>-Comparability of courses has been completed for math and writing</p> <p>-<i>Achieve to Succeed</i> was ready for distribution in August</p> <p>-As a follow-up to this campaign, a multimedia presentation is underway for 8<sup>th</sup>-10<sup>th</sup> grade students to rouse their interest in higher education. This presentation will be available for school assemblies, individual DVD distribution, and for school counselor use.</p>
<p>Lack of rigorous high school curriculum</p>	<p>- Regents Scholar Award has been established and was approved by State Board of Education, Universities and Colleges, and the Regents</p> <p>-Grant was awarded (\$300,000) to pilot State Scholars Initiative in 4 school districts</p> <p>-New Century Scholarship revised to reflect a 3.0 GPA requirement and an option has been added for a rigorous math and science program</p>	<p>-A tracking system will be in place for the Regents Scholar Awardees.</p> <p>-Currently, private funding is being sought for Regents Scholar Award</p> <p>-SSI will be implemented in the Pilot Schools</p> <p>-New Century will be implemented</p>

<p>Fewer high school graduates going to college than 10 year ago</p> <p>The achievement gap/college participation rate between whites and minorities</p>	<p>-A summit is planned to highlight the importance of higher education and narrowing the enrollment gap between K-12 and higher education</p> <p>-The Coalition for Utah's Future has established a subcommittee on higher education to focus on the achievement gap and other critical higher education issues</p>	<p>-Other initiatives will be established</p>
<p>No mechanism to "track" students from K-12 through their post-secondary education</p>	<p>- 2006 Legislation for "common student identifier" passed</p> <p>-<u>Student Tracker</u> grant awarded by UHEAA to USHE institutions</p>	<p>-A "common student identifier" for improved data collection and accountability has begun</p> <p>-A national database with funding from USEP has also been established</p>
<p>Inconsistency of placement tests</p>	<p>-Standardization of placement tests and scores for each USHE institute has been an ongoing discussion issue for the K-16 Alliance</p> <p>- Consideration is given to a much greater use of ACT/SAT measures K-16</p>	<p>-Both of these issues are still under discussion</p> <p>-Currently in the process of Aligning Public Education Assessments and Standards with Higher Education Assessments, Standards, and Expectations</p> <p>a. Commitment from higher education to align placement test</p> <p>b. Adoption of ACT for high schools to replace UBSCT is being discussed</p>

## II. Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>Newer and more diverse incentives for improving retention, time to graduate, and graduation rates need to be studied</p> <p>Improved institutional performance is needed on retention, time to graduate, and graduation rates.</p>	<p>-A retention conference for the state was held in March, all institutions were represented. Institutions request a yearly event</p> <p>-Statewide research on retention gathered (The common identifier plan and student tracker will facilitate research in this area)</p> <p>-A Research Analyst was hired to identify strategies and interventions that work in student retention."</p> <p>-The following issues have been identified for further discussion</p> <ol style="list-style-type: none"> <li>increase the number of well-trained academic advisors</li> <li>eliminate barriers to timely program completion/graduation</li> <li>increase need-based financial aid and scholarships</li> <li>provide better funding for student services programs</li> </ol> <p>-Student success initiative, which would have provided funding to address many of these issues, was presented to legislature. Funding was not provided.</p>	<p>-Work in progress for 2<sup>nd</sup> annual Utah Higher Education Retention conference, which will be held in March.</p> <p>-A report has been written: <i>Student Retention and Completion in Higher Education</i>.</p> <p>-The Board should explore new funding models that would offer student and institution incentives for their completing baccalaureate degrees in four academic years, such as reduced tuition.</p>
<p>Data is needed to support the value of remedial education</p>	<p>-Research Analyst has extracted statewide data for a report on remedial course work and later academic success.</p> <p>-A task force has been established and a policy paper written</p> <p>Alternatives for delivering remedial courses are being structured by the CAOs and Research Analyst.</p>	<p>-A report was written: <i>Remediation in Utah</i> and was placed in the December 2006 Board of Regents agenda.</p> <p>-Remediation benchmarks need to be set.</p>
<p>Data is needed on concurrent enrollment</p>	<p>-Task force on concurrent enrollment has been established to address quality issues, funding, and new legislation</p> <p>-Research Analyst is in the process of formally evaluating concurrent enrollment in terms of later academic success.</p>	<p>-Quality Standards for concurrent enrollment have been established with a new funding process developed in collaboration with USHE and USOE</p> <p>-Task force and research projects are currently ongoing</p>



### III. Meeting the Needs of Disadvantaged and Minority Students

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>Utah's participation rate crisis</p> <p>Need to address the achievement gap between rich and poor and develop action agenda</p> <p>Need to address the achievement gap between white and minority students and develop action agenda.</p>	<ul style="list-style-type: none"><li>-Task force has been structured for the minority and disadvantaged students with representatives from institutions and ethnic groups</li><li>-Task force has investigated other state's initiatives and proposals that address minority and disadvantaged students</li><li>-Collecting institutional data on minority participation and completion for past 10 years and on programs that address the issues</li><li>-Worked with USOE, public school officials, and financial aid officers to develop a plan for implementation of Academic Competitiveness Grants in Utah</li><li>-Utah Legislature provided \$2.25 million for need based financial aid</li></ul>	<ul style="list-style-type: none"><li>-Minority Task force presented their recommendations at the December 2006 Board of Regents meeting</li><li>- In the process of organizing a symposia with representation from all USHE institutions and the community at large that will identify educational barriers experienced by minority and disadvantaged students</li></ul>

#### IV. Higher Education: Building Utah's Workforce, Now, and Future

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>A perception exists that USHE is not meeting the needs of today's workforce</p> <p>USHE needs to monitor job needs and stay in front of a rapidly changing job market</p> <p>USHE must publicize success and report strategic plans</p>	<ul style="list-style-type: none"><li>-A task force has been established and a policy paper has been written</li><li>-Research Analyst has been hired to develop workforce needs and graduates in the workforce</li><li>-The Commissioner's office is in the process of developing a public information plan targeting students, industry, and key policy makers to communicate how education benefits students and the state's economy. The plan will include a listing of workforce requirements and system resources</li><li>-The Jobs Now program is in the process of being developed further to meet the existing and future employer needs for jobs</li><li>-Specific workforce issues (engineering, nursing) have received legislative support</li><li>-An initiative to prepare teachers for future enrollment growth is underway. Former Dean David J. Sperry has been hired.</li></ul>	<ul style="list-style-type: none"><li>-A conference sponsored by USHE is underway to identify key workforce needs, trends in the workforce, and corresponding funding initiatives</li><li>-Program is now in operation</li><li>-This initiative is still in process of being completed</li></ul>

## V. Linking Funding to Institutional Missions and Roles

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>USHE needs to prioritize and prepare a budget request that is deemed effective and efficient</p> <p>The Regents need to prioritize and articulate the most pressing needs of the entire System</p> <p>CFOs and the Finance Committee should come to agreement on items to be considered mandated costs.</p> <p>USHE needs to consider ways to infuse mission consideration, including change of mission, into budget priorities</p>	<p>-The plan for a 75% state support/25% tuition payment support split was prepared for the Legislature. Funding was not provided</p> <p>-Faculty retention funding for 2006 was implemented with excellent results. A plan for 2007 received support but ultimately was not funded.</p> <p>-Infrastructure costs were funded with both ongoing and one-time funds. HETI funds provided, UEN initiative funded</p>	<p>-Continue compensation as a high priority</p> <p>-Continue infrastructure support to enhance the experience of current students</p> <p>-Provide funding to increase IT security</p> <p>-Increase student access by increasing college-going participation rate by one-half percent per year</p> <p>-Convert one-time student financial aid funding to ongoing</p> <p>-Preserve and enhance program quality by funding state initiative and institutional priorities</p>

## VI. Higher Education's Role in Building Utah's Economy: Building Institutional and Business Partnerships

Issues	Year 1 Progress	Year 2 Priority/Progress
<p>Higher education needs to be integrated into some sort of statewide plan or initiative</p> <p>Utah needs to settle on a plan and move it ahead with adequate resources</p>	<p>-USTAR legislation was passed, which will have a major impact on research and development capacity of the two research universities. Other institutions will draw into this initiative either as sites for the outreach programs or as centers for high tech workforce development.</p> <p>-The Commissioner and USHE assisted in the development of a framework (structure and funding) for Regional Innovation Centers. The USTAR legislation created an outreach program in as many as five locations and was funded by \$4.0 million. Implementation will be managed by the newly established governing authority.</p> <p>-The Commissioner and USHE collaborated to build legislative support for USTAR and regional economic development plans and initiatives.</p> <p>-Several institutions created specific plans to advance the role of their institution in local/regional economic development activities.</p>	<p>-This initiative is currently in operation</p> <p>-Governing authority has been approved</p> <p>-This has been completed</p> <p>- Implementation of this will remain a significant task</p>

### **Future Research Priorities for all Strategic Directions:**

1. Resource Book for all institutions, that has correlates of (a) academic achievement, (b) high school graduation, and (c) college attendance
2. Prepare data collection strategies and overall plans with the "common student identifier." Need to get transition plans from public K-12 system to higher education system.
3. Use the "common student identifier" to track concurrent enrollment, remediation, retention, and graduation
4. Policy initiatives will be developed based on minority and disadvantaged symposia results and research on effective practices
5. A data system will be implemented along with better tools on the web, networked with Workforce Services

January 11, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Education Initiative

Background

Dr. David Sperry, USHE Scholar in Residence, has spent the last four months researching and analyzing the increasing gap between the number of teachers being produced and the number of teachers Utah public school districts are hiring. Dr. Sperry has conducted his research and is now leading a statewide task force to identify potential solutions to the problem. His research concludes that in 2005-2006, the gap was about 1,400. This past year, the gap was filled by recruiting out-of-state teachers and by convincing those who had left teaching (retirees, substitute teachers, and those completing alternative certification programs) to accept regular teaching contracts. More than 140 teaching positions were reported vacant at the start of the school year. Many districts are currently reporting serious difficulty finding sufficient substitute teachers.

Factors Contributing to the Problem

Supply

1. The total number of teachers graduating from Utah colleges of education (public and private) has been flat and trending slightly downward the last few years. This comes despite the fact that four new Utah colleges of education have come on line in the past decade and the State Legislature has established an alternative route to certification.

2. Utah higher education enrollments are generally flat and the state's 18- to 24- year-old age population is projected to remain flat until 2018. Given this fact, significant increases in teacher education students won't happen without recruiting students from other disciplines. With the low salaries of teachers, the success of such an effort is problematic.

3. Critical shortages of teachers exist in the fields of secondary mathematics, secondary science, special education (mild/moderate and severe), and early childhood education.

### Demand

1. The state's K-12 population is growing significantly. Utah is projected to add the equivalent of one new public school district larger than the size of Ogden City or Provo City School District each year for the next 10 years. Without altering current student-teacher ratios, the state will need about 700 additional teachers every year for at least the next 10 years simply to accommodate new growth.

2. Utah is experiencing significant teacher turnover due to retirements. Nearly half of the state's current teaching force will be eligible to retire in the next 10 years. About 5 percent of the Utah's K-12 teaching force retired last year.

3. Utah experiences high turnover of new teachers. Nearly 50 percent of all new K-12 teachers leave teaching within the first five years. In 2005-2006, nearly 20 percent of those teaching in the state of Utah and leaving K-12 had taught only one year.

### Finding Solutions to the Problem

The K-16 Alliance has appointed a special task force to provide recommendations to three questions:

1. What should be done to entice, recruit, and retain more individuals, especially minorities, into a career of K-12 teaching?

2. What should be done to enhance the state's capacity to produce and retain greater numbers of K-12 teachers?

3. What should be done to address the state's immediate critical teacher shortage in the areas of math, science, special education, and early childhood education?

### Tentative Views of the Task Force

1. All roads lead to the need to increase the compensation of teachers. Economic principles say that by increasing salaries, more individuals will be attracted to teaching careers. However, given the state's political and fiscal conservatism, this may not be realistic. A rather revolutionary alternative would be to scrap the current age-old agrarian model of delivering K-12 education and significantly increase the work days of teachers by going to a scenario such as a year-round trimester model. This would increase salaries and provide an immediate and substantial resource to help reduce existing teacher shortages. Such a model would offer broad flexibility as to how and how quickly students would proceed through the K-12 system. An efficiency model of this sort could possibly save the state money while increasing teacher professionalism, reducing class size, increasing teacher salaries, and maximizing health and dental benefits. It would result in a major culture change and create some interesting administrative challenges.

2. Secondary roads include enhanced scholarship opportunities for more would-be teachers.

3. Immediate stop gap measures may require a combination of some or all of the following:

- (1) Greater licensing flexibility
- (2) Differentiated salaries
- (3) Signing bonuses, especially in critical shortage areas
- (4) Fast-track and distance education programs
- (5) Expanded and improved alternative certification programs
- (6) More part-time contracts
- (7) Recruiting teachers from among teaching aides (grow your own teachers)
- (8) Development of a "2 plus 2 plus 2 model" of teacher training

Commissioner's Recommendations

This study and the progress of the taskforce have been provided as information only. No action is required at this time. Dr. Sperry will present final recommendations of the task force to the Board of Regents in spring or summer of 2007.

---

Richard E. Kendell, Commissioner

REK/DS/AC







UTAH SYSTEM OF  
HIGHER EDUCATION

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*Building a Stronger State of Minds*

**Dr. David Sperry**

**Phone: (801) 321-7205**

**E-mail: [dsperry@utahsbr.edu](mailto:dsperry@utahsbr.edu)**



# **SUPPLY AND DEMAND NEEDS OF K-12 EDUCATION IN THE STATE OF UTAH:**

## ***FORMULATING A STATE-WIDE EDUCATION INITIATIVE***

# **SUPPLY SIDE**

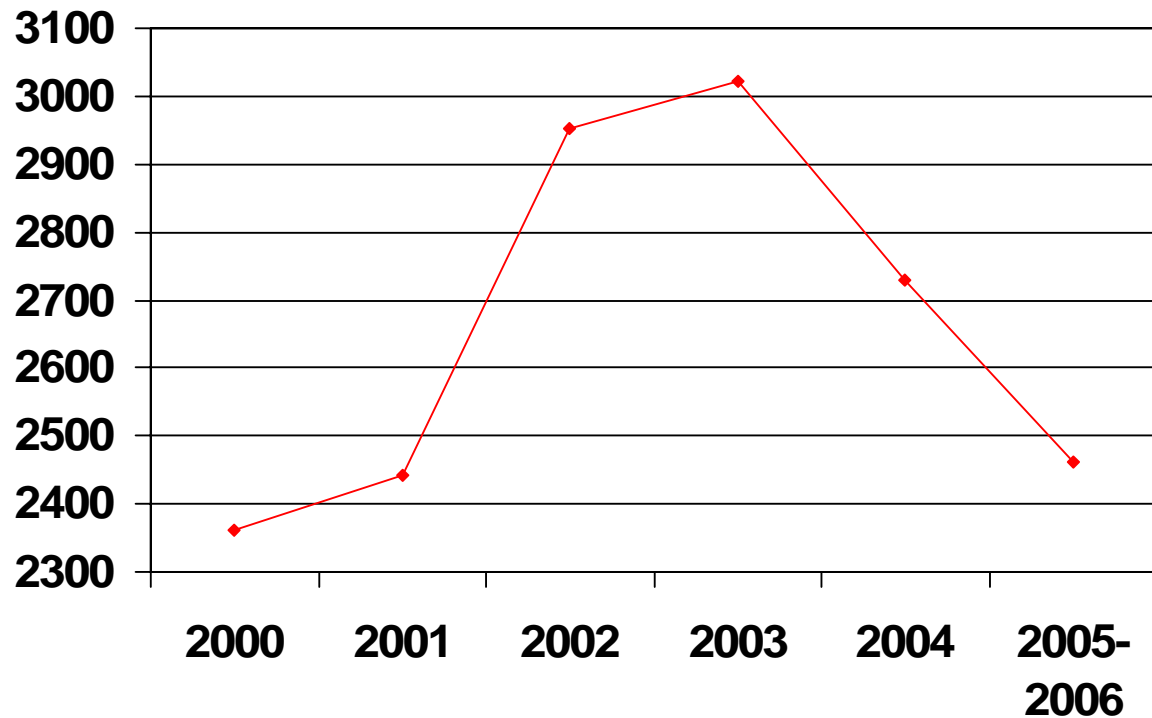
**Number of students reported completing teacher education programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, in areas of license issued by the Utah State Board of Education**

<b>INSTITUTION</b>	<b>TOTAL</b>	<b>PERCENT</b>
<b>BYU</b>	<b>742</b>	<b>32.4%</b>
<b>Dixie</b>	<b>30</b>	<b>1.3%</b>
<b>PHX</b>	<b>98</b>	<b>4.3%</b>
<b>SUU</b>	<b>257</b>	<b>11.2%</b>
<b>USU</b>	<b>448</b>	<b>19.5%</b>
<b>UU</b>	<b>258</b>	<b>11.3%</b>
<b>UVSC</b>	<b>173</b>	<b>7.5%</b>
<b>WC</b>	<b>49</b>	<b>2.1%</b>
<b>WGU</b>	<b>35</b>	<b>1.5%</b>
<b>WSU</b>	<b>202</b>	<b>8.8%</b>
<b>TOTAL</b>	<b>2,292</b>	<b>99.9%</b>

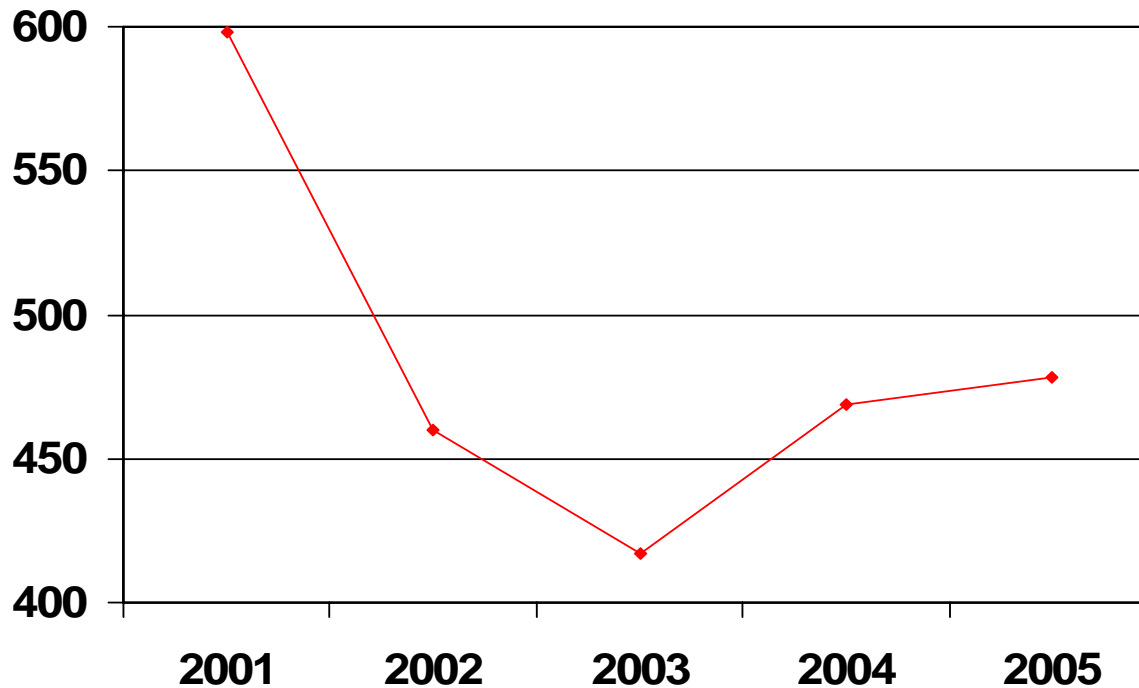
**Number of students reported completing non-teaching  
educational programs of study in Utah colleges and  
universities, July 1, 2005 to June 30, 2006, by areas of license  
issued in the Utah State Board of Education**

<b>INSTITUTION</b>	<b>TOTAL</b>	<b>PERCENT</b>
<b>BYU</b>	<b>56</b>	<b>19.3%</b>
<b>Dixie</b>	<b>N/A</b>	
<b>PHX</b>	<b>60</b>	<b>20.7%</b>
<b>SUU</b>	<b>39</b>	<b>13.5%</b>
<b>USU</b>	<b>72</b>	<b>24.8%</b>
<b>UU</b>	<b>63</b>	<b>21.7%</b>
<b>UVSC</b>	<b>N/A</b>	
<b>WC</b>	<b>N/A</b>	
<b>WGU</b>	<b>N/A</b>	
<b>WSU</b>	<b>N/A</b>	
<b>TOTAL</b>	<b>290</b>	<b>100.0%</b>

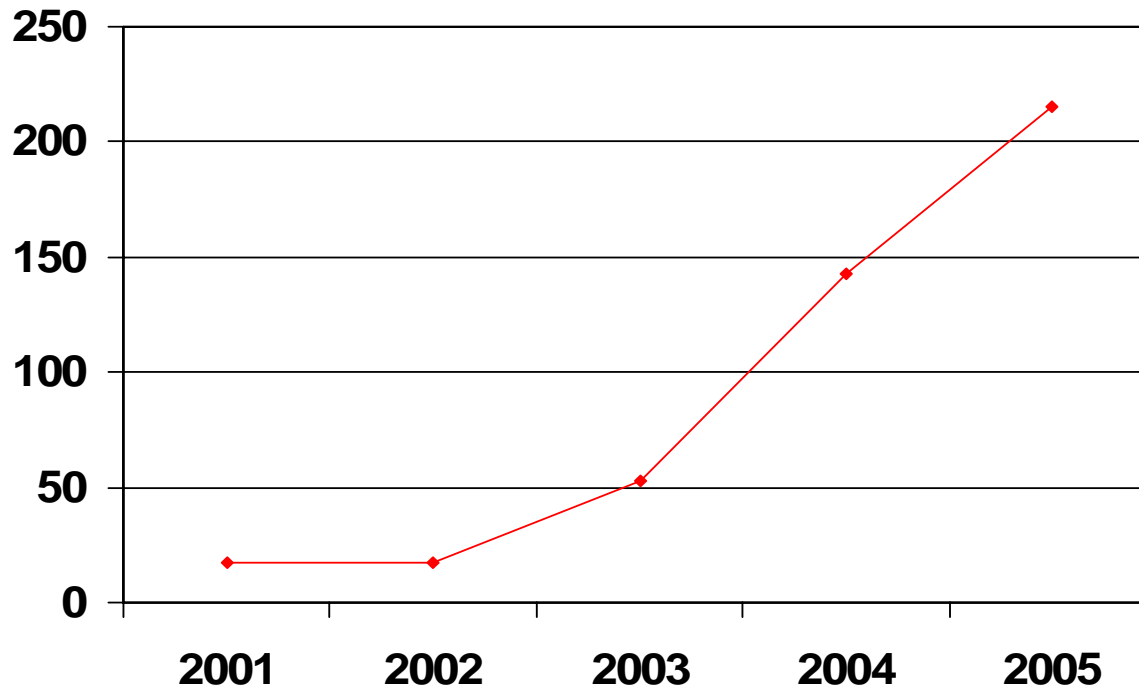
# Number of Utah colleges and university education graduates obtaining Utah educator licenses 2000-2006



# Number of Utah educator licenses issued to out-of-state applicants, 2001-2005

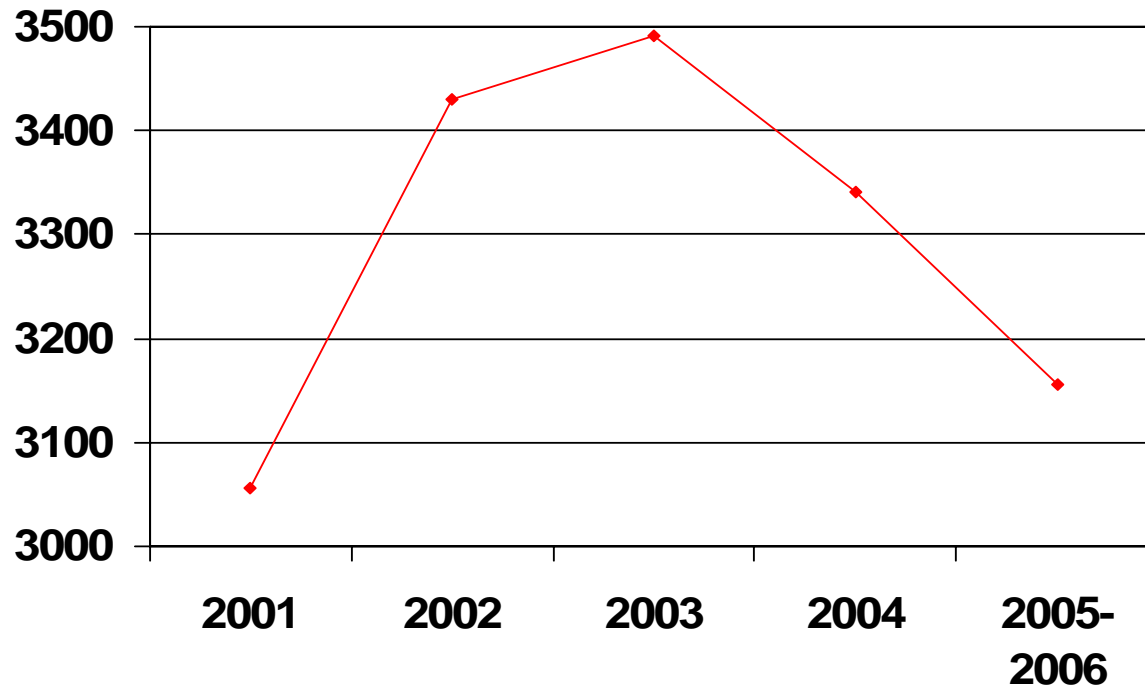


# Number of Utah educator licenses issued to those entering education through alternative licensure programs, 2001-2006





# **Number of Utah educator licenses issued 2001-2005 to combined groups of Utah college of education students, out-of-state applicants, and ARL's**



**Number of teacher education students reported completing programs  
of study in Utah colleges and universities, July 1, 2005 to June 30,  
2006, by institution and by areas of license issued by the Utah State  
Board of Education who were known by their Institution to have been  
hired to work in their program area in the state of Utah by  
September 1, 2006**

	AUD	SP	ECE	EE	SEC	SE	ECSE	TOTAL	%
BYU	0/0	15/15	40/56	93/260	88/368	40/43	NP	276/742	37.2%
Dixie	NP	NP	NP	19/30	NP	NP	NP	19/30	63.3%
PHX	NP	NP	NP	48/57	32/41	NP	NP	48/57	84.2%
SUU	NP	NP	34/42	85/114	69/86	8/15	NP	196/257	76.3%
USU	0/0	7/8	17/28	97/152	87/148	104/109	2/3	314/448	70.1%
UU	0/2	17/24	18/20	56/68	43/67	61/66	11/11	206/258	79.8%
UVSC	NP	NP	20/20	111/ 111	25/42	NP	NP	156/173	90.2%
WC	NP	NP	4/5	20/24	10/13	5/7	NP	39/49	79.6%
WGU	NP	NP	NP	29/31	3/4	NP	NP	32/35	91.4%
WSU	NP	NP	NA/20	NA/81	NA/92	NA/9	NP	NA/202	NA

**NP=No Program**

**NA=Information Not Available**

**Number of non-teaching professional educators completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and by areas of license issued by the Utah State Board of Education who were known by their institution to have been hired to work in their program area in the state of Utah by September 1, 2006**

	<b>A &amp; S</b>	<b>SC</b>	<b>SP</b>	<b>SW</b>	<b>TOTAL</b>	<b>%</b>
<b>BYU</b>	<b>34/35</b>	<b>NP</b>	<b>17/21</b>	<b>NP</b>	<b>51/56</b>	<b>91.1%</b>
<b>Dixie</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>
<b>PHX</b>	<b>NP</b>	<b>NA/60</b>	<b>NP</b>	<b>NP</b>	<b>NA/60</b>	<b>NA</b>
<b>SUU</b>	<b>32/39</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>32/39</b>	<b>82.1%</b>
<b>USU</b>	<b>NA/41</b>	<b>NA/28</b>	<b>1/3</b>	<b>NP</b>	<b>NA/72</b>	<b>NA</b>
<b>UU</b>	<b>13/19</b>	<b>9/10</b>	<b>10/10</b>	<b>NA/24</b>	<b>32/39</b>	<b>82.1%</b>
<b>UVSC</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>
<b>WC</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>
<b>WGU</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>
<b>WSU</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>

**Number of teacher education students by race and ethnicity  
reported completing programs of study in Utah colleges and  
universities, July 1, 2005 to June 20, 2006, by areas of license  
issued by the Utah State Board of Education**

	AUD	SP	ECE	EE	SEC	SE	ECSE	TOTAL	%
Amer. Indian				2	5	2		9	.39%
Asian			2	10	12	2		26	1.13%
Black					2			2	.09%
White	2	47	158	801	733	219	14	1974	86.13%
Hispanic			5	24	21	12		62	2.71%
Pacific Islander			1	3	7	6		17	.74%
Foreign National				1	2			3	.13%
Multi-Ethnic								0	
Unknown			25	87	79	8		199	8.68%
<b>Total</b>	<b>2</b>	<b>47</b>	<b>191</b>	<b>928</b>	<b>861</b>	<b>249</b>	<b>14</b>	<b>2,292</b>	<b>100.0%</b>

**Number of non-teaching professional educators by race and ethnicity completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education**

	A & S	SC	SP	SW	TOTAL	%
Amer. Indian					0	
Asian	5		1		6	2.07%
Black					0	
White	124	96	31		251	86.55%
Hispanic	1		2		3	1.04%
Pacific Islander	3	2			5	1.72%
Foreign National					0	
Multi-Ethnic						
Unknown	1			24	25	8.62%
<b>Total</b>	<b>134</b>	<b>98</b>	<b>34</b>	<b>24</b>	<b>290</b>	<b>100.0%</b>

**Number of minority students reported completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006 by institution**

	American Indian	Asian	Black	Hispanic	Pacific Islander	Foreign Nationals	Total	%
<b>BYU</b>	<b>4</b>	<b>16</b>	<b>1</b>	<b>18</b>	<b>5</b>		<b>44</b>	<b>33.1%</b>
<b>Dixie</b>		<b>1</b>					<b>1</b>	<b>.8%</b>
<b>PHX</b>		<b>5</b>		<b>7</b>	<b>3</b>		<b>15</b>	<b>11.3%</b>
<b>SUU</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>20</b>	<b>15.0%</b>
<b>USU</b>	<b>1</b>	<b>2</b>		<b>12</b>	<b>2</b>		<b>17</b>	<b>12.8%</b>
<b>UU</b>	<b>2</b>	<b>2</b>		<b>2</b>	<b>1</b>		<b>7</b>	<b>5.3%</b>
<b>UVSC</b>		<b>1</b>		<b>4</b>			<b>5</b>	<b>3.8%</b>
<b>WC</b>				<b>3</b>		<b>2</b>	<b>5</b>	<b>3.8%</b>
<b>WGU</b>				<b>1</b>			<b>1</b>	<b>.8%</b>
<b>WSU</b>				<b>9</b>	<b>9</b>		<b>18</b>	<b>13.5%</b>
<b>TOTAL</b>	<b>9</b>	<b>32</b>	<b>2</b>	<b>65</b>	<b>22</b>	<b>3</b>	<b>133</b>	<b>100.2%</b>

**Number of minority students completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006, by racial/ethnic category**

<b>Category</b>	<b>Number</b>	<b>Percentage</b>
<b>American Indian</b>	<b>9</b>	<b>6.8%</b>
<b>Asian</b>	<b>32</b>	<b>24.1%</b>
<b>Black</b>	<b>2</b>	<b>1.5%</b>
<b>Hispanic</b>	<b>65</b>	<b>48.9%</b>
<b>Pacific Islander</b>	<b>22</b>	<b>16.5%</b>
<b>Foreign National</b>	<b>3</b>	<b>2.3%</b>
<b>Total</b>	<b>133</b>	<b>100.1%</b>

**Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and area of major endorsement**

	Fine Arts	Foreign Language	Health/ PE	Math	Language Arts	Science	Social Studies	Applied Tech	Total	%
<b>BYU</b>	<b>57</b>	<b>24</b>	<b>27</b>	<b>62</b>	<b>54</b>	<b>31</b>	<b>70</b>	<b>43</b>	<b>368</b>	<b>42.7%</b>
<b>Dixie</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>NP</b>	<b>0</b>	<b>0%</b>
<b>PHX</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>13</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>41</b>	<b>4.8%</b>
<b>SUU</b>	<b>14</b>	<b>2</b>	<b>28</b>	<b>1</b>	<b>9</b>	<b>4</b>	<b>15</b>	<b>13</b>	<b>86</b>	<b>10.0%</b>
<b>USU</b>	<b>14</b>	<b>7</b>	<b>19</b>	<b>25</b>	<b>10</b>	<b>12</b>	<b>25</b>	<b>36</b>	<b>148</b>	<b>17.2%</b>
<b>UU</b>	<b>18</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>15</b>	<b>1</b>	<b>67</b>	<b>7.8%</b>
<b>UVSC</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>8</b>	<b>16</b>	<b>5</b>	<b>42</b>	<b>4.9%</b>
<b>WC</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>13</b>	<b>1.5%</b>
<b>WGU</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>.5%</b>
<b>WSU</b>	<b>14</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>20</b>	<b>9</b>	<b>19</b>	<b>6</b>	<b>92</b>	<b>10.7%</b>
<b>Total</b>	<b>123</b>	<b>54</b>	<b>85</b>	<b>111</b>	<b>132</b>	<b>75</b>	<b>173</b>	<b>108</b>	<b>861</b>	<b>100.1%</b>
<b>%</b>	<b>14.3%</b>	<b>6.3%</b>	<b>9.9%</b>	<b>12.9%</b>	<b>15.3%</b>	<b>8.7%</b>	<b>20.1%</b>	<b>12.5%</b>		<b>100.0%</b>



**Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution in the field of mathematics**

	BYU	Dixie	PHX	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Mathematics	62		4	1	15	7	1	2		9	101
Mathematics/ Statistics Composite					10						10
Total	62		4	1	25	7	1	2		9	111

**Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution in the field of science**

	BYU	Dixie	PHX	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Biology			1	2			7				10
Biological Composite	8				6	3		1		6	24
Botany											0
Chemistry	4			1		2					7
Chemistry/ Physics Composite											0
Earth Science Composite	4				1		1			1	7
Geology									1		1
Physical Science Composite	5			1	5			1		1	13
Physics	10		1			1				1	13
Zoology*											0
<b>Total</b>	<b>31</b>		<b>2</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>75</b>

**\*Minor Only**

**Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1,2005 to June 30, 2006, by institution and area of license issued by the Utah State Board of Education**

	Fine Arts	Foreign Language	Health/ PE	Math	Language Arts	Science	Social Studies	Applied Tech	Other	Total
BYU	0	10	45	4	65	7	22	0	2	155
Dixie*										0
PHX	0	0	0	0	2	0	1	0	0	3
SUU	1	8	14	3	36	2	4	1	3	72
USU	1	10	7	2	9	12	17	6	0	64
UU	NA	3	2	0	12	0	4	NA	0	21
UVSC**										0
WC	4	4	0	0	8	0	6	0		22***
WGU	0	0	0	0	0	1	2	0	0	3
WSU	4	3	12	3	36	7	6	9	0	80
<b>Total</b>	<b>10</b>	<b>38</b>	<b>80</b>	<b>12</b>	<b>168</b>	<b>29</b>	<b>62</b>	<b>16</b>	<b>5</b>	<b>420</b>

\* No secondary education program

\*\* All composite majors

\*\*\*9 were elementary education majors who took a secondary teaching minor

**Number of students reported completing a secondary teaching minor in Utah colleges and universities July 1, 2005 to June 30, 2006, as a percentage of all who completed a secondary teaching program by institution**

	Number Completing a Secondary Program	Number Completing a Secondary Program Who also Completed a Secondary Teaching Minor	Percent Completing a Secondary Teaching Minor
<b>BYU</b>	<b>368</b>	<b>155</b>	<b>42.1%</b>
<b>Dixie</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>PHX</b>	<b>41</b>	<b>3</b>	<b>7.3%</b>
<b>SUU</b>	<b>86</b>	<b>72</b>	<b>83.7%</b>
<b>USU</b>	<b>148</b>	<b>64</b>	<b>43.2%</b>
<b>UU</b>	<b>67</b>	<b>21</b>	<b>31.3%</b>
<b>UVSC**</b>	<b>42</b>	<b>NA</b>	<b>NA</b>
<b>WC</b>	<b>13</b>	<b>13</b>	<b>100%</b>
<b>WGU</b>	<b>4</b>	<b>3</b>	<b>75%</b>
<b>WSU</b>	<b>92</b>	<b>80</b>	<b>87%</b>
<b>Total</b>	<b>861</b>	<b>411</b>	<b>47.7%</b>

**\*\* All Composite Majors**

**Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 2005, to June 30, 2006, by institution in the field of mathematics**

	BYU	Dixie	PHX	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Mathematics	4			3	2					3	12
Mathematics/ Statistics Composite											
Total	4			3	2					3	12

**Number of students reported completing a secondary  
teaching minor in Utah colleges and universities, July 1, 2005,  
to June 30, 2006, by institution in the field of science**

	BYU	Dixie	PHX	SUU	USU	UU	UVSC	WC	WGU	WSU	Total
Biology											
Biology Composite											
Botany											
Chemistry	3			2	6					1	12
Chemistry/ Physics Composite											
Earth Science Composite											
Geology	2								1		3
Physical Science Composite					6						6
Physics	2									6	8
Zoology											
<b>Total</b>	<b>7</b>			<b>2</b>	<b>12</b>				<b>1</b>	<b>7</b>	<b>29</b>

**Number of students reported completing programs of study in  
Utah colleges and universities, July 1, 2005 to June 30, 2006,  
by institution in special education by institution and specific  
areas of endorsement granted by the Utah State Board of  
Education**

	Hearing Impaired (Deaf)	Mild/ Moderate	Severely Handicapped	Visually Impaired	Total	%
<b>BYU</b>		<b>25</b>	<b>18</b>		<b>43</b>	<b>17.3%</b>
<b>Dixie</b>						
<b>PHX</b>						
<b>SUU</b>		<b>15</b>			<b>15</b>	<b>6.0%</b>
<b>USU</b>		<b>86</b>	<b>23</b>		<b>109</b>	<b>43.8%</b>
<b>UU</b>	<b>10</b>	<b>25</b>	<b>26</b>	<b>5</b>	<b>66</b>	<b>26.5%</b>
<b>UVSC</b>						
<b>WC</b>		<b>7</b>			<b>7</b>	<b>2.8%</b>
<b>WGU</b>						
<b>WSU</b>		<b>9</b>			<b>9</b>	<b>3.6%</b>
<b>Total</b>	<b>10</b>	<b>168</b>	<b>67</b>	<b>5</b>	<b>249</b>	<b>100%</b>

# **SUPPLY SIDE OBSERVATIONS AND CONCLUSIONS**

**1. The supply of new educators in the State of Utah has remained relatively flat trending downward the last few years despite the addition of legislation empowering alternative routes to licensing and the addition of four new colleges of education.**



**2. With the exception of Brigham Young University the vast majority of current education graduates of Utah's public and private colleges of education remain in and at least begin working as educators in the state of Utah.**

**3. As the number of Utah students attending Brigham Young University has decreased as a percentage of the university's overall student body, the number of teacher education students from BYU taking jobs in Utah appears to have also dwindled.**

**4. The critical need areas of math and science are not attracting the largest number of secondary teacher education students.**

**5. The state is doing an inadequate job of attracting minorities into teaching.**

**6. The flexibility for staffing Utah's secondary schools has to have been diminished by the State no longer requiring that secondary teachers have to complete a teaching minor.**

# **Demand Side**

# **CHANGES IN THE NUMBER OF TEACHERS IN UTAH PUBLIC SCHOOL DISTRICTS 2005-2006 (38 of 40 districts reporting)**

**1. Number of teachers at the  
start of the 2005-2006 school year  
= 24,895.5**

**2. Number of teachers who left  
the employment of their school  
district for whatever reason  
during or at the end of the 2005-  
2006 school year = 2,847.75**

**3. Percent Turnover = 11.44%**

**4. Number of new teachers hired to replace those who left and/or to adjust for student growth and programmatic modifications in order to start the 2006-2007 school year = 3,539.85**

**ON AVERAGE 14.2% OR 1 IN EVERY 7 TEACHERS IS NEW TO THE LOCAL UTAH SCHOOL DISTRICT IN WHICH THEY ARE WORKING THIS ACADEMIC YEAR.**

## **IN ELEVEN SCHOOL DISTRICTS THE PERCENTAGE OF NEW TEACHERS IS EVEN HIGHER**

**Daggett - 29.4% (1 in 3.4)**

**Wasatch - 27.7% (1 in 3.6)**

**Nebo – 26.6% (1 in 3.76)**

**Alpine - 20.7% (1 in 4.8)**

**Morgan - 18.6% (1 in 5.38)**

**Provo - 17.9% (1 in 5.59)**

**Jordan - 17.7% (1 in 5.60)**

**Washington - 17.4% (1 in 5.7)**

**Logan City - 17.3% (1 in 5.78)**

**Tooele - 16.5% (1 in 6.06)**

**Murray - 15.0% (1 in 6.67)**

## Degree of difficulty experienced by Utah public school districts in hiring teachers in order to begin the 2006-2007 school year

Categories of Teacher Licensing in the state of Utah	Degree of Difficulty Districts had in Hiring Teacher (Reported by Number of Districts).				
Communication Disorders/Audiology	9<	Extremely Difficult	8	No Difficulty	0
		Somewhat Difficult	1	None were Needed	22
		No Response/Not Applicable	7		
Communication Disorders/Speech Pathology	18<	Extremely Difficult	15	No Difficulty	3
		Somewhat Difficult	3	None were Needed	12
		No Response/Not Applicable	5		
Early Childhood K-3	22<	Extremely Difficult	13	No Difficulty	7
		Somewhat Difficult	9	None were Needed	5
		No Response/Not Applicable	4		
Elementary 1-8	19<	Extremely Difficult	3	No Difficulty	15
		Somewhat Difficult	16	None were Needed	1
		No Response/Not Applicable	3		
Secondary Education	26<	Extremely Difficult	5	No Difficulty	4
		Somewhat Difficult	21	None were Needed	3
		No Response/Not Applicable	5		
Special Education	26<	Extremely Difficult	19	No Difficulty	2
		Somewhat Difficult	7	None were Needed	6
		No Response/Not Applicable	4		
Special Education (Birth-Age 5)	13<	Extremely Difficult	12	No Difficulty	3
		Somewhat Difficult	1	None were Needed	16
		No Response/Not Applicable	7		

# Degree of difficulty experienced by Utah public school districts in hiring secondary teachers by areas of primary discipline in order to begin the 2006 school year

Area of Discipline	Degree of Difficulty Districts had in Hiring Secondary teachers (Reported by Number of Districts)			
Fine Art	16<	Extremely Difficult 7 Somewhat Difficult 9 No Response/Not Applicable 1	No Difficulty 9 None were Needed 12	
Foreign Language	11<	Extremely Difficult 0 Somewhat Difficult 11 No Response/Not Applicable 1	No Difficulty 6 None were Needed 20	
Health, P.E., Safety	3<	Extremely Difficult 0 Somewhat Difficult 3 No Response/Not Applicable 1	No Difficulty 15 None were Needed 19	
Language Arts	15<	Extremely Difficult 2 Somewhat Difficult 13 No Response/Not Applicable 0	No Difficulty 12 None were Needed 11	
Math	25<	Extremely Difficult 17 Somewhat Difficult 8 No Response/Not Applicable 0	No Difficulty 3 None were Needed 10	
Science	23<	Extremely Difficult 16 Somewhat Difficult 7 No Response/Not Applicable 0	No Difficulty 3 None were Needed 12	
Social Studies	10<	Extremely Difficult 3 Somewhat Difficult 7 No Response/Not Applicable 1	No Difficulty 19 None were Needed 8	
Applied Technology	18<	Extremely Difficult 6 Somewhat Difficult 12 No Response/Not Applicable 1	No Difficulty 6 None were Needed 13	



## Reasons why teachers left teaching in Utah public schools during 2005-2006 as reported by district officials\*

Reason	Number	Percentage
Retiring	790	44.6%
Resigning due to personal & family issues	312.25	17.6%
Spousal relocation	201	11.3%
Accepting a position in another school/district or education agency/institution	163	9.2%
Contract not renewed or terminated	149	8.4%
Leave of absence (e.g. military)	69	3.9%
Leaving education altogether for another types of employment	47	2.7%
Resigning due to long-term disability	18	1.0%
Pursuing additional education or training	15	.9%
Death	7	.4%
<b>Total</b>	<b>1,771.25</b>	<b>100%</b>

\* Not all school districts collect this data. These figures account for 1,771.25 or 62 % of the reported 2,847.75

**Number of years teachers, who left the employment of the Utah public school district in 2005-2006, had taught in that particular school district\***

<b>Years Teaching</b>	<b># of Teachers</b>	<b>Percentage</b>
<b>1 year</b>	<b>380</b>	<b>19.3%</b>
<b>2 years</b>	<b>202</b>	<b>10.3%</b>
<b>3 years</b>	<b>158</b>	<b>8.0%</b>
<b>4 years</b>	<b>109.25</b>	<b>5.6%</b>
<b>5 years</b>	<b>88</b>	<b>4.5%</b>
<b>More than 5 years</b>	<b>1028</b>	<b>52.3%</b>
<b>Total</b>	<b>1,965.25</b>	<b>100%</b>

\* Not all school districts collect this data. These figures account for 1965.25 or 69% of the reported 2,847.75 teachers who left.

# **Experiential background of new teachers hired by Utah's public school districts for the start of the 2006-2007 school year**

<b>Source</b>	<b>Number</b>	<b>Percentage</b>
<b>Teachers with no previous experience</b>	<b>1971</b>	<b>55.9%</b>
<b>Teachers with prior experience</b>	<b>1556.25</b>	<b>44.1%</b>
<b>Total</b>	<b>3527.25</b>	<b>100%</b>

# **Source of new teachers hired by Utah's public school districts for the start of the 2006-2007 school year \***

Utah college graduates (no previous experience)	45.8%
Out-of-state college graduates (no previous experience)	5.6%
Alternative certification programs	4.5%
Returning to teaching	18.3%
Moving from another Utah school district	17.5%
Moving from out-of-state (previous experience)	<u>8.3%</u>
Total	100%

***\* All reporting school districts knew if their new hires had previous teaching experience or not. However, not all school districts could answer the question where they came from. The percentages are based on 1,996 or 57% of the reported new hires.***

# **VACANCIES IN TEACHING POSITIONS ON THE STARTING DAY OF CLASSES, FALL 2006, IN UTAH'S PUBLIC SCHOOLS**

**Number of districts with  
vacancies = 17 of 38**

**Total number of reported  
vacancies = 138.5**

**Districts with the largest number  
of reported vacancies = Jordan  
(40), Weber (17), Alpine (16),  
Washington (13), and Davis (14)**

# **AREAS OF VACANCY**

**Elementary 50**

**Secondary Education 32**

**Math 9**

**Science 7**

**Applied Technology 7**

**Music 3**

**Social Studies 2**

**Media 1**

**English 1**

**Special Education 25**

**Early Childhood Education 17.5**

**Speech Pathology 11**

**Early Childhood Special Education 1**

# **CHANGES IN THE NUMBER OF NON-TEACHING PROFESSIONAL EDUCATORS IN UTAH PUBLIC SCHOOL DISTRICTS 2005-2006**

## **(Administrators, Counselors, Psychologists, and Social Workers)**

- 1. Number at the start of 2005-2006 = 2,582.6**
- 2. Number who left the employment of their school district for whatever reason during or at the end of the 2005-2006 school year = 216.1**

**3. Percent Turnover = 8.4%**

**4. Number of new hires to replace those who left and/or to adjust for student growth and programmatic modifications in order to start the 2006-2007 school year = 237**

**2005-2006, TURNOVER IN EACH NON-TEACHING PROFESSIONAL POSITION:**

**Administrators = 7.3%**

**School Counselors = 8.1%**

**School Psychologists = 16.0%**

**School Social Workers = 10.9%**



**Degree of difficulty experienced by Utah public school districts in hiring non-teaching professional educators in order to begin the 2006-2007 school year**

<b>Categories of Teacher Licensing in the State of Utah</b>	<b>Degree of difficulty districts had in hiring non-teaching professional educators (reported by number of districts)</b>			
<b>Admin/Supervisory</b>	10<	Extremely Difficult 3 Somewhat Difficult 7 No Response/Not Applicable 10	No Difficulty 12 None were Needed 6	
<b>School Counselor</b>	6<	Extremely Difficult 3 Somewhat Difficult 3 No Response/Not Applicable 9	No Difficulty 10 None were Needed 13	
<b>School Psychologist</b>	13<	Extremely Difficult 12 Somewhat Difficult 1 No Response/Not Applicable 9	No Difficulty 2 None were Needed 14	
<b>School Social Worker</b>	2<	Extremely Difficult 1 Somewhat Difficult 1 No Response/Not Applicable 14	No Difficulty 1 None were Needed 21	

# Reasons why non-teaching professional educators left employment in Utah public school districts 2005-2006 \*

Reason	Number	Percentage
Retiring	120	62.2%
Accepting a position in another school/district or education agency/institution	25	13%
Unknown	23	11.9%
Spousal relocation	9	4.7%
Contract not renewed or terminated	7	3.6%
Resigning due to personal & family issues	7	3.6%
Deceased	2	1.0%
Leaving education altogether for another type of employment	0	
Pursuing additional education or training	0	
Resigning due to long-term disability	0	
<b>Total</b>	<b>193</b>	<b>100%</b>

\* Not all school districts collect this data. These figures account for 193 or 89.3% of those who left in the 35 of the 38 school districts providing a report or a complete record.

**Number of years non-teaching professional educators were employed before leaving their public school district during or at the end of the 2005-206 school year \***

<b>Years Employed</b>	<b># of Professionals</b>	<b>Percentage</b>
<b>1 year</b>	<b>3</b>	<b>2.5%</b>
<b>2 years</b>	<b>5</b>	<b>4.2%</b>
<b>3 years</b>	<b>0</b>	
<b>4 years</b>	<b>0</b>	
<b>5 years</b>	<b>6</b>	<b>5.1%</b>
<b>More than 5 years</b>	<b>105</b>	<b>88.2%</b>
<b>Total</b>	<b>119</b>	<b>100%</b>

\* Not all school districts collect this data. These figures account for 20 of 38 reporting Utah School Districts.

**Experiential background of new non-teaching professional educators hired by Utah's public school districts for the start of the 2006-2007 school year**

<b>Source</b>	<b>Number</b>	<b>Percentage</b>
<b>Professionals with no previous experience</b>	<b>114</b>	<b>49%</b>
<b>Professionals with prior experience</b>	<b>120</b>	<b>51%</b>
<b>Total</b>	<b>234</b>	<b>100%</b>

# **Source of New non-teaching Professional Educators Hired by Utah's Public School Districts for the Start of 2006-2007 School Year \***

<b>Utah college graduates (no previous experience)</b>	<b>44.7%</b>
<b>Out-of-state college graduates (no previous experience)</b>	<b>5.9%</b>
<b>Alternative certification programs</b>	<b>2.4%</b>
<b>Returning to education</b>	<b>4.7%</b>
<b>Moving from another Utah School District</b>	<b>35.3%</b>
<b>Moving from out-of-state (previous experience)</b>	<b><u>7.0%</u></b>
<b>Total</b>	<b>100%</b>

*\* All reporting school districts but one knew if the new hires had previous experience or not. However, not all districts could answer the question where they came from. Base on those districts who had the data (representing approximately 36% of all new hires) the distribution was as listed above.*

**Vacancies in non-teaching professional educator positions by primary area on the starting day of classes, Fall 2006, in Utah's public school districts**

Area	Number of Vacancies
Administration and Supervision	2
School Counselors	2
School Psychologists	5.1
Social Workers	1
Total	10.1

## **Vacant Positions by School District:**

<b>Alpine</b>	<b>3 School Psychologists</b>
<b>Davis</b>	<b>1 School Counselor</b>
<b>Garfield</b>	<b>1 School Administrator and .10 School Psychologist</b>
<b>Jordan</b>	<b>1 School Psychologist</b>
<b>Kane</b>	<b>1 School Administrator</b>
<b>Murray</b>	<b>1 School Psychologist</b>
<b>Ogden</b>	<b>1 School Social Worker</b>
<b>Salt Lake City</b>	<b>1 School Counselor</b>

# **DEMAND SIDE OBSERVATIONS AND CONCLUSIONS**

- 1. The state of Utah is experiencing a significant demand for additional teachers due to a combination of growth in student numbers and high levels of teacher attrition.**
- 2. A significant number of teachers leaving the system are doing so during after the first or second year of teaching.**



**3. About half of the teacher turnover in 2005-2006 was due to retirement. This fact, no doubt, reflects the age composition of the State's teaching force. (Two years ago it was reported that 46.5% of current Utah K-12 would be eligible for retirement in the next 10 years).**

**4. This past year a majority of Utah's local school districts experienced serious difficulty in recruiting and hiring teachers in five of the seven teacher licensing categories.**

**5. The areas of greatest teacher need in Utah are special education (severe and mild/moderate), mathematics, science, and early childhood education.**

**6. Utah's local school districts are having to depend on a combination of new Utah college graduates, new out-of-state college graduates, alternative licensing programs, former teachers and retirees, as well as practicing teachers coming from out-of-state in order to staff their schools.**

# **MAJOR CONCERNS**

- 1. There is a growing gap between the demand for teachers and the number of teachers being trained by Utah's colleges of education.**
- 2. There is an immediate and critical need for more teachers in the areas of math, science, special education, and early childhood education.**
- 3. Interest on the part of Utah's college students in pursuing a career as a K-12 teacher appears to be dwindling.**

# **NEXT STEPS**

**The state's K-16 Alliance has appointed a Task Force to examine and identify for the Alliance what they consider to be the most promising policy options with respect to the following questions:**

- 1. What should be done to enhance the State's capacity to produce greater numbers of K-12 educators?**
- 2. What should be done to address the State's immediate teacher shortage in the areas of mathematics, science, special education, and early childhood education?**
- 3. What should be done to entice and recruit more individuals, especially minorities, into a career of K-12 teaching?**

# **K-16 Alliance**

## **Supply and Demand Task Force**

### **Task Force Members Include:**

<b>Kim Campbell</b>	<b>Utah Education Association</b>
<b>Lyle Cox</b>	<b>Washington School District</b>
<b>Briant Farnsworth</b>	<b>Utah Valley State College</b>
<b>Vernon Henshaw</b>	<b>Alpine School District</b>
<b>Christine Kearl</b>	<b>Governor's Office</b>
<b>Kelly Matthews</b>	<b>Wells Fargo Bank</b>
<b>Mel Miles</b>	<b>Davis School District</b>
<b>Cyndee Miya</b>	<b>Coalition of Minorities Advisory Board</b>
<b>Barry Newbold</b>	<b>Jordan School District</b>
<b>Pam Perlich</b>	<b>University of Utah</b>
<b>Jack Rasmussen</b>	<b>Weber State University</b>
<b>Debra Roberts</b>	<b>Utah State Board of Education</b>
<b>Teddi Safman</b>	<b>Utah System of Higher Education</b>
<b>David Sperry</b>	<b>University of Utah/Utah System of Higher Education</b>
<b>Carol Strong</b>	<b>Utah State University</b>
<b>John Sutherland</b>	<b>Cemaphore Systems</b>
<b>Ray Timothy</b>	<b>Utah State Office of Education</b>
<b>Richard Young</b>	<b>Brigham Young University</b>

**Recommendations by the Task Force will be submitted to the K-16 Alliance by the end of March 2007**

**For a copy of the complete  
study, go to  
[www.utahsbr.edu](http://www.utahsbr.edu) and click  
on Utah's Teacher  
Shortage: Study and  
Findings**

January 11, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Institutional Reports on Campus Programs and Initiatives Related to Minority and Disadvantaged Students—Information Item

At their December 2006 regular meeting, the Regents approved, with some modifications, the prioritized recommendations of the USHE Task Force on Minority and Disadvantaged Students. These recommendations provide a framework for future programs that should be funded and implemented to improve the preparation, participation, and completion rates of minority and disadvantaged students in USHE institutions.

In addition, recognizing that USHE institutions are already addressing this issue through a variety of campus programs, the Strategic Planning and Communications Committee has asked for reports from USHE institutions on such programs so that it can be better informed about effective strategies currently underway. This month the Committee will hear reports from Moises Diaz, Director of Multicultural Student Services at Utah State University, and David Richardson, Vice President for Academic Affairs at Salt Lake Community College.

Commissioner's Recommendation

This item is for information only and requires no action.

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Richard E. Kendell  
Commissioner of Higher Education

REK:dsd



January 11, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Quality Counts 2007: From Cradle to Career, Connecting American Education from Birth to Adulthood—Information Item

Each year Education Week, a national publication that studies and reports on public education issues in the United States, produces a "Quality Counts" report that grades states on a variety of performance measures. This year, rather than giving states a letter grade, the report simply ranks states based on a "Chance-for-Success Index," a set of 13 indicators designed to highlight state efforts, or lack thereof, to get a child successfully from preschool through postsecondary education.

Overall, Utah ranked above average on the Index, tied for 20<sup>th</sup> in the country with Rhode Island. However, several of the individual indicators are troublesome. For example, only 76.7% of Utah public school students graduate from high school with a diploma. While this is well above the national average, several states have higher graduation rates, including New Jersey (84.5%), Wisconsin (80.5%), Vermont (81.2%), Iowa (82.5%), and North Dakota (83.1%).

In addition, only 48.6% of Utah young adults (ages 18-24) are enrolled in postsecondary education or have earned a college degree. While this figure tops the national average (47.8%), we could do much better. Several states have participation/completion rates that better Utah's: Virginia (50.2%), Connecticut (53.8%), Minnesota (54.9%), New Jersey (57.0%), Massachusetts (57.8%), Iowa (54.7%), Illinois (52.8%), North Dakota (57.7%), New York (56.5%), and Rhode Island (57.4%).

Finally, Utah ranks poorly (46<sup>th</sup>) in terms of policies and actions that align education from preschool through college. According to the report, Utah has implemented only two (2) of the fifteen (15) recommended policies to connect the K-12 education system with early learning, higher education, and the world of work.

The press release summarizing the report, together with the Utah section of the report, is attached. This report should provide excellent motivation for the Regents, the State Board of Education, and the K-16 Alliance to continue to work toward a seamless system that will benefit all Utah students.

Commissioner's Recommendation

This item is for information only and requires no action.

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Richard E. Kendell, Commissioner

Attachments

**EMBARGOED FOR RELEASE:** Jan. 3, 2007, 10:00 a.m. Eastern

**CONTACT:** Vanessa Lillie (202) 955-9450 ext. 319, [villie@commworksllc.com](mailto:villie@commworksllc.com)  
Albert Lang (202) 955-9450 ext. 317, [alang@commworksllc.com](mailto:alang@commworksllc.com)

## **Children's Chances for Success Vary Dramatically By State, Report Warns**

***Study Examines State Efforts to Connect Education & Training From  
Birth to Adulthood; Launches State Achievement Index for Grades K-12***

<b>State Highlights Reports Include Detailed Findings for Each State</b>
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WASHINGTON – January 3, 2007 – A child born in Virginia is significantly more likely to experience success throughout life than the average child born in the United States, while a child born in New Mexico is likely to face an accumulating series of hurdles both educationally and economically, according to an analysis published by *Education Week*.

The analysis by the Editorial Projects in Education Research Center is based on the "Chance-for-Success Index," which tracks state efforts to connect education from preschool through postsecondary education and training. The index was developed by the EPE Research Center for *Quality Counts 2007: From Cradle to Career, Connecting American Education From Birth to Adulthood*, produced by *Education Week* with support from the Pew Center on the States. The report is available online at [www.edweek.org/go/qc07](http://www.edweek.org/go/qc07).

The Chance-for-Success Index provides a perspective on the importance of education throughout a person's lifetime and is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

Virginia, Connecticut, Minnesota, New Jersey, Maryland, Massachusetts, and New Hampshire rank at the top of the index, while Alabama, Mississippi, Tennessee, Texas, Arizona, Louisiana, and New Mexico lag significantly behind the national average in descending order.

"Smart states, like smart companies, try to make the most of their investments by ensuring that young people's education is connected from one stage to the next—reducing the chances that students will be lost along the way or require costly remedial programs to acquire skills or knowledge they could have learned right from the start," said Virginia B. Edwards, the editor and publisher of *Education Week* and *Quality Counts*.

The 13 indicators that make up the index capture key performance or attainment outcomes at various stages in a person's lifetime or are correlated with later success. For example, in the early-childhood years, indicators include the percent of children living in families that earn a decent wage and the percent of children with at least one parent who has a postsecondary degree – factors that research shows have an impact on how well children perform in school.

"Overall, the Index captures the cumulative effects of education experience from birth through adulthood and pinpoints the chance for success at each stage and for each state," said Christopher B. Swanson, the director of the EPE Research Center. "We find that a child's life prospects depend greatly on where he or she lives."

Virginia, for example, earns the highest Chance-for-Success score. The average child in Virginia starts out ahead of the curve: less likely to live in a low-income family and more likely to have college-educated parents. Those early advantages are amplified during the elementary-through-postsecondary years, when the typical young person enjoys higher achievement and is more likely to finish high school and continue on to college than in other states. Virginia's well-educated adult population and strong economy offer ample opportunities to realize the returns to schooling as individuals enter the workforce. Similar conditions prevail in other high-ranking states, including Connecticut, Minnesota, and New Jersey.

A near-mirror image of this pattern occurs in the steadily declining trajectories of states like New Mexico. There, weak school performance is unable to overcome, and may exacerbate, the early sociodemographic disadvantages of poverty, linguistic isolation, and low parental education. Among adults in New Mexico, educational attainment, income, and rates of steady employment all fall significantly below the national average. Other low-ranking states, such as Louisiana, Arizona, and Texas, share many of the same characteristics.

"When states make smart choices about how they educate our children – from pre-K through college – they are making smart investments in the economic future of their communities," said Mary Jo Waits, center director for the Pew Center on the States. "This year's *Quality Counts* report shines the spotlight on those states that have given their children the greatest chance for success and those states that have more to do in preparing their young people for the challenges they will face as adults."

In general, the Index shows that individuals born in the South and the Southwest are least likely to experience success, while those residing in the Northeast and the North Central states are more likely to do so.

### **Tracking School, College, and Workforce Readiness**

For the first time since its debut in 1997, *Quality Counts* tracks state efforts to create a more seamless education system, based on more than 80 indicators in five categories: childhood well-being, early-childhood education, K-12 education, postsecondary education, and economy and workforce development.

The report examines the extent to which states have defined what young people need to know and be able to do to move successfully from one stage of education to the next. In general, the report finds far more activity in the early years. For example, 42 states report having early-learning standards aligned with the academic expectations for elementary schools, and 13 states have a formal definition of school readiness.

In contrast, to date, there appears to be far more goodwill than actual policy results when it comes to aligning high school graduation standards with college- and workforce-readiness standards. Only 11 states, for example, have adopted a formal definition of college readiness.

### **New Achievement Index Launched**

To help provide a picture of K-12 performance across states, *Quality Counts* also includes a new State Achievement Index that ranks each state based on whether its students are significantly above or below the national average or are making progress on 15 indicators. But while the Chance-for-Success Index focuses on a range of academic and other indicators throughout an individual's lifetime, the Achievement Index focuses solely on performance during the K-12 years. It is based on a combination of current performance outcomes and gains states have made over time.

Massachusetts, New Jersey, Vermont, Connecticut, Minnesota, North Dakota, South Dakota, Virginia, and Washington State are the top performers on the achievement index, while the District of Columbia, Louisiana, Alabama, Hawaii, New Mexico, West Virginia, and Mississippi perform at the bottom in descending order.

### **Grades Put on Hold**

As *Quality Counts* moves from an exclusive focus on K-12 education to a broader perspective on the connections between K-12 education and the other systems with which it intersects, *Education Week* is taking the opportunity to rethink the report's core indicators. For that reason, the 2007 report does not grade the states, and it does not include indicators related to school climate, teacher quality, or school finance, as it has in past years. Indicators on state standards, assessments, and accountability systems in K-12 are still included.

## State Highlights Reports and Online Extras

Individual findings for each state—including state performance on the Chance-for-Success and State Achievement indices—are included in state highlight reports, available online on at [www.edweek.org/go/qc07/shr](http://www.edweek.org/go/qc07/shr). There will be a series of online chats about *Quality Counts 2007* at [www.edweek.org](http://www.edweek.org), including:

- **From Cradle to Career: Connecting American Education from Birth Through Adulthood:** Friday, January 5, 12 p.m. Eastern
- **College Readiness:** Wednesday, January 10, 3 p.m. Eastern
- **Early-Childhood Education:** Friday, January 12, 12 p.m. Eastern

# # #

*The Research Center is the research division of the Bethesda, Md.-based nonprofit Editorial Projects in Education. The Research Center conducts annual policy surveys and collects data for the Quality Counts, Diplomas Count, and Technology Counts annual reports and the Education Counts online database. It also contributes research and data to special reports in Education Week, Teacher Magazine, and edweek.org. The EPE Research Center is on the Web at [www.edweek.org/rc](http://www.edweek.org/rc).*

*The Pew Center on the States, a division of the Pew Charitable Trusts, identifies critical issues facing states, examines diverse policy approaches, and shines a spotlight on nonpartisan, pragmatic solutions. The Pew Center on the States is located on the Web at [www.pewcenteronthestates.org](http://www.pewcenteronthestates.org)*

# Chance for Success

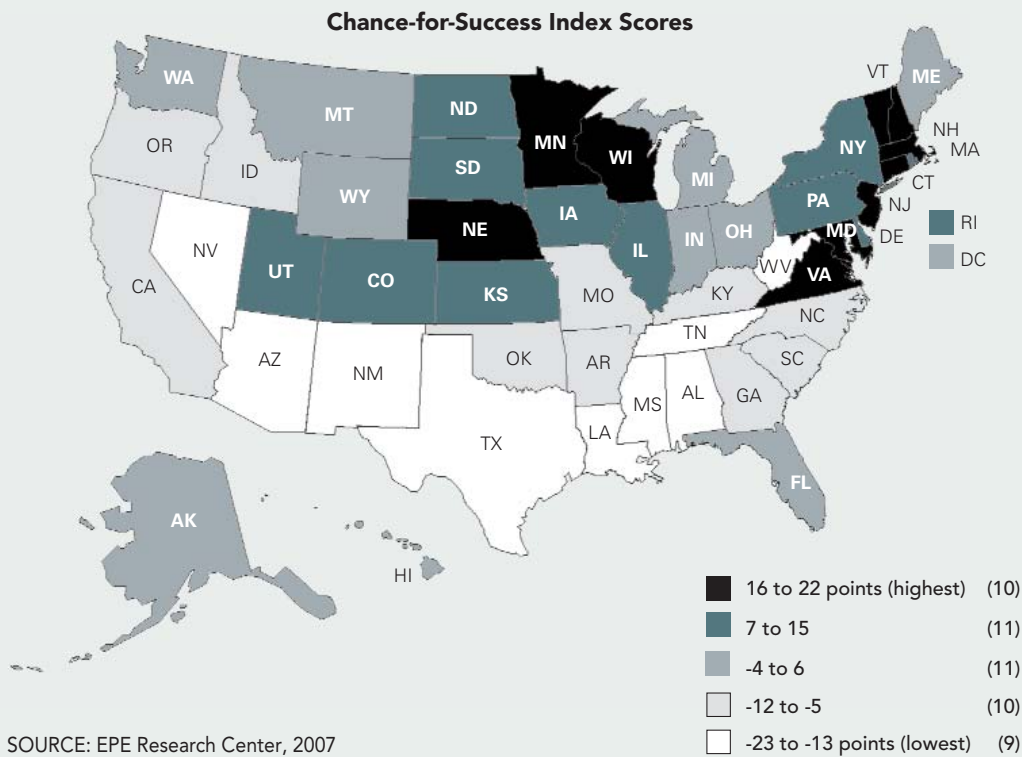
	Family Income	Parent Education	Parental Employment	Linguistic Integration	Preschool Enrollment	Kindergarten Enrollment	Elementary Reading	Middle School Mathematics	
	Percent of children from families with incomes at least 200% of poverty level	Percent of children with at least one parent with a postsecondary degree	Percent of children with at least one parent working full time and year-round	Percent of children whose parents are fluent English-speakers	Percent of 3- and 4- year-olds enrolled in preschool	Percent of eligible children enrolled in kindergarten programs	Percent of 4th grade public school students "proficient" on NAEP	Percent of 8th grade public school students "proficient" on NAEP	
Virginia	69.7% ▲▲	50.6% ▲▲	76.2% ▲▲	90.5% ▲▲	46.5% =	74.3% =	36.9% ▲▲	33.4% ▲▲	
Connecticut	75.3 ▲▲	54.7 ▲▲	76.2 ▲▲	89.1 ▲▲	60.2 ▲▲	70.1 ▼	38.3 ▲▲	34.6 ▲▲	
Minnesota	72.4 ▲▲	54.7 ▲▲	76.3 ▲▲	91.0 ▲▲	47.4 =	74.9 =	38.0 ▲▲	42.7 ▲▲	
New Jersey	72.8 ▲▲	52.4 ▲▲	74.7 ▲▲	82.4 ▼▼	60.8 ▲▲	72.1 ▼	37.2 ▲▲	35.9 ▲▲	
Maryland	73.4 ▲▲	51.3 ▲▲	76.2 ▲▲	90.4 ▲▲	49.4 ▲▲	76.4 =	32.3 =	29.6 =	
Massachusetts	73.4 ▲▲	56.9 ▲▲	71.3 =	85.5 ▲▲	53.9 ▲▲	73.3 =	43.7 ▲▲	43.3 ▲▲	
New Hampshire	78.3 ▲▲	55.1 ▲▲	77.2 ▲▲	96.4 ▲▲	46.5 =	74.8 =	38.6 ▲▲	34.6 ▲▲	
Wisconsin	66.1 ▲▲	47.8 ▲▲	72.9 ▲▲	94.4 ▲▲	41.1 ▼	79.8 ▲▲	33.1 ▲	35.8 ▲▲	
Nebraska	63.4 ▲▲	50.6 ▲▲	76.6 ▲▲	90.4 ▲▲	45.3 =	78.3 =	33.5 ▲	34.9 ▲▲	
Vermont	66.9 ▲▲	50.6 ▲▲	75.3 ▲▲	98.8 ▲▲	41.0 =	74.7 =	38.5 ▲▲	37.8 ▲▲	
Iowa	63.3 ▲▲	49.1 ▲▲	76.5 ▲▲	94.8 ▲▲	46.8 =	70.6 =	33.0 ▲	33.7 ▲▲	
Illinois	63.9 ▲▲	46.0 ▲▲	71.6 ▲▲	83.1 ▼▼	49.1 ▲▲	76.2 =	29.4 =	28.6 =	
Kansas	61.0 ▲	47.6 ▲▲	76.7 ▲▲	92.5 ▲▲	44.4 =	70.0 ▼	32.5 ▲	34.2 ▲▲	
North Dakota	67.7 ▲▲	57.9 ▲▲	79.2 ▲▲	97.0 ▲▲	26.0 ▼▼	75.2 =	35.5 ▲▲	34.6 ▲▲	
Pennsylvania	63.8 ▲▲	45.2 ▲▲	72.1 ▲▲	94.0 ▲▲	41.3 ▼▼	73.1 =	35.9 ▲▲	30.9 =	
Colorado	65.3 ▲▲	51.7 ▲▲	72.5 ▲▲	85.2 ▲	40.1 ▼▼	71.7 ▼	36.6 ▲▲	32.0 ▲	
South Dakota	57.6 =	48.4 ▲▲	76.9 ▲▲	94.4 ▲▲	36.2 ▼	69.6 =	32.9 ▲	36.5 ▲▲	
Delaware	65.6 ▲▲	41.6 =	76.1 ▲▲	91.9 ▲▲	45.3 =	81.7 =	34.2 ▲▲	29.7 =	
New York	61.4 ▲▲	48.4 ▲▲	69.3 ▼▼	81.0 ▼▼	52.5 ▲▲	74.9 =	33.3 ▲▲	30.8 =	
Rhode Island	66.8 ▲▲	49.8 ▲▲	68.9 =	84.0 =	40.7 =	80.8 =	29.7 =	23.5 ▼▼	
Utah	61.8 ▲▲	51.2 ▲▲	77.3 ▲▲	89.8 ▲▲	39.8 ▼▼	77.5 =	34.1 ▲▲	29.5 =	
Washington	64.5 ▲▲	47.1 ▲▲	68.4 ▼▼	85.7 ▲▲	37.4 ▼▼	72.7 =	35.5 ▲▲	36.0 ▲▲	
Maine	64.2 ▲▲	45.8 ▲▲	70.4 =	98.3 ▲▲	43.9 =	80.2 =	35.2 ▲▲	29.9 =	
Wyoming	64.9 ▲▲	42.5 =	74.2 ▲	95.9 ▲▲	45.4 =	76.6 =	34.5 ▲▲	29.0 =	
Hawaii	68.8 ▲▲	43.9 =	72.3 ▲	82.6 ▼	50.5 ▲	71.5 =	23.4 ▼▼	18.2 ▼▼	
Michigan	63.4 ▲▲	43.4 ▲	68.5 ▼▼	93.7 ▲▲	44.6 =	76.8 =	31.7 =	29.3 =	
Montana	54.7 ▼▼	45.2 ▲	68.1 ▼	98.8 ▲▲	35.7 ▼	62.6 ▼	35.6 ▲▲	36.0 ▲▲	
Ohio	61.6 ▲▲	41.2 ▼▼	70.2 =	96.6 ▲▲	40.6 ▼▼	69.7 ▼▼	34.4 ▲	33.1 ▲▲	
Alaska	65.9 ▲▲	42.5 =	63.0 ▼▼	93.2 ▲▲	41.9 =	66.8 =	26.7 ▼	28.7 =	
Indiana	61.7 ▲▲	40.4 ▼▼	72.4 ▲▲	94.8 ▲▲	36.4 ▼▼	70.0 ▼▼	30.3 =	30.4 =	
District of Columbia	46.2 ▼▼	29.9 ▼▼	55.2 ▼▼	88.7 ▲▲	49.8 =	76.0 =	11.2 ▼▼	6.9 ▼▼	
Florida	57.7 ▼▼	43.1 ▲	72.5 ▲▲	82.1 ▼▼	49.6 ▲▲	79.0 ▲▲	30.1 =	25.6 ▼	
Missouri	58.5 ▼▼	40.4 ▼▼	71.1 =	96.1 ▲▲	41.1 ▼▼	74.0 =	32.7 ▲	26.0 =	
California	57.6 ▼▼	37.2 ▼▼	68.4 ▼▼	62.3 ▼▼	45.5 =	78.3 ▲▲	21.4 ▼▼	21.8 ▼▼	
Idaho	53.4 ▼▼	43.3 =	71.4 =	91.6 ▲▲	30.2 ▼▼	77.5 =	32.9 ▲	30.0 =	
North Carolina	55.0 ▼▼	42.1 =	69.8 ▼	91.2 ▲▲	43.4 =	74.2 =	29.3 =	31.9 ▲▲	
Oregon	58.6 ▼	41.9 =	67.8 ▼▼	86.0 ▲▲	34.7 ▼▼	77.9 =	29.4 =	33.7 ▲▲	
Georgia	57.5 ▼▼	40.7 ▼▼	70.7 =	90.9 ▲▲	49.2 ▲▲	75.1 =	26.3 ▼	23.2 ▼▼	
Arkansas	46.4 ▼▼	32.4 ▼▼	67.9 ▼▼	94.2 ▲▲	48.1 =	72.3 =	29.7 =	22.0 ▼▼	
Oklahoma	51.3 ▼▼	38.5 ▼▼	69.7 =	92.9 ▲▲	41.6 ▼	75.4 =	25.1 ▼▼	20.6 ▼▼	
Kentucky	53.7 ▼▼	37.2 ▼▼	66.5 ▼▼	97.0 ▲▲	42.2 =	75.2 =	30.8 =	22.5 ▼▼	
South Carolina	52.7 ▼▼	39.7 ▼▼	68.5 ▼▼	95.6 ▲▲	45.0 =	77.5 =	25.6 ▼▼	29.9 =	
Nevada	60.5 =	30.7 ▼▼	74.1 ▲▲	75.5 ▼▼	25.3 ▼▼	74.1 =	20.5 ▼▼	21.3 ▼▼	
West Virginia	48.5 ▼▼	32.4 ▼▼	63.7 ▼▼	99.0 ▲▲	33.7 ▼▼	77.7 =	25.6 ▼▼	17.9 ▼▼	
Alabama	50.8 ▼▼	36.8 ▼▼	67.8 ▼▼	96.8 ▲▲	42.1 =	74.1 =	22.3 ▼▼	15.2 ▼▼	
Mississippi	45.1 ▼▼	33.2 ▼▼	62.0 ▼▼	98.1 ▲▲	50.6 ▲▲	76.0 =	18.2 ▼▼	13.5 ▼▼	
Tennessee	54.2 ▼▼	36.8 ▼▼	68.5 ▼▼	95.8 ▲▲	37.4 ▼▼	72.5 =	26.7 =	20.6 ▼▼	
Texas	50.2 ▼▼	34.4 ▼▼	69.6 ▼▼	72.8 ▼▼	40.6 ▼▼	76.3 =	29.0 =	30.7 ▲	
Arizona	53.2 ▼▼	36.8 ▼▼	70.6 =	75.3 ▼▼	32.8 ▼▼	76.7 =	23.6 ▼▼	25.7 ▼	
Louisiana	51.1 ▼▼	31.4 ▼▼	62.5 ▼▼	97.1 ▲▲	48.9 ▲▲	76.5 =	20.4 ▼▼	16.1 ▼▼	
New Mexico	44.7 ▼▼	33.6 ▼▼	65.4 ▼▼	79.7 ▼▼	39.2 ▼	74.3 =	20.5 ▼▼	14.0 ▼▼	
U.S.	59.8%	42.5%	70.6%	84.3%	44.8%	75.3%	29.8%	28.5%	

- KEY:
- ▲▲ State value is higher than national average (99.5% statistical certainty)
  - ▲ State value is higher than national average (95% statistical certainty)
  - = State value not statistically different than national average
  - ▼ State value is lower than national average (95% statistical certainty)
  - ▼▼ State value is lower than national average (99.5% statistical certainty)

	High School Graduation	Postsecondary Participation	Adult Educational Attainment	Annual Income	Steady Employment	Chance for Success Index		
	Percent of public high school students who graduate with a diploma	Percent of young adults (18-24) enrolled in postsecondary education or with a degree	Percent of adults (25-64) with a 2- or 4-year postsecondary degree	Percent of adults (25-64) with incomes at or above national median	Percent of adults (25-64) in labor force working full time and year-round	Total points awarded	Rank	
	74.9% ▲▲	50.2% ▲▲	42.6% ▲▲	56.6% ▲▲	72.2% ▲▲	+22	1	Virginia
	79.3 ▲▲	53.8 ▲▲	46.0 ▲▲	61.7 ▲▲	67.5 =	+21	2	Connecticut
	79.0 ▲▲	54.9 ▲▲	43.9 ▲▲	54.9 ▲▲	66.5 =	+20	3	Minnesota
	84.5 ▲▲	57.0 ▲▲	44.7 ▲▲	61.9 ▲▲	68.3 ▲▲	+19	4	New Jersey
	74.4 =	50.3 ▲▲	43.6 ▲▲	62.6 ▲▲	70.8 ▲▲	+18	5	Maryland
	72.1 ▲▲	57.8 ▲▲	48.4 ▲▲	59.9 ▲▲	65.7 ▼▼	+18	5	Massachusetts
	77.7 ▲▲	46.8 =	42.8 ▲▲	55.4 ▲▲	66.5 =	+18	5	New Hampshire
	80.6 ▲▲	51.0 ▲▲	38.2 ▲	49.8 =	66.7 =	+17	8	Wisconsin
	77.8 ▲▲	51.1 ▲	39.7 ▲▲	44.0 ▼▼	70.4 ▲▲	+16	9	Nebraska
	81.2 ▲▲	49.9 =	44.2 ▲▲	49.3 =	65.9 =	+16	9	Vermont
	82.5 ▲▲	54.7 ▲▲	37.2 =	45.2 ▼▼	68.9 ▲▲	+15	11	Iowa
	76.3 ▲▲	52.8 ▲▲	40.1 ▲▲	53.3 ▲▲	67.2 =	+14	12	Illinois
	75.0 ▲▲	52.0 ▲▲	38.5 ▲	46.2 ▼▼	70.4 ▲▲	+14	12	Kansas
	83.1 ▲▲	57.7 ▲▲	43.4 ▲▲	42.2 ▼▼	68.5 =	+14	12	North Dakota
	79.1 ▲▲	52.5 ▲▲	37.1 =	49.7 =	67.6 ▲	+13	15	Pennsylvania
	72.5 ▲	49.2 =	45.7 ▲▲	52.3 ▲▲	65.4 ▼▼	+10	16	Colorado
	74.5 ▲▲	49.8 =	38.2 =	38.2 ▼▼	70.6 ▲▲	+10	16	South Dakota
	60.7 ▼▼	42.0 ▼▼	37.4 =	56.6 ▲▲	71.4 ▲▲	+8	18	Delaware
	62.5 ▼▼	56.5 ▲▲	43.3 ▲▲	54.4 ▲▲	67.3 =	+8	18	New York
	72.3 =	57.4 ▲▲	40.8 ▲▲	55.1 ▲▲	65.6 ▼	+7	20	Rhode Island
	76.7 ▲▲	48.6 =	38.6 ▲	46.3 ▼▼	64.9 ▼▼	+7	20	Utah
	68.2 =	44.2 ▼▼	42.1 ▲▲	54.5 ▲▲	61.8 ▼▼	+6	22	Washington
	74.0 ▲	41.8 ▼▼	36.7 =	43.9 ▼▼	65.0 ▼▼	+3	23	Maine
	74.0 ▲	41.6 ▼	32.9 ▼▼	45.7 ▼▼	64.8 ▼	+2	24	Wyoming
	63.7 =	48.3 =	41.4 ▲▲	50.9 =	68.0 =	+1	25	Hawaii
	66.4 ▼▼	51.1 ▲▲	36.2 ▼▼	51.6 ▲▲	63.5 ▼▼	+1	25	Michigan
	75.8 ▲▲	43.2 ▼	37.0 =	38.8 ▼▼	61.8 ▼▼	-1	27	Montana
	76.5 ▲▲	47.6 =	33.4 ▼▼	49.2 ▼▼	66.9 =	-1	27	Ohio
	63.6 =	28.4 ▼▼	35.3 ▼	57.1 ▲▲	57.7 ▼▼	-2	29	Alaska
	73.0 ▲▲	45.0 ▼▼	30.7 ▼▼	47.2 ▼▼	67.9 ▲	-3	30	Indiana
	58.9 ▼▼	64.1 ▲▲	52.1 ▲▲	60.3 ▲▲	67.5 =	-4	31	District of Columbia
	57.5 ▼▼	45.4 ▼▼	36.6 ▼▼	45.4 ▼▼	69.2 ▲▲	-4	31	Florida
	74.7 ▲▲	45.1 ▼▼	33.2 ▼▼	45.3 ▼▼	69.0 ▲▲	-5	33	Missouri
	71.0 =	49.6 ▲▲	38.9 ▲▲	53.6 ▲▲	64.5 ▼▼	-6	34	California
	77.8 ▲▲	39.6 ▼▼	33.9 ▼▼	40.5 ▼▼	63.1 ▼▼	-7	35	Idaho
	66.2 ▼▼	45.3 ▼▼	36.1 ▼▼	43.3 ▼▼	67.1 =	-7	35	North Carolina
	69.0 =	43.7 ▼▼	37.2 =	46.3 ▼▼	60.5 ▼▼	-7	35	Oregon
	56.3 ▼▼	42.4 ▼▼	35.7 ▼▼	49.1 ▼▼	69.6 ▲▲	-9	38	Georgia
	71.8 ▲▲	38.2 ▼▼	26.1 ▼▼	36.8 ▼▼	67.8 =	-10	39	Arkansas
	71.0 =	44.0 ▼▼	32.1 ▼▼	41.3 ▼▼	69.2 ▲▲	-11	40	Oklahoma
	69.7 =	43.5 ▼▼	28.7 ▼▼	43.7 ▼▼	67.4 =	-12	41	Kentucky
	52.5 ▼▼	41.5 ▼▼	33.1 ▼▼	41.9 ▼▼	68.5 ▲▲	-12	41	South Carolina
	55.9 ▼▼	34.7 ▼▼	28.5 ▼▼	48.9 ▼	71.5 ▲▲	-13	43	Nevada
	72.8 ▲▲	44.5 ▼	25.8 ▼▼	41.0 ▼▼	67.5 =	-13	43	West Virginia
	60.7 ▼▼	42.2 ▼▼	30.2 ▼▼	42.6 ▼▼	70.5 ▲▲	-14	45	Alabama
	60.8 ▼▼	41.7 ▼▼	29.0 ▼▼	36.1 ▼▼	67.4 =	-14	45	Mississippi
	62.2 ▼▼	40.0 ▼▼	30.0 ▼▼	42.5 ▼▼	68.3 ▲▲	-14	45	Tennessee
	66.8 ▼▼	42.1 ▼▼	32.9 ▼▼	45.6 ▼▼	68.2 ▲▲	-15	48	Texas
	70.0 =	41.4 ▼▼	35.3 ▼▼	48.7 ▼▼	67.9 ▲	-16	49	Arizona
	60.6 ▼▼	43.1 ▼▼	26.8 ▼▼	42.8 ▼▼	65.4 ▼▼	-16	49	Louisiana
	56.7 ▼▼	38.9 ▼▼	33.5 ▼▼	42.5 ▼▼	64.6 ▼▼	-23	51	New Mexico
	69.6%	47.8%	37.4%	50.0%	67.2%			U.S.

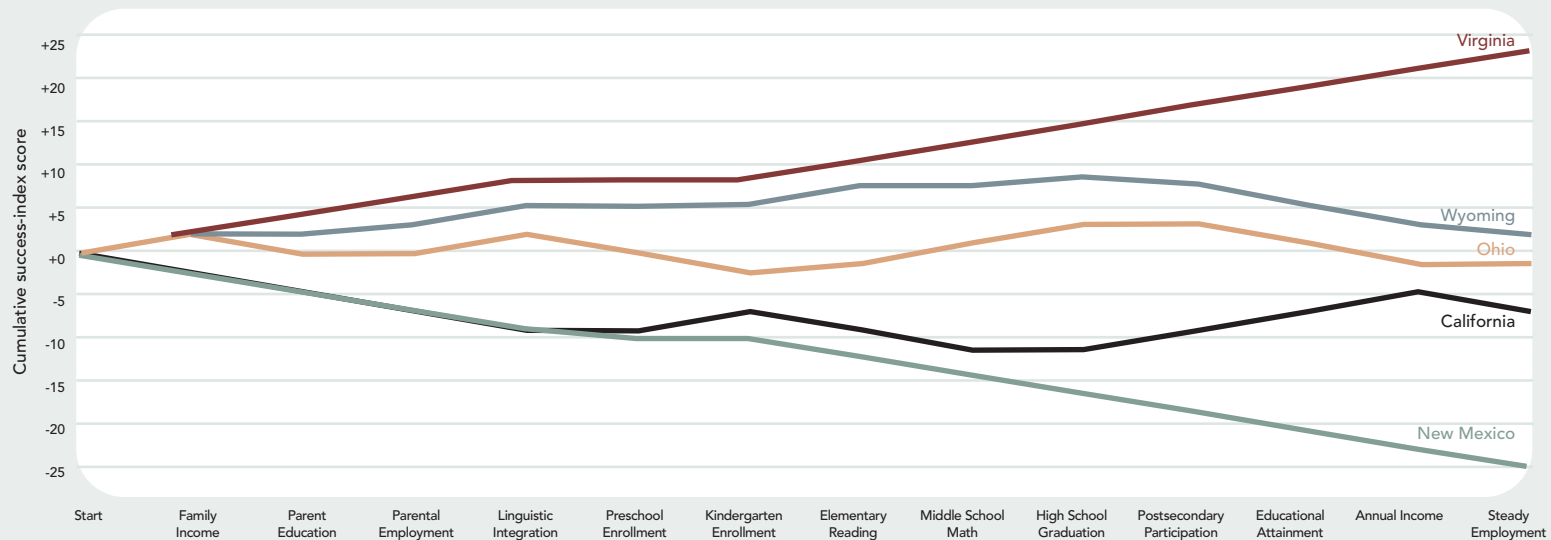
# LIFE PROSPECTS

The Chance-for-Success Index combines information from 13 indicators spanning an individual's life from cradle to career. As the map illustrates, a child's chances for attaining various life outcomes, from preschool participation to high school graduation to a job, vary widely by state.



# DIVERGENT PATHS

States gain or lose points on each Chance-for-Success indicator based on how they perform compared with the national average. Putting that picture together across each of the 13 indicators, selected to represent critical life junctures, reveals a state's educational trajectory from childhood through adulthood. As the graph below illustrates, where you live matters. A child born in Virginia has a better-than-average chance for success at every stage, while a child from New Mexico is likely to face a series of hurdles throughout life.



SOURCE: EPE Research Center, 2007



# K-12 Achievement

	ACHIEVEMENT LEVEL				ACHIEVEMENT GAINS				
	NAEP Mathematics 2005 Percent Proficient		NAEP Reading 2005 Percent Proficient		Math NAEP Scale Score change 2003 to 2005		Reading NAEP Scale Score change 2003 to 2005		
	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	
Massachusetts	48.8% ▲▲	43.3% ▲▲	43.7% ▲▲	44.0% ▲▲	+5.7 ▲▲	+5.0 ▲▲	+3.7 ▲	+0.8 =	
New Jersey	45.4 ▲▲	35.9 ▲▲	37.2 ▲▲	37.7 ▲▲	+5.2 ▲▲	+2.5 =	-1.8 =	+1.6 =	
Vermont	43.5 ▲▲	37.8 ▲▲	38.5 ▲▲	37.4 ▲▲	+1.6 =	+1.7 =	+0.8 =	-1.7 =	
Connecticut	42.5 ▲▲	34.6 ▲▲	38.3 ▲▲	33.6 ▲▲	+1.5 =	-2.7 =	-2.6 =	-3.2 =	
Minnesota	47.3 ▲▲	42.7 ▲▲	38.0 ▲▲	37.2 ▲▲	+3.8 ▲▲	-0.6 =	+2.6 =	+0.6 =	
North Dakota	40.4 ▲▲	34.6 ▲▲	35.5 ▲▲	36.5 ▲▲	+5.2 ▲▲	-0.2 =	+3.2 ▲▲	+0.5 =	
South Dakota	40.6 ▲▲	36.5 ▲▲	32.9 ▲	35.1 ▲▲	+4.3 ▲▲	+2.4 ▲	+0.1 =	-1.4 =	
Virginia	39.3 ▲	33.4 ▲▲	36.9 ▲▲	35.7 ▲▲	+1.3 =	+2.7 =	+2.5 =	-0.2 =	
Washington	41.6 ▲▲	36.0 ▲▲	35.5 ▲▲	34.3 ▲▲	+3.4 ▲	+3.9 ▲	+2.4 =	+0.2 =	
Montana	38.3 ▲	36.0 ▲▲	35.6 ▲▲	36.7 ▲▲	+4.8 ▲▲	+0.5 =	+1.8 =	-0.6 =	
Ohio	42.5 ▲▲	33.1 ▲▲	34.4 ▲	35.5 ▲▲	+4.3 ▲▲	+1.6 =	+0.7 =	+0.2 =	
Pennsylvania	41.5 ▲▲	30.9 =	35.9 ▲▲	36.0 ▲▲	+4.6 ▲▲	+2.2 =	+4.1 ▲	+2.6 =	
Wisconsin	40.3 ▲▲	35.8 ▲▲	33.1 ▲	34.9 ▲▲	+3.8 ▲▲	+0.6 =	+0.3 =	-0.2 =	
Idaho	40.4 ▲▲	30.0 =	32.9 ▲	32.2 ▲	+6.7 ▲▲	+1.0 =	+3.6 ▲	-0.1 =	
New Hampshire	46.9 ▲▲	34.6 ▲▲	38.6 ▲▲	37.9 ▲▲	+2.5 ▲	-0.9 =	-0.4 =	-1.1 =	
Colorado	38.8 ▲	32.0 ▲	36.6 ▲▲	31.9 ▲	+4.0 ▲	-2.6 =	0 =	-2.8 =	
Iowa	37.3 =	33.7 ▲▲	33.0 ▲	33.8 ▲▲	+1.4 =	-0.1 =	-2.5 =	-0.5 =	
Kansas	46.8 ▲▲	34.2 ▲▲	32.5 ▲	34.8 ▲▲	+4.0 ▲▲	-0.2 =	+0.3 =	+0.8 =	
Texas	40.0 ▲▲	30.7 ▲	29.0 =	26.1 ▼▼	+4.7 ▲▲	+4.1 ▲▲	+3.9 ▲▲	-0.6 =	
Utah	36.8 =	29.5 =	34.1 ▲▲	29.3 =	+4.0 ▲▲	-1.5 =	+2.0 =	-2.4 ▼	
Maine	38.8 ▲	29.9 =	35.2 ▲▲	38.0 ▲▲	+3.1 ▲▲	-0.8 =	+0.7 =	+1.7 =	
New York	36.1 =	30.8 =	33.3 ▲▲	33.5 ▲▲	+2.2 =	0 =	+0.5 =	-0.2 =	
Oregon	37.0 =	33.7 ▲▲	29.4 =	32.6 ▲	+2.0 =	+1.3 =	-0.7 =	-0.9 =	
Delaware	36.1 =	29.7 =	34.2 ▲▲	30.3 =	+3.9 ▲▲	+3.8 ▲▲	+1.9 =	+1.5 =	
Maryland	38.0 =	29.6 =	32.3 =	29.9 =	+5.3 ▲▲	+0.2 =	+1.4 =	-0.8 =	
Nebraska	36.1 =	34.9 ▲▲	33.5 ▲	34.5 ▲▲	+1.5 =	+1.8 =	+0.8 =	+1.1 =	
North Carolina	39.9 ▲▲	31.9 ▲▲	29.3 =	26.9 =	-0.8 =	+0.6 =	-4.1 ▼	-3.6 ▼	
Wyoming	42.6 ▲▲	29.0 =	34.5 ▲▲	35.7 ▲▲	+1.9 ▲	-1.4 =	+1.2 =	+1.1 =	
Arkansas	34.0 =	22.0 ▼▼	29.7 =	25.9 ▼	+6.5 ▲▲	+5.9 ▲▲	+3.5 ▲	-0.3 =	
Illinois	31.6 ▼	28.6 =	29.4 =	31.0 =	+0.2 =	+0.5 =	+0.2 =	-2.9 ▼	
Florida	36.6 =	25.6 ▼	30.1 =	25.1 ▼▼	+5.2 ▲▲	+2.7 =	+1.5 =	-1.5 =	
Indiana	38.2 =	30.4 =	30.3 =	28.4 =	+2.1 =	+0.5 =	-2.3 =	-3.8 ▼	
Missouri	31.1 ▼▼	26.0 =	32.7 ▲	30.9 =	+0.2 =	-2.3 =	-1.1 =	-2.7 =	
Alaska	33.7 =	28.7 =	26.7 ▼	26.4 =	+2.5 =	-0.1 =	-0.5 =	+2.3 =	
Kentucky	26.1 ▼▼	22.5 ▼▼	30.8 =	30.6 =	+2.8 ▲	-0.3 =	+0.9 =	-2.3 =	
South Carolina	35.9 =	29.9 =	25.6 ▼▼	24.7 ▼▼	+2.5 ▲	+3.9 ▲	-1.6 =	-0.9 =	
California	28.0 ▼▼	21.8 ▼▼	21.4 ▼▼	20.5 ▼▼	+2.9 ▲	+1.5 =	+0.9 =	-0.6 =	
Michigan	37.7 =	29.3 =	31.7 =	28.5 =	+2.0 =	+0.9 =	-0.5 =	-3.2 =	
Oklahoma	28.6 ▼▼	20.6 ▼▼	25.1 ▼▼	25.3 ▼	+4.9 ▲▲	-0.5 =	+0.3 =	-2.1 =	
Tennessee	27.7 ▼▼	20.6 ▼▼	26.7 =	26.2 =	+3.9 ▲	+2.3 =	+2.3 =	+1.0 =	
Georgia	29.5 ▼▼	23.2 ▼▼	26.3 ▼	24.9 ▼	+3.4 ▲	+2.5 =	+0.8 =	-0.8 =	
Rhode Island	30.5 ▼▼	23.5 ▼▼	29.7 =	29.4 =	+3.1 ▲	+0.3 =	-0.1 =	+0.1 =	
Arizona	27.9 ▼▼	25.7 ▼	23.6 ▼▼	23.1 ▼▼	+0.9 =	+3.1 =	-1.7 =	-0.5 =	
Nevada	26.1 ▼▼	21.3 ▼▼	20.5 ▼▼	22.4 ▼▼	+2.4 ▲	+1.9 =	+0.2 =	+0.6 =	
District of Columbia	9.6 ▼▼	6.9 ▼▼	11.2 ▼▼	11.7 ▼▼	+6.2 ▲▲	+2.2 =	+2.4 =	-0.5 =	
Louisiana	23.9 ▼▼	16.1 ▼▼	20.4 ▼▼	19.9 ▼▼	+4.0 ▲▲	+1.4 =	+4.4 ▲	-0.8 =	
Alabama	20.9 ▼▼	15.2 ▼▼	22.3 ▼▼	21.9 ▼▼	+1.7 =	+0.3 =	+0.7 =	-1.2 =	
Hawaii	26.7 ▼▼	18.2 ▼▼	23.4 ▼▼	18.3 ▼▼	+3.3 ▲	-0.1 =	+1.3 =	-2.8 ▼	
New Mexico	19.0 ▼▼	14.0 ▼▼	20.5 ▼▼	19.2 ▼▼	+1.5 =	0 =	+3.6 =	-0.6 =	
West Virginia	25.1 ▼▼	17.9 ▼▼	25.6 ▼▼	21.9 ▼▼	+0.1 =	-1.7 =	-4.4 ▼▼	-4.5 ▼▼	
Mississippi	19.4 ▼▼	13.5 ▼▼	18.2 ▼▼	18.5 ▼▼	+3.8 ▲	+1.5 =	-1.1 =	-4.5 ▼	
	35.3%	28.5%	29.8%	28.9%	+3.1	+1.4	+0.8	-0.9	

KEY:

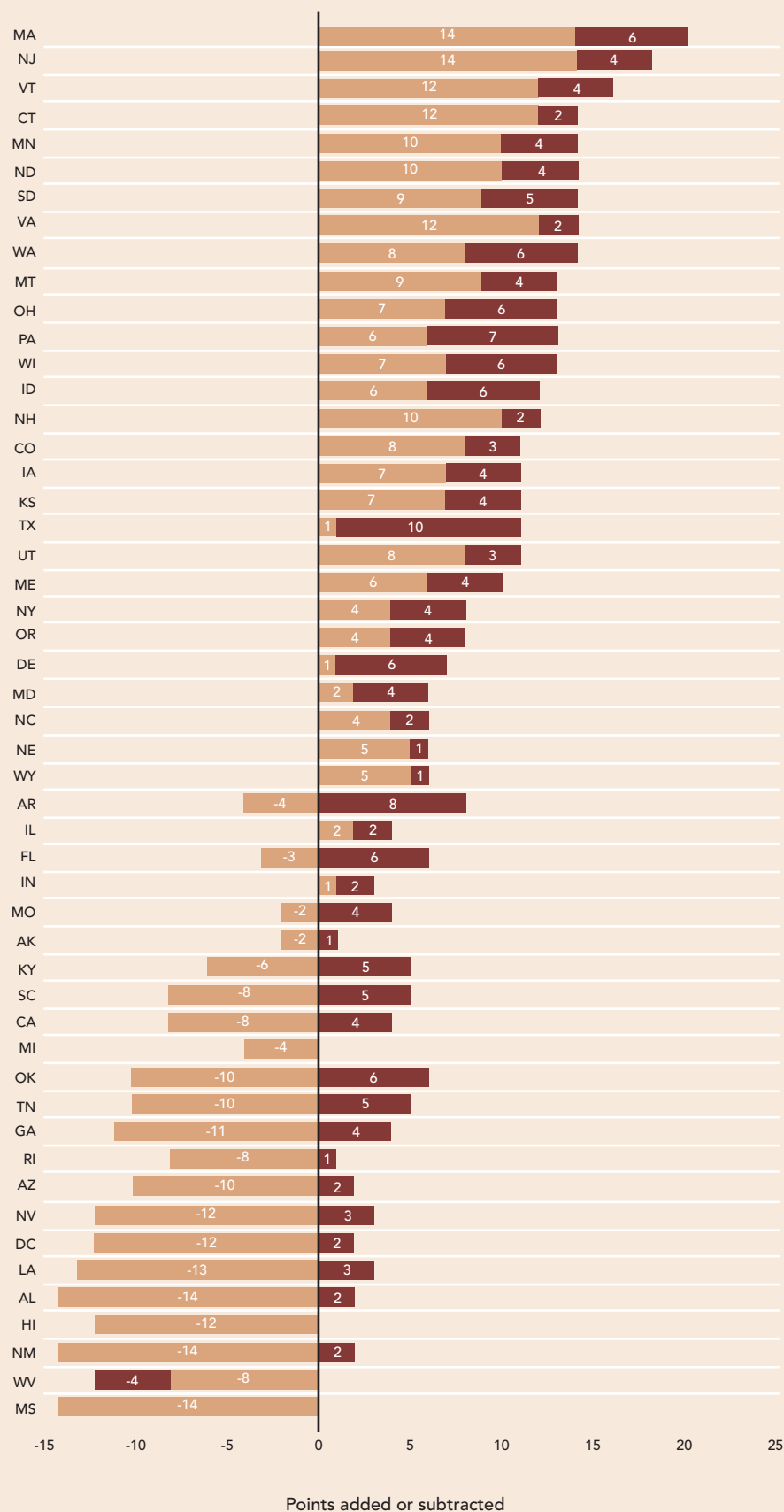
- ▲▲ State value is higher than national average or has increased over time (99.5% statistical certainty)
- ▲ State value is higher than national average or has increased over time (95% statistical certainty)
- = State value not statistically different than national average or has not changed over time
- ▼ State value is lower than national average or has declined over time (95% statistical certainty)
- ▼▼ State value is lower than national average or has declined over time (99.5% statistical certainty)



	POVERTY GAP (8TH GRADE MATH)		HIGH SCHOOL GRADUATION		ADVANCED PLACEMENT				MATH BONUS	STATE ACHIEVEMENT INDEX		
	Poverty gap 2005 NAEP Scale Score	Poverty-gap scale-score change 2003 to 2005	Graduation Rates (all students, public schools)		High test scores (3 or above) per 100 students in grades 11 and 12 (public schools)				Percent of students scoring at NAEP advanced level			
	National School Lunch Program Noneligible vs. Eligible	National School Lunch Program Noneligible vs. Eligible (negative value = narrowing gap)	2003	Change 2000 to 2003	2005	Change 2000 to 2005	8th grade mathematics 2005	Total points awarded	Rank			
	26.0 =	-7.7 ▲	72.1% ▲▲	3.5% ▼▼	20.1 ▲▲	+5.2 ▲▲	11.4% ▲▲	+20	1	Massachusetts		
	30.2 =	-4.3 =	84.5 ▲▲	+2.8 =	20.0 ▲▲	+3.1 ▲▲	8.7 ▲▲	+18	2	New Jersey		
	21.1 ▲▲	-1.9 =	81.2 ▲▲	+8.0 ▲▲	13.4 ▼▼	+4.1 ▲▲	8.8 ▲▲	+16	3	Vermont		
	37.1 ▼▼	+5.2 =	79.3 ▲▲	+3.1 =	21.5 ▲▲	+6.5 ▲▲	7.8 ▲▲	+14	4	Connecticut		
	27.0 =	+1.3 =	79.0 ▲▲	-0.6 =	12.1 ▼▼	+4.4 ▲▲	10.8 ▲▲	+14	4	Minnesota		
	18.2 ▲▲	+0.8 =	83.1 ▲▲	+3.4 =	5.8 ▼▼	+2.0 =	4.7 =	+14	4	North Dakota		
	17.6 ▲▲	-1.9 =	74.5 ▲▲	-3.6 =	9.8 ▼▼	+4.2 ▲▲	6.5 =	+14	4	South Dakota		
	29.1 =	+1.8 =	74.9 ▲▲	-2.6 =	26.7 ▲▲	+7.3 ▲▲	7.9 ▲	+14	4	Virginia		
	24.9 =	+2.2 =	68.2 =	+5.9 ▲▲	12.6 ▼▼	+5.8 ▲▲	8.7 ▲▲	+14	4	Washington		
	21.1 ▲▲	+2.4 =	75.8 ▲▲	-0.7 =	8.9 ▼▼	+2.7 ▲▲	5.5 =	+13	10	Montana		
	25.0 =	-0.3 =	76.5 ▲▲	+5.8 ▲▲	10.4 ▼▼	+3.4 ▲▲	6.6 =	+13	10	Ohio		
	27.3 =	-3.6 =	79.1 ▲▲	+3.9 ▲▲	11.4 ▼▼	+2.9 ▲▲	5.7 =	+13	10	Pennsylvania		
	28.9 =	-4.4 =	80.6 ▲▲	+4.0 ▲▲	14.6 ▼▼	+4.7 ▲▲	6.7 =	+13	10	Wisconsin		
	14.6 ▲▲	-5.3 ▲	77.8 ▲▲	+3.3 =	9.2 ▼▼	+3.9 ▲▲	4.5 =	+12	14	Idaho		
	16.4 ▲▲	-5.1 =	77.7 ▲▲	+4.2 ▲	8.4 ▼▼	+1.1 =	6.5 =	+12	14	New Hampshire		
	28.4 =	-1.6 =	72.5 ▲	+2.2 =	18.6 ▲▲	+6.8 ▲▲	6.3 =	+11	16	Colorado		
	20.4 ▲▲	-3.5 =	82.5 ▲▲	+4.8 ▲▲	7.5 ▼▼	+2.7 ▲▲	5.7 =	+11	16	Iowa		
	23.1 =	+2.6 =	75.0 ▲▲	+1.6 =	7.0 ▼▼	+2.8 ▲▲	5.2 =	+11	16	Kansas		
	24.8 =	+0.9 =	66.8 ▼▼	+3.9 ▲▲	17.2 ▲▲	+5.9 ▲▲	6.2 =	+11	16	Texas		
	16.8 ▲▲	-3.1 =	76.7 ▲▲	-2.6 =	20.9 ▲▲	+3.4 ▲▲	4.7 =	+11	16	Utah		
	17.6 ▲▲	-1.9 =	74.0 ▲	+1.9 =	13.0 ▼▼	+3.8 ▲▲	5.0 =	+10	21	Maine		
	24.4 =	-6.6 ▲	62.5 ▼▼	+2.3 ▲	25.3 ▲▲	+4.3 ▲▲	6.3 =	+8	22	New York		
	19.1 ▲▲	-0.7 =	69.0 =	+6.0 ▲▲	8.1 ▼▼	+2.6 ▲▲	7.3 ▲	+8	22	Oregon		
	22.9 ▲	-1.0 =	60.7 ▼▼	-6.3 =	16.8 =	+9.0 ▲▲	5.0 =	+7	24	Delaware		
	28.8 =	-1.2 =	74.4 =	+1.7 =	32.0 ▲▲	+15.2 ▲▲	6.8 =	+6	25	Maryland		
	23.7 =	-1.3 =	77.8 ▲▲	-0.5 =	4.3 ▼▼	+1.7 ▲	6.0 =	+6	25	Nebraska		
	27.0 =	-1.0 =	66.2 ▼▼	+5.9 ▲▲	19.6 ▲▲	+6.9 ▲▲	7.1 =	+6	25	North Carolina		
	15.2 ▲▲	-2.1 =	74.0 ▲	-0.7 =	4.9 ▼▼	+1.9 =	3.5 ▼▼	+6	25	Wyoming		
	22.7 ▲	+2.7 =	71.8 ▲▲	+2.6 ▲	9.9 ▼▼	+5.5 ▲▲	3.0 ▼▼	+4	29	Arkansas		
	31.5 ▼	-2.5 =	76.3 ▲▲	+2.4 ▲	17.3 ▲▲	+4.9 ▲▲	5.4 =	+4	29	Illinois		
	25.3 =	-3.0 =	57.5 ▼▼	+7.5 ▲▲	20.1 ▲▲	+5.8 ▲▲	4.6 =	+3	31	Florida		
	22.4 ▲	+0.6 =	73.0 ▲▲	+2.2 ▲	8.8 ▼▼	+3.7 ▲▲	5.1 =	+3	31	Indiana		
	23.8 =	+0.9 =	74.7 ▲▲	+3.4 ▲▲	6.9 ▼▼	+3.3 ▲▲	4.1 ▼	+2	33	Missouri		
	22.1 ▲	-3.1 =	63.6 =	+4.3 =	12.6 ▼▼	+2.5 ▲	5.8 =	-1	34	Alaska		
	18.4 ▲▲	-4.1 =	69.7 =	+6.1 ▲▲	8.9 ▼▼	+3.7 ▲▲	3.4 ▼▼	-1	34	Kentucky		
	26.4 =	+0.4 =	52.5 ▼▼	+4.1 ▲	13.7 ▼▼	+2.6 ▲▲	6.7 =	-3	36	South Carolina		
	27.6 =	-2.2 =	71.0 =	+2.7 ▲	21.2 ▲▲	+5.4 ▲▲	4.5 ▼▼	-4	37	California		
	26.4 =	-1.1 =	66.4 ▼▼	-7.6 ▼▼	11.5 ▼▼	+2.6 ▲▲	5.5 =	-4	37	Michigan		
	23.2 ▲	+1.4 =	71.0 =	+3.6 ▲▲	9.7 ▼▼	+3.5 ▲▲	2.4 ▼▼	-4	37	Oklahoma		
	26.0 =	-2.6 =	62.2 ▼▼	+13.6 ▲▲	8.3 ▼▼	+2.5 ▲▲	2.9 ▼▼	-5	40	Tennessee		
	28.4 =	-3.4 =	56.3 ▼▼	+2.9 ▲	14.9 ▼▼	+5.7 ▲▲	4.3 ▼	-7	41	Georgia		
	29.8 =	-0.7 =	72.3 =	-0.3 =	7.4 ▼▼	+1.6 =	3.3 ▼▼	-7	41	Rhode Island		
	24.3 =	-0.2 =	70.0 =	+2.9 =	7.9 ▼▼	+1.6 ▲▲	4.6 ▼	-8	43	Arizona		
	20.9 ▲▲	+0.8 =	55.9 ▼▼	+0.8 =	13.3 ▼▼	+6.0 ▲▲	3.1 ▼▼	-9	44	Nevada		
	20.1 ▲▲	+1.7 =	58.9 ▼▼	+5.4 =	8.3 ▼▼	+1.0 =	1.8 ▼▼	-10	45	District of Columbia		
	21.3 ▲	-2.8 =	60.6 ▼▼	+1.1 =	2.2 ▼▼	+0.6 =	1.7 ▼▼	-10	45	Louisiana		
	27.4 =	-1.9 =	60.7 ▼▼	-0.7 =	5.8 ▼▼	+1.8 ▲▲	2.3 ▼▼	-12	47	Alabama		
	24.6 =	+3.7 =	63.7 =	+1.4 =	6.7 ▼▼	+1.7 =	2.5 ▼▼	-12	47	Hawaii		
	24.1 =	+1.4 =	56.7 ▼▼	-4.0 =	8.3 ▼▼	+3.0 ▲▲	1.4 ▼▼	-12	47	New Mexico		
	19.3 ▲▲	+0.7 =	72.8 ▲▲	+2.6 =	5.6 ▼▼	+1.1 =	1.4 ▼▼	-12	47	West Virginia		
	26.5 =	+2.3 =	60.8 ▼▼	+1.6 =	2.7 ▼▼	+0.7 =	1.3 ▼▼	-14	51	Mississippi		
	26.7	-1.7	69.6%	+2.9%	15.7	+4.8	5.6%			U.S.		

# EVALUATING K-12 ACHIEVEMENT

*Quality Counts'* new State Achievement Index emphasizes absolute levels of performance (status) and improvements or changes over time in nearly equal measure. The index is based on 15 individual indicators related to reading and math performance, high school graduation rates, and participation in Advanced Placement courses. States gain or lose points on each indicator based on their performance compared with the national average. State Achievement Index scores differ considerably, from a high of 20 points for Massachusetts to a low of -14 points for Mississippi. The states with the strongest showings consistently display high levels of performance relative to the nation as a whole as well as significant improvements in achievement over time.



# Quality Counts 2007 Index Indicator Supplement

## The Chance-for-Success Index

Calculated for each state, the Chance-for-Success Index provides a state-focused perspective on the importance of education throughout a person's lifetime. The index is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

The 13 indicators, grouped by stage of life, are:

- **The early years:** Percent of children in families with annual incomes at least 200 percent above the federal poverty line; percent of children with at least one parent who has a postsecondary degree; percent of children with at least one parent working full time and year-round; percent of children whose parents are fluent English-speakers; percent of 3- and 4-year-olds enrolled in pre-school; percent of eligible children enrolled in kindergarten.
- **The school-age years:** Percent of 4th grade public school students who read at the "proficient" level or above on the National Assessment of Educational Progress; percent of 8th grade public school students who perform at the proficient level or higher in mathematics; percent of public high school students who graduate with a diploma in four years.
- **The adult years:** Percent of 18- to 24-year-olds enrolled in postsecondary education or with a degree; percent of 25- to 64-year-olds with a postsecondary degree; percent of adults with incomes at or above the national median; percent of adults with steady employment (full time and year-round).

States that do significantly better than the national average on each indicator receive a point; those that outpace the nation by a very sound margin receive two points. Conversely, states that fall significantly below the national average lose a point or two. Since all states start at zero, the index can capture the cumulative effect of education experienced by residents of a state from birth to adulthood and pinpoint the chances for success at each stage.

## The Achievement Index

While the Chance-for-Success Index focuses on a range of academic and other indicators throughout an individual's lifetime, the Achievement Index focuses solely on performance during the K-12 years. It is based on a combination of current performance outcomes and gains states have made over time.

The 15 indicators are: the percent of students scoring at the "proficient" level or higher on National Assessment of Educational Progress reading and math tests in grades 4 and 8; the average change in NAEP scores in both grades and subjects from 2003 to 2005; the gap in NAEP math performance between 8th graders who are and are not eligible for subsidized school meals, and the change in that gap between 2003 and 2005; the high school graduation rate and the change in that rate between 2000 and 2003; the number of Advanced Placement scores of 3 or higher (out of a possible 5) for every 100 public high school students, and the change in that figure from 2000 to 2005; and the percent of 8th graders scoring at the "advanced" level on the NAEP math exam in 2005.

A state's final score was calculated by tallying points across the set of 15 individual achievement measures. States significantly exceeding the national average (for level indicators) or improving over time (change indicators) received a point. Two points were awarded if they excelled by a particularly large statistical margin. Conversely, low-performing states lost one or two points.



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January 4 - 18, 2007

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Access the Education Counts database to build custom tables, charts, and maps using **QUALITY COUNTS 2007** data.

## Short Bio for

### Virginia B. Edwards

President, Editorial Projects in Education  
Editor and Publisher, *Education Week*, *Teacher Magazine*, and edweek.org

Virginia B. Edwards was named president of Editorial Projects in Education in April 1997. In that role, she oversees the nearly 90-person nonprofit corporation that publishes *Education Week*, *Teacher Magazine*, edweek.org, and the annual reports *Quality Counts*, *Diplomas Count*, and *Technology Counts*.

Ms. Edwards has been the editor of *Education Week* since 1989, overseeing a staff of more than 50 editors, reporters, and graphic artists engaged in the newspaper's weekly production. The newspaper, which covers policy developments in precollegiate education and is published 45 times a year, has a paid circulation of about 52,000, and is read by more than 160,000 others.

Ms. Edwards is also the editor and publisher of *Teacher Magazine* and edweek.org. *Teacher* is distributed six times a year to more than 100,000 teacher-leaders. Readership surveys show that more than 1.3 million educators read each issue of *Teacher*. Edweek.org, meanwhile, registers more than 1.5 million "hits" each month from among more than 700,000 registered users.

Before joining EPE, Ms. Edwards worked for two years for the Carnegie Foundation for the Advancement of Teaching and, for the nearly 10 years before that, was an editor and reporter for *The Courier-Journal* in Louisville, Ky.

## Short Bio for

### Lynn Olson

Managing Editor for Special Projects, *Education Week*  
Executive Project Editor, *Quality Counts* and *Diplomas Count*

Lynn Olson has written about public education in the United States for more than 15 years. A nationally recognized education journalist, she has won awards from the Education Writers Association, the National Association of Secondary School Principals, and the International Reading Association. She is the managing editor for special projects at *Education Week*, an independent, national newspaper that covers education in grades K-12, and the executive project editor for both *Quality Counts*, an annual report card on public education in the 50 states, published by *Education Week* with support from the Pew Charitable Trusts, and *Diplomas Count*, the first edition of an annual report on high school graduation rates and policies supported by the Bill & Melinda Gates Foundation. In 1995, she received a grant from the Alfred P. Sloan Foundation of New York to write a book about the transition from school to work for America's young people. The book, *The School to Work Revolution: How Employers and Educators Are Joining Forces To Prepare Tomorrow's Skilled Workforce*, was published by Addison-Wesley in 1997. Ms. Olson is a graduate of Yale University. She lives in Maryland with her husband, Steve, and her two children.

## Short Bio for

### Christopher B. Swanson

Director, Editorial Projects in Education Research Center

Christopher B. Swanson, Ph.D., was named the director of the Editorial Projects in Education Research Center in July 2005. In this capacity, he oversees a staff of full-time researchers who conduct annual policy surveys, collect data, and perform analyses that appear in the *Quality Counts* and *Technology Counts* annual reports. The center also contributes data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and edweek.org.

The EPE Research Center is working on a four-year project to examine graduation rates and related issues facing the nation's high schools. *Diplomas Count: An Essential Guide to Graduation Policy and Rates*, released in June 2006, is the first major report from this project, which is funded by the Bill & Melinda Gates Foundation.

Prior to joining EPE, Swanson was a Senior Research Associate at the Urban Institute, where his work focused on issues of federal policy and urban high school reform involving small-school restructuring. During the past few years, much of Swanson's research has examined the implementation of the No Child Left Behind Act's accountability provisions. In particular, he has extensively investigated the persistent challenges associated with accurately measuring high school graduation rates, a required element of the performance-based accountability mandated under the federal law. A series of research reports on this topic have been widely profiled in the national and regional media and have provided policy leaders important insights into this critical issue.

Swanson's research on a variety of educational policy issues – among them standards and accountability, instructional reform, high school dropout and completion, student mobility, and public school choice – has been presented at national conferences and published in leading scholarly journals and edited volumes.

Utah

# From Cradle To Career

Connecting American  
Education From Birth  
Through Adulthood

A Special State-Focused  
Supplement to  
*Education Week's*

**QUALITY  
COUNTS  
2007**

With Support From  
**THE PEW CENTER  
ON THE STATES**





# About this Report

For the past decade, Editorial Projects in Education's annual *Quality Counts* report has tracked state policies for improving K-12 education. But children's chances for success don't just rest on what happens from kindergarten through high school. They are also shaped by experiences during the preschool years and opportunities for continued education and training beyond high school. Yet the historical splits between different levels of education in the United States have made coordination difficult, with early-childhood education, elementary and secondary schooling, and postsecondary and training institutions often operating in separate silos, with different rules, different financial structures, different accountability systems, and different expectations for success.

As always, *Quality Counts 2007* examines the state of state educational policymaking using a unique combination of original state data and in-depth journalism, to which we have added commentaries by leading experts in the field. But this 11th edition – *From Cradle to Career: Connecting American Education From Birth Through Adulthood* – begins to track state efforts to create a more seamless education system by looking at performance across the various sectors, and at state attempts to define students' "readiness" to succeed from one stage to the next.

The new Chance-for-Success Index, developed for the report by the Editorial Projects in Education Research Center, provides a state-focused perspective on the importance of education throughout a person's lifetime. The index is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit crucial educational and economic benchmarks as adults.

This year's report is very much a transitional document as we move from an exclusive focus on K-12 education to a broader perspective on the connections between K-12 education and other systems with which it intersects. As we make that transition, we are taking the opportunity to rethink our K-12 indicators. While this year's report continues to track state policy in the area of standards, assessments, and accountability systems, it does not include indicators on school climate, efforts to improve teacher quality, or school finance, as it has in past years. However, this year's report introduces a new K-12 Achievement Index that evaluates states based on their levels of performance and improvements over time.

The *State Highlights Reports* assemble important findings in an accessible format that allows readers to examine a particular state's performance on this year's indicators. For most indicators, national results are also provided as a benchmark against which state performance can be gauged.

*Quality Counts* and the *State Highlights Reports* are produced with support from the Pew Center on the States.

Editorial Projects in Education

January 2007

## About Editorial Projects in Education

**Editorial Projects in Education (EPE)** is a nonprofit, tax-exempt organization based in Bethesda, Md. Our primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. We cover local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America's newspaper of record for precollegiate education, *Teacher Magazine*, [edweek.org](http://edweek.org), and the Agent K-12 employment resource. We also produce periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The **EPE Research Center** conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts*, *Technology Counts*, and *Diplomas Count* annual reports. The center also produces independent research reports and contributes original data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and [edweek.org](http://edweek.org).

## Chances for Success

### Chance-for-Success Index

To better understand the part that education plays over a lifetime, the Editorial Projects in Education Research Center has developed the Chance-for-Success Index. Based on an original state-by-state analysis, this index combines information from 13 indicators that span an individual's life from cradle to career. The Chance-for-Success framework allows states to identify strong and weak links in its residents' educational life course – their typical trajectory from childhood through adulthood. More importantly, the index also provides information that could be used to target the efforts of public education systems in ways that better serve students of all ages.

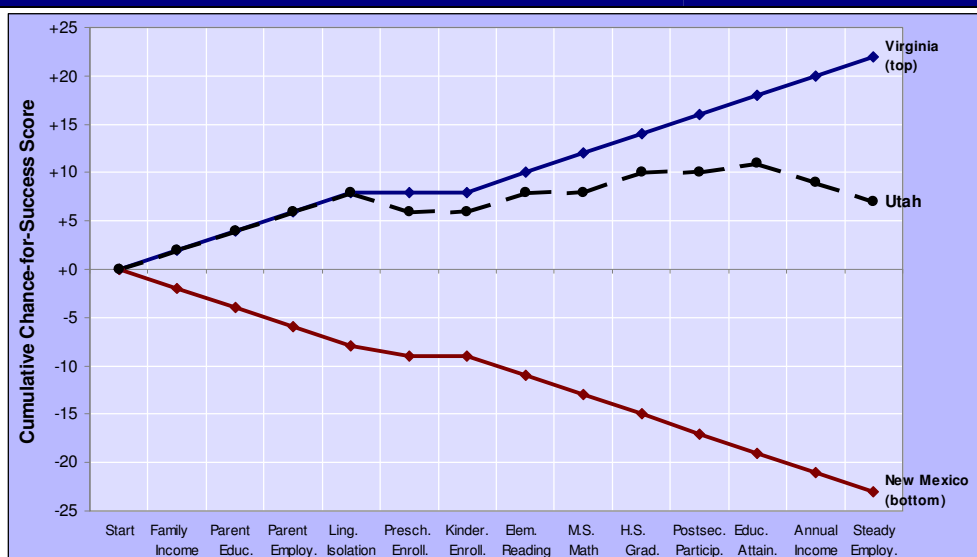
### Success Indicators

	Utah		National
	State Average	Points Awarded	Average
<b>Family income</b> – Children from families with incomes at least 200% of poverty level	<b>61.8%</b>	<b>+2</b>	59.8%
<b>Parent education</b> – Children with at least one parent with a postsecondary degree	<b>51.2%</b>	<b>+2</b>	42.5%
<b>Parental employment</b> – Children with at least one parent working full time, year-round	<b>77.3%</b>	<b>+2</b>	70.6%
<b>Linguistic integration</b> – Children whose parents are fluent English speakers	<b>89.8%</b>	<b>+2</b>	84.3%
<b>Preschool enrollment</b> – Three- and 4-year-olds enrolled in preschool	<b>39.8%</b>	<b>-2</b>	44.8%
<b>Kindergarten enrollment</b> – Eligible children enrolled in kindergarten programs	<b>77.5%</b>	<b>0</b>	75.3%
<b>Elementary reading</b> – Fourth grade public school students proficient on NAEP	<b>34.1%</b>	<b>+2</b>	29.8%
<b>Middle school mathematics</b> – Eighth grade public school students proficient on NAEP	<b>29.5%</b>	<b>0</b>	28.5%
<b>High school graduation</b> – Public high school students who graduate with a diploma	<b>76.7%</b>	<b>+2</b>	69.6%
<b>Postsecondary participation</b> – Young adults enrolled in postsecondary or with a degree	<b>48.6%</b>	<b>0</b>	47.8%
<b>Adult educational attainment</b> – Adults with a two- or four-year postsecondary degree	<b>38.6%</b>	<b>+1</b>	37.4%
<b>Annual income</b> – Adults with incomes at or above national median	<b>46.3%</b>	<b>-2</b>	50.0%
<b>Steady employment</b> – Adults in labor force working full time and year-round	<b>64.9%</b>	<b>-2</b>	67.2%
State score:		<b>+7</b>	
State rank:		<b>20</b>	

### Divergent Paths

States gain or lose points on each Chance-for-Success indicator based on how they perform compared with the national average. Putting that picture together across each of the 13 indicators reveals a state's educational trajectory from childhood through adulthood.

Where a person lives matters. A child born in Virginia (the top-ranked state) has a better-than-average chance for success at every stage, while a child from New Mexico (the bottom-ranked state) is likely to face a series of hurdles throughout life. Other states fall somewhere between those extremes.



## Aligning Education from Cradle to Career

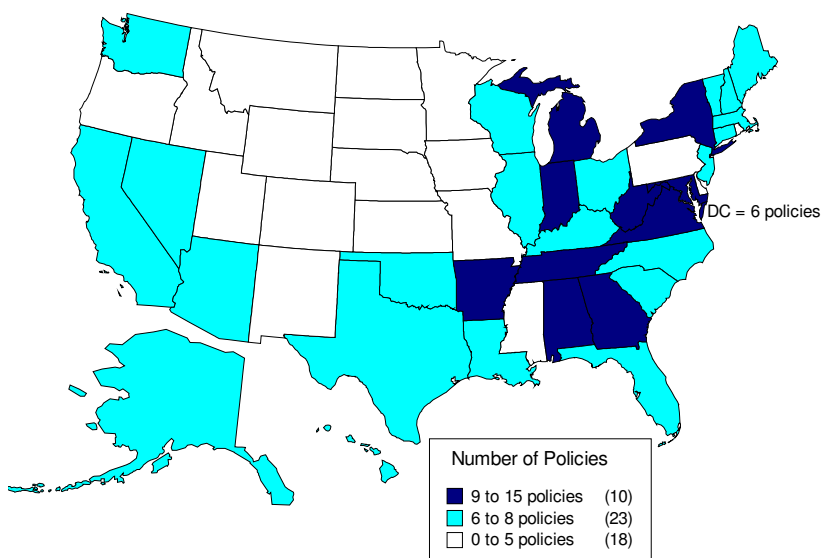
### Education Alignment Policies

	Utah	Nation
<b>Early-Childhood Education</b>		
<b>Early learning</b> – State early-learning standards aligned with K-12 standards (2006-07)	No	42 states
<b>School-readiness definition</b> – State formally defines school readiness (2006-07)	No	13 states
<b>School-readiness assessment</b> – Readiness of entering students assessed (2006-07)	No	16 states
<b>School-readiness intervention</b> – Programs for students not deemed ready (2006-07)	No	18 states
<b>Kindergarten standards</b> – Learning expectations aligned with elementary (2006-07)	Yes	45 states
<b>Postsecondary Education</b>		
<b>College readiness</b> – State defines college readiness (2006-07)	No	11 states
<b>College preparation</b> – College prep required to earn a high school diploma (2006-07)	No	9 states
<b>Course alignment</b> – Credits for H.S. diploma aligned with postsecondary system (2006-07)	No	5 states
<b>Assessment alignment</b> – H.S. assessment aligned with postsecondary system (2006-07)	No	6 states
<b>Postsecondary decisions</b> – H.S. assessment used for postsecondary decisions (2006-07)	No	9 states
<b>Economy and Workforce</b>		
<b>Work readiness</b> – State K-12 system defines work readiness (2006-07)	No	21 states
<b>Work-ready distinction</b> – Work-ready definition differs from college readiness (2006-07)	No	19 states
<b>Career-tech diploma</b> – State offers H.S. diploma with career specialization (2006-07)	No	35 states
<b>Industry certification</b> – K-12 has path for industry-recognized certificate or license (2006-07)	Yes	38 states
<b>Portable credits</b> – K-12 pathway to earn career-tech. credits for postsecondary (2006-07)	No	38 states
Number of policies:		2
State rank:		46

### A National Perspective

The EPE Research Center has examined state efforts to connect the K-12 education system with early learning, higher education, and the world of work. Fifteen key policies are considered in this highlights report.

The states with the strongest alignment policies – Maryland, Michigan, and West Virginia – each have 12 of the 15 focal policies in place. At the other end of the spectrum, Colorado, Nebraska, and Pennsylvania have each enacted a single alignment policy.



## Elementary and Secondary Performance

### K-12 Achievement Index

*Quality Counts'* new State Achievement Index gauges the achievement of the public school system based on absolute levels of performance (status) and improvements or changes over time in nearly equal measure. The index is based on 15 individual indicators related to reading and math performance, high school graduation rates, and the results of Advanced Placement exams.

The EPE Research Center employed statistical tests to evaluate state performance on each indicator. States significantly exceeding the national average (for level indicators) or improving over time (change indicators) received a point, or 2 points if they excelled by a particularly large statistical margin. Conversely, low-performing states lost 1 or 2 points. A state's final score was calculated by tallying points across the set of 15 measures.

### Achievement Indicators

	Utah		National Average
	State Average	Points Awarded	
<b>Achievement Levels</b>			
<b>4th grade math</b> – Percent proficient on NAEP (2005)	<b>36.8%</b>	<b>0</b>	35.3%
<b>8th grade math</b> – Percent proficient on NAEP (2005)	<b>29.5%</b>	<b>0</b>	28.5%
<b>4th grade reading</b> – Percent proficient on NAEP (2005)	<b>34.1%</b>	<b>+2</b>	29.8%
<b>8th grade reading</b> – Percent proficient on NAEP (2005)	<b>29.3%</b>	<b>0</b>	28.9%
<b>Achievement Gains</b>			
<b>4th grade math</b> – Scale score change on NAEP (2003-2005)	<b>+4.0</b>	<b>+2</b>	+3.1
<b>8th grade math</b> – Scale score change on NAEP (2003-2005)	<b>-1.5</b>	<b>0</b>	+1.4
<b>4th grade reading</b> – Scale score change on NAEP (2003-2005)	<b>+2.0</b>	<b>0</b>	+0.8
<b>8th grade reading</b> – Scale score change on NAEP (2003-2005)	<b>-2.4</b>	<b>-1</b>	-0.9
<b>Poverty Gap</b> (National School Lunch Program, noneligible vs. eligible)			
<b>Size of gap</b> – 8th grade math scale score (2005)	<b>16.8</b>	<b>+2</b>	26.7
<b>Change in gap</b> – 8th grade math (2003-2005), negative value = closing gap	<b>-3.1</b>	<b>0</b>	-1.7
<b>High School Graduation</b>			
<b>Graduation rate</b> – Public schools (2003)	<b>76.7%</b>	<b>+2</b>	69.6%
<b>Change in graduation rate</b> – Public schools (2000-2003)	<b>-2.6%</b>	<b>0</b>	+2.9%
<b>Advanced Placement</b>			
<b>High AP test scores</b> – Scores of 3 or above per 100 students (2005)	<b>20.9</b>	<b>+2</b>	15.7
<b>Change in AP Scores</b> – Change in high scores per 100 students (2000-2005)	<b>+3.4</b>	<b>+2</b>	+4.8
<b>Bonus Indicator</b>			
<b>8th grade math excellence</b> – Percent advanced on NAEP (2005)	<b>4.7%</b>	<b>0</b>	5.6%
State score:		<b>+11</b>	
State rank:		<b>16</b>	

## Standards, Assessments, and Accountability

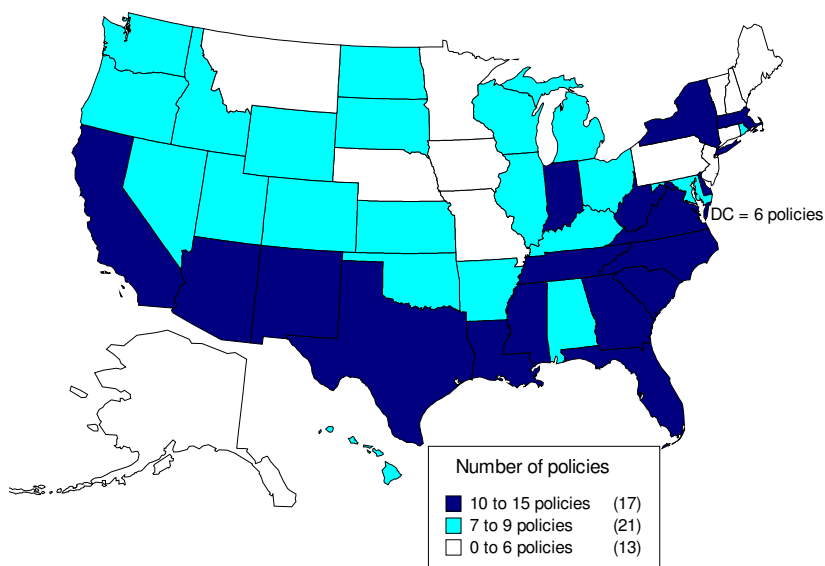
### State K-12 Policy Indicators

	Utah	Nation
<b>Academic Standards</b>		
<b>English/language arts</b> standards are clear, specific, and grounded in content at all levels (2006)	No	14 states
<b>Mathematics</b> standards are clear, specific, and grounded in content at all levels (2006)	Yes	41 states
<b>Science</b> standards are clear, specific, and grounded in content at all levels (2006)	Yes	46 states
<b>Social Studies/history</b> standards are clear, specific, and grounded in content at all levels (2006)	No	10 states
<b>Revision schedule</b> – State has regular timeline for revising standards (2006-07)	Yes	35 states
<b>Assessments</b>		
<b>English/language arts</b> assessments are aligned to standards at all levels (2006-07)	Yes	49 states
<b>Mathematics</b> assessments are aligned to standards at all levels (2006-07)	Yes	48 states
<b>Science</b> assessments are aligned to standards at all levels (2006-07)	Yes	25 states
<b>Social studies/history</b> assessments are aligned to standards at all levels (2006-07)	No	11 states
<b>Vertically equated</b> scores on assessments in grades 3–8 in English and math (2006-07)	No	21 states
<b>School Accountability</b> (policies must apply to Title I and non-Title I schools)		
<b>State ratings</b> – State assigns ratings to all schools on criteria other than AYP (2006-07)	Yes	29 states
<b>Growth models</b> – State ratings for schools measure individual student growth (2006-07)	Yes	9 states
<b>Rewards</b> – State provides rewards to high-performing or improving schools (2006-07)	No	17 states
<b>Assistance</b> – State provides assistance to low-performing schools (2006-07)	No	35 states
<b>Sanctions</b> – State sanctions low-performing schools (2006-07)	No	33 states
Number of policies:		8
State rank:		25

### A National Perspective

The EPE Research Center has examined state policymaking activity in the areas of standards, assessments, and accountability. Fifteen key policies are considered in this highlights report.

The map shows that most of the states aggressively using these policies can be found in a swath that runs almost without interruption through the Southeast, South, and Southwest regions.





## Notes and Sources

### Quality Counts 2007

This year's 11th edition of *Quality Counts* investigates the ways in which state K-12 education systems connect with early-childhood education, postsecondary schooling, and the world of work. The report features the new Chance-for-Success Index, which provides a state-focused perspective on the importance of education through a person's lifetime. The annual State of the States update continues to track state policies in the areas of standards, assessments, and accountability. We also introduce a new K-12 Achievement Index that evaluates states based on their level of performance and improvements over time. *Quality Counts 2007* can be accessed online at [www.edweek.org/go/qc07](http://www.edweek.org/go/qc07).

The *State Highlights Reports* provide state-specific summaries of key findings from *Quality Counts 2007*. Reports for the 50 states and the District of Columbia are available on the Web at [www.edweek.org/go/qc07/shr](http://www.edweek.org/go/qc07/shr).

### Chance for Success

**Family Income:** Percent of dependent children (under 18 years of age) from families with incomes at last 200 percent of poverty level. EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2005.

**Parent Education:** Percent of dependent children (under 18 years of age) with at least one parent with a two- or four-year postsecondary degree. Ibid.

**Parental Employment:** Percent of dependent children with at least one steadily employed parent, defined as working full time and year-round. Ibid.

**Linguistic Integration:** Percent of dependent children whose parents are native speakers of English or speak the language "very well." Ibid.

**Preschool Enrollment:** Percent of 3- and 4-year-olds who are attending preschool. Ibid.

**Kindergarten Enrollment:** Percent of eligible children attending kindergarten programs. The size of the entering kindergarten cohort is calculated based on the number of 5- and 6-year-olds in a state. Ibid.

**Elementary Reading:** Percent of 4th graders in public schools who score at or above the "proficient" level in reading on the 2005 National Assessment of Educational Progress (NAEP) State assessment. U.S. Department of Education, 2005.

**Middle School Mathematics:** Percent of 8th graders in public schools who score at or above the proficient level in mathematics on the 2005 State NAEP assessment. Ibid.

**High School Graduation:** Percent of public high school students who graduated on time with a standard diploma for the 2002-03 school year, calculated using the EPE Research Center's Cumulative Promotion Index. EPE Research Center, 2006.

**Postsecondary Participation:** Percent of adults (age 18 to 24) enrolled in a postsecondary education program or with a postsecondary credential. EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2005.

**Adult Educational Attainment:** Percent of adults (25 to 64) with a postsecondary degree. Ibid.

**Annual Income:** Percent of adults (age 25 to 64) with annual income at or above the national median (\$34,350 in July 2005 dollars). Ibid.

**Steady Employment:** Percent of adults (age 25 to 64) employed on a steady basis, defined as working full time and year-round. Ibid.

**Chance-for-Success Index:** The Chance-for-Success score is calculated by tallying the points awarded for each of its 13 individual indicators. For each measure, states are compared with a national norm. If statistical analysis determines with 95 percent certainty that a state value is greater (or less) than the nation's, that state receives (or loses) 1 point. If that determination can be made with an even greater degree of statistical confidence (99.5 percent), 2 points are added or subtracted. EPE Research Center, 2007.

### Alignment Policies

**Early Learning Standards:** State has early-learning standards for the 2006-07 school year that are aligned with K-12. EPE Research Center annual state policy survey, 2006.

**School Readiness Definition:** State has a formal definition of school readiness for the 2006-07 school year. Ibid.

**School Readiness Assessment:** State policy requires a school-readiness assessment for the 2006-07 school year. Ibid.

**School Readiness Interventions:** State provides students not meeting school readiness expectations with targeted services for the 2006-07 school year. Ibid.

**Aligned Kindergarten Standards:** State has kindergarten standards that are aligned with elementary and secondary standards for the 2006-07 school year. Ibid.

**College Readiness:** State has formal expectations for preparation needed for students to be admitted to the state's postsecondary institutions and enroll in credit-bearing courses. EPE Research Center annual state policy survey, 2006.

**College Preparation:** All students must take a course of study designed for students bound for four-year colleges to receive a standard diploma. Ibid.

**Course Alignment:** High school course-credits required for a diploma are aligned with the requirements for admission into the state's postsecondary institutions. Ibid.

**Assessment Alignment:** State has aligned the content of high school assessments with academic expectations of its colleges. Ibid.

**Postsecondary Decisions:** State uses high school assessment results for admissions, placement, or scholarship decisions in its postsecondary system. Ibid.

**Work-Readiness Standards:** K-12 system has formal expectations describing preparedness for the workplace. Ibid.

**Career-Tech Diploma:** Students have the option of earning a standard high school diploma with concentration in a career-technical field. Ibid.

**Industry Certification:** K-12 system has a career-technical pathway that leads to an industry-recognized certificate or license. Ibid.

**Portable Credits:** High school students can earn career-technical credits that can be transferred to the state's postsecondary system. Ibid.

### K-12 Achievement

**NAEP Mathematics 2005** (4th and 8th grades): Percent of public school students who score at or above the proficient level in mathematics on the 2005 State NAEP assessment. U.S. Department of Education, 2005.

**NAEP Reading 2005** (4th and 8th grades): Percent of public school students who score at or above the proficient level in reading on the 2005 State NAEP assessment. Ibid.

**NAEP Mathematics Change 2003-2005** (4th and 8th grades): Change in NAEP scale scores

## Utah – State Highlights 2007

for public school students between 2003 and 2005. Ibid.

**NAEP Reading Change 2003-2005** (4th and 8th grades): Change in NAEP scale scores for public school students between 2003 and 2005. Ibid.

**Poverty Gap** for 8th grade math: Scale score difference in NAEP achievement between public school students eligible and non eligible for the National School Lunch Program. Positive values indicate higher performance for non eligible students. Ibid.

**Poverty Gap Change** for 8th grade math: Change in the size of the poverty gap for public school students between 2003 and 2005. Ibid.

**High School Graduation Rate**: Percent of public high school students who graduated on time with a standard diploma for the 2002-03 school year. EPE Research Center, 2006.

**Change in Graduation Rate**: Change in public school graduation rate between 2000 and 2003. Ibid.

**High AP Test Scores**: Number of high AP test scores (3 or above) per 100 students in grades 11 and 12. Analysis is specific to public school students. EPE Research Center analysis of data from the College Board's AP Summary Reports and the U.S. Department of

Education's Common Core of Data, 2005.

**Change in High AP Scores**: Change in the ratio of high AP scores for public school students between 2000 and 2005. Ibid.

**8th Grade Math Excellence**: Percent of public school students scoring at the advanced level on the 2005 State NAEP assessment. U.S. Department of Education, 2005.

### Standards, Assessments, and Accountability

**Academic Standards**: State has standards that are clear, specific, and grounded in content (2006). Results are reported by level and academic subject area. American Federation of Teachers, "Smart Testing: Let's Get It Right," and unpublished reviews, 2006.

**Revision Schedule**: State has a regular timeline for revising standards (2006-07). EPE Research Center annual state policy survey, 2006.

**Assessments**: Subjects in which state uses assessments aligned to state standards (2006-07): Ibid.

**Vertically Equated Assessments**: State tests in English/language arts and Math have been

vertically equated in grades 3–8 (2006-07) so that scores for all grade levels have been placed on a common metric. Ibid.

**State Ratings**: State assigns ratings to all schools based on criteria other than adequate yearly progress (2006-07). Ibid.

**Growth Models**: State uses measures of individual student growth to evaluate schools for state rating system (2006-07). Ibid.

**Rewards**: State provides rewards to high-performing or improving schools (2006-07). Ibid.

**Assistance**: State provides funding or technical assistance to failing or low-performing schools, based on school ratings (2006-07). Ibid.

**Sanctions**: State is authorized to apply sanctions to low-performing schools under state law (2006-07). Credit is only given for statewide policies that are not limited to Title I schools. Ibid. ■

## From Cradle to Career: Connecting American Education from Birth through Adulthood

- **Quality Counts 2007** — This year's full report investigates the ways in which state K-12 education systems connect with early-childhood education, postsecondary schooling, and the world of work. *Quality Counts 2007* features the new Chance-for-Success Index, which provides a state-focused perspective on the importance of education through a person's lifetime. The annual State of the States update continues to track state policies in the areas of standards, assessments, and accountability. This year's report also introduces a new K-12 Achievement Index that evaluates states based on their levels of performance and improvement over time.
- **State Highlights Reports** — Individualized reports featuring state-specific findings from the 2007 *Quality Counts* report are available for all 50 states and the District of Columbia.
- **Education Counts** — This online database contains hundreds of state-level indicators on K-12 education collected over the past decade for *Education Week's* annual *Quality Counts*, *Technology Counts*, and *Diplomas Count* reports. Use the Custom Table Builder feature to create graphs, tables, or maps for specific indicators.



You can access *Quality Counts* online at [www.edweek.org/go/qc07](http://www.edweek.org/go/qc07)

January 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Legislative Priorities of the Salt Lake Chamber

Background

The State Board of Regents and the Commissioner of Higher Education have been working to gain community support and involvement for its focus of "Building a Stronger State of Minds" through preparation, participation and completion. In September 2006, Commissioner Kendell and his staff met with Lane Beattie and Keith Rattie of the Salt Lake Chamber. The meeting and subsequent presentations to the Salt Lake Chamber have resulted in the Chamber listing Utah higher education and a few of USHE's key initiatives in its 2007 Legislative Priorities, released on January 10.

Legislative Priorities

Concentrating on its mantra of "investment," the Chamber has elected to focus on two priority areas for 2007: transportation and education. Regarding higher education, the Chamber is asking the Legislature to support: 1) the Utah Scholars initiative and its efforts to better prepare students for postsecondary training/education, 2) funding for large capital projects for USHE institutions as well as support for engineering and computer science to complement the USTAR initiative, and 3) resident tuition for the children of undocumented immigrants who have attended a Utah high school for at least three years.

Commissioner's Recommendations

The message of preparation, participation and completion is resonating with Utah business leaders. It is encouraging to see a strong legislative influence, like the Salt Lake Chamber, partner with and support the goals and initiatives of the Utah System of Higher Education. USHE is a tool to prepare Utah's workforce and to help the state's economy flourish. It is our goal to report the positive actions of more community partners in subsequent Board of Regents meetings.

This item is informational. No action is required.

---

Richard E. Kendell, Commissioner

REK/DS/AC  
Attachment





# LEGISLATIVE PRIORITIES

*As Utah's business leader we stand as the voice of business, we support our members' success, and we champion community prosperity*



**Salt Lake  
Chamber**  
*Utah's Business Leader™*

January 2007



Keith Rattie

Lane Beattie

**Dear fellow Utahns:**

The Salt Lake Chamber represents businesses that provide one-third of all jobs in our state. Simply put, we work to make Utah one of the best places in the country to do business. We advocate policies that promote private-sector growth, limit the growth of government, and lower the tax and regulatory burden on business. Our membership is growing, and so is our relevance. With the 2007 legislative session now upon us, we are pleased to present our legislative priorities for the coming year and beyond.

**Preempt gridlock on our highways.** Again this year, the Chamber's top priority is to accelerate investment in highways, roads and public transportation. Gridlock is a hidden tax on economic growth – and a threat to our quality of life. Importantly, we believe that Utah's elected and appointed leaders must advance transportation investment as a balanced mix of highways and transit systems.

**Invest in Utah's future workforce.** We support increased funding for K-12 public education, while welcoming constructive debate on the need for reform. We support increased funding for Utah's colleges and universities. We support immigration reform grounded in the reality that Utah's growing businesses depend on a growing supply of labor. We continue to support allowing children who have completed three years of high school in Utah, and who are children of undocumented parents, to pay resident tuition at Utah colleges and universities.

**Help Utah businesses control skyrocketing healthcare costs.** We call upon the Utah legislature to act on the potential solutions identified by the Utah Foundation for controlling runaway healthcare costs. These include practice guidelines, tort reform, fewer state mandates, wellness incentives, and tax credits.

**Support Downtown Rising.** In collaboration with business and community leaders, city officials, and other civic-minded people, the Salt Lake Chamber is developing specific policy recommendations consistent with Downtown Rising, our business-led vision for our capital city.

These are extraordinary times for our state. The Utah economy is strong, and business investment is expanding. We're creating jobs, unemployment is low, and workers and their families are sharing in the prosperity. The Salt Lake Chamber, with the active support of its members, thanks our elected leaders for their public service and encourages action on the above priorities to help ensure an even more prosperous future for this great state.

Sincerely,

Keith Rattie, Chair

Lane Beattie, President and CEO

# Summary

*“We do have the capacity to create our own future.”*

*That was the conclusion of the pre-eminent Utah economist Thayne Robson during a keynote address in April 1975. More than 30 years later, we continue to follow Professor Robson’s advice. We are inventing the future by being actively involved in public policy deliberations.*

We selected our 2007 Legislative priorities with the future in mind. Our mantra is to invest. We selected two priority areas for this investment: transportation and education. We also seek specific legislation to limit health care costs. Finally, we offer a business perspective on immigration reform and investment in downtown Salt Lake City.

## **Transportation**

Investing in roads and transit is the primary public policy objective of the Salt Lake Chamber. We applaud the governor and Legislature for their actions over the past year to fund transportation and ask for their further commitment. Even with the passage of Proposition 3 in Salt Lake County and the Opinion Question in Utah County, we still need an additional \$5.8 billion to pay for needed, but unfunded projects. We ask specifically for the Legislature in current and future years to:

- Set aside as much surplus revenue as possible for highway funding.
- Earmark 100 percent of the sales tax collected on the sales of motor vehicles, motor vehicle parts and repairs and related sales to roads.
- Increase the motor fuel tax over the next 10 years in graduated steps.

## **Education/Workforce**

Utah boasts an asset that many states and nations can only hope for ... an abundance of children. In a very real sense, our children are our future. Unfortunately, and despite aggressive increases in education funding, our financial commitment to education is falling behind. The business community calls for record funding for public education. We also proudly partner with public and higher education in the Utah Scholars initiative to motivate students to enroll in more rigorous curriculum. And, like last year, we support the payment of resident tuition for students who have been in our public schools for three years and who are the children of undocumented parents.

## **Health Care**

The cost of health insurance for large and small businesses, their employees, and individuals continues to increase dramatically. We recommend actions in five areas that will temper the growth in health care costs: practice guidelines, tort reform, fewer state mandates, wellness incentives and tax credits.

## **Immigration**

In the coming year, the Chamber will support efforts by the U.S. Congress to pass comprehensive, fair immigration reform that includes improved border security, an earned pathway to legalization for undocumented workers, a monitored guest worker program, and an undocumented worker verification system that works.

## **Downtown Salt Lake City**

With over \$2 billion in new investment over the next five years, downtown Salt Lake City is undeniably a city on the rise. Downtown Rising is a business-led, regional effort to reaffirm our collective commitment to Salt Lake City as our capital city and downtown Salt Lake City as the heart of commerce, culture and city living in the Intermountain West. The Salt Lake Chamber will make specific policy recommendations in the coming year for legislative consideration.

This list is not all-inclusive. As Utah’s business leader, we will monitor other legislative items, such as personal property rights, and work to support our members’ success.



# Transportation

*“If we don’t act, experts predict a tripling of traffic congestion. That is not good enough for economic development.”*

**Vicki Varela**

VP Public Policy, Kennecott Land

**Save time, money and headaches.** That, in a nutshell, is why the business community has worked so hard to secure additional investment for roads and transit in our state. Businesses depend on an efficient transportation network to keep business costs low. Congestion increases transportation costs, reduces worker productivity and makes Utah a less desirable place to live. If we put off the needed investment, we will pay more in future years.

The Chamber Board of Governors commends the governor and Legislature for taking bold steps to address Utah’s transportation crisis, including record funding in the 2006 General Legislative Session. State leaders also authorized counties to address transportation needs through a voter-approved sales tax increase. Voters in Salt Lake County and Utah County (which had authority to raise their sales tax for transportation prior to the August 2006 Special Legislative Session and, like other counties, is now eligible for an additional 1/4-cent increase) approved a 1/4-cent sales tax increase to fund highway and transit projects by wide margins (64 percent and 69 percent, respectively). These new revenues will fund additional light rail, commuter rail, highways and corridor preservation.

As welcome as these aggressive investments are, they are not enough to pay for \$5.8 billion in additional unfunded highway needs by 2015. For this reason, the Chamber supports additional funding for highways.

## Salt Lake Chamber Policy Statement on Transportation Funding

The Chamber supports the funding options and principles adopted by the Utah Legislature’s Transportation Planning Task Force in 2004. The task force identified the following principles:

- Funding diversification or broadening of the base,
- Partnering with counties and municipalities,
- Auto-related sales tax earmark,
- Additional transit funding,
- Corridor preservation, and
- Local funding equity (allowing every county to enact equal local option sales taxes as needed).

More specifically, and consistent with the revenue sources identified by the legislative task force, to address the \$5.8 billion shortfall, the Chamber supports the Legislature’s efforts in current and future years to:

- Set aside as much of any surplus state revenue as possible to use for highway funding.

- Earmark 100 percent of the sales tax collected on the sales of motor vehicles, motor vehicle parts and repairs, and related sales to roads.
- Increase the motor fuel tax over the next 10 years in graduated steps.

The Chamber also supports Gov. Huntsman’s 2007 budget recommendations for transportation. His transportation recommendations demonstrate his commitment to take bold steps to solve Utah’s transportation crisis.

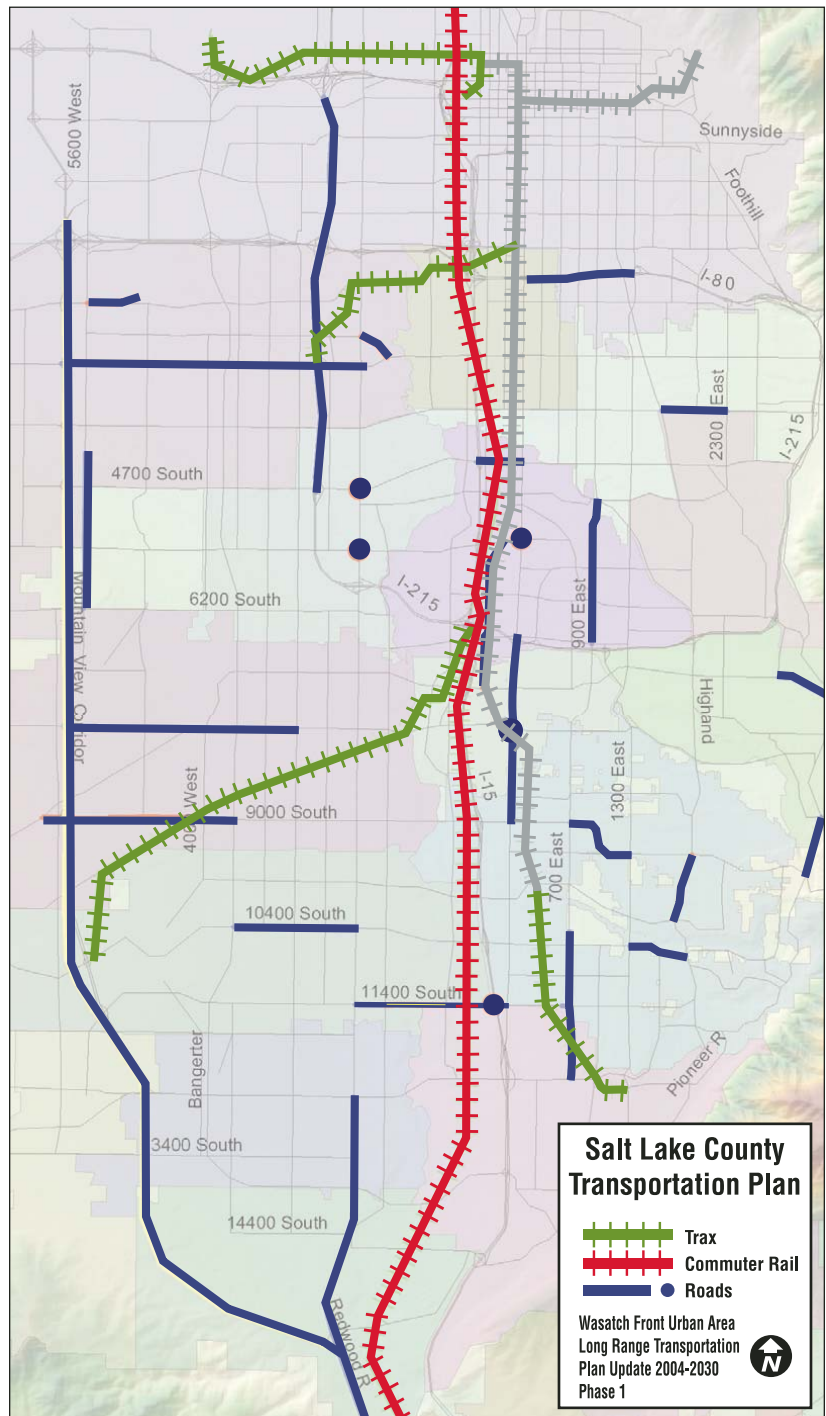
These funding efforts continue to be critical to meet the identified needs in the state’s transportation system. Investing in transportation today will help improve and maintain a robust economic environment, raise money for education, and enhance the quality of life in the state. It will also reduce the long-term tax burden on our businesses, our residences, and on our children.

## Examples of Unfunded Highway Projects (in millions)

■ I-15 in Utah County – 10600 South to University Parkway	\$2,500
■ Mountainview Corridor – I-80 to 13400 South and Southern East-West Improvements including 2100 North in Lehi	\$1,975
■ I-80 from State Street to 1300 East	\$58
■ I-15 in Davis and Weber Counties	\$500
■ I-15 in Utah County Mitigation Projects	\$285
■ Washington County Projects (including Southern Corridor)	\$250
■ Other Statewide projects (including SR 6)	\$282
	<hr/> \$5,850

*The passage of Proposition #3 in Salt Lake County and the Opinion Question in Utah County will help bring to fruition components of the region's long range transportation plan. This includes accelerated funding for four new TRAX lines, FrontRunner commuter rail connecting Provo to Salt Lake City (Ogden to Salt Lake City is already under construction), plus roadway projects including the Mountain View Corridor Expressway on the west side of Salt Lake County.*

## Long-Range Transportation Plan



# Education

*“Utah’s talented  
and dedicated work  
force is key to our  
economic prosperity.  
In a growing  
economy like ours,  
we need a steady  
supply of qualified  
high school and  
college graduates  
who can fuel  
business success.”*

**Chris Redgrave**

VP General Manager, KSL Newstradio

## **There is no time like the present to invest in our children.**

Utah boasts an asset that many states and nations can only hope for ... an abundance of children. In a very real sense, these children are Utah's future. Now is the time to invest in their education.

Unfortunately, and despite aggressive increases in education funding, our financial commitment to education is falling behind. Research by the Utah Foundation in the past year showed that Utah now ranks below the national average (27<sup>th</sup> among states) for funding effort for public education. This means that we spend less tax revenue for public education per \$1,000 of personal income than the national average. This new reality is in stark contrast to our recent past when Utah claimed a very high funding effort for public education – ranking in the top ten states as recently as 1998. This trend must be reversed.

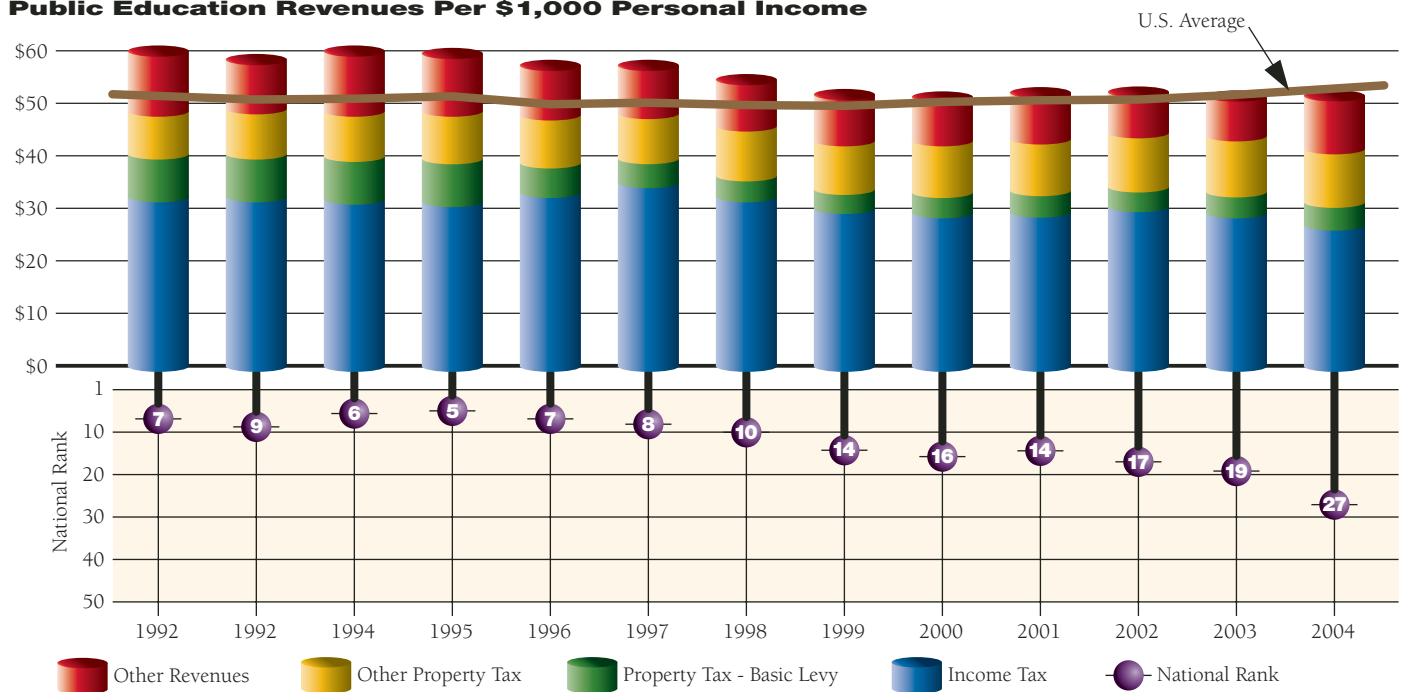
Gov. Huntsman has rightly called for record funding for public education. Like the governor, we support, with appropriate accountability, large investments in the weighted pupil unit, teacher pay, enrollment growth, new technologies, language education, high tech high schools, large capital projects at institutions of higher learning, and engineering and computer science funding. These investments complement actions taken through the leadership of the governor and Legislature in the last General Legislative Session to fund the Utah Science Technology and Research (USTAR) initiative and will do much to favorably position Utah as an economy of the future.

We are also supportive of the Utah Scholars initiative, which will motivate students to complete rigorous high school courses so they will be well prepared for college and employment. The initiative brings business and community leaders into the classroom to motivate students to complete a serious course of study that will reward them, and the Utah economy, handsomely upon graduation. Utah Scholars will enroll in four years of English, four years of math, three years of science, three and a half years of social studies, and two years of a language other than English. The Salt Lake Chamber is proud to partner with public education to motivate students accordingly.

Finally, like last year, we support the payment of resident tuition for students who have been in our public schools for three years or more and who are the children of undocumented parents.

## Utah Education Funding Effort

### Public Education Revenues Per \$1,000 Personal Income



Source: Utah Foundation, Research Report, "Paradox lost: Utah's public education funding effort no longer surpasses the Nation." April 2006

## Planting seeds for future prosperity...

### The Utah Science, Technology and Research (USTAR) Initiative — Progress to Date

- March 2006 – Legislature passed S.B. 75 USTAR Initiative. This bill appropriated \$50 million for new buildings and \$19 million for ongoing research and authorized \$110 million in G.O. Bonds
- July 2006 – Selected 9-Person Governing Authority
- Sept. 2006 – Hired Executive Director  
Established five outreach locations (Northern Utah/WSU, Salt Lake County/SLCC, Central Utah/UVSC, Southern Utah/SUU or Dixie, Eastern Utah/USU Uintah Basin Campus)  
Issued RFPs for two new buildings
- Oct. 2006 – Signed MOUs for research team hires at University of Utah and Utah State University. To date, four faculty positions have been filled.
- Dec. 2006 – During 2006, the University of Utah started 20 companies (up from their average of 4-6 per year).
- Also in 2006, selected innovation areas for each research university (University of Utah: *Nano-technology/Bio-sensors, Biomedical Device Innovation, IT Networks and Memory, Imaging Technology, Diagnostic Imaging, Personalized Medicine, Circuits of the Brain, Fossil Energy*. Utah State University: *Advanced Nutrition/Obesity, Semiconductor Chips/Wireless Sensors, Bio Fuels, Directed Energy Sensor Initiative*)

Source: USTAR Governing Authority

# Health Care

*“Health care expenses  
are draining the system.  
Each year it gets  
harder and harder to  
stay in business.  
We simply have to  
fix the system.”*

Aaron Bludworth  
VP, Modern Display

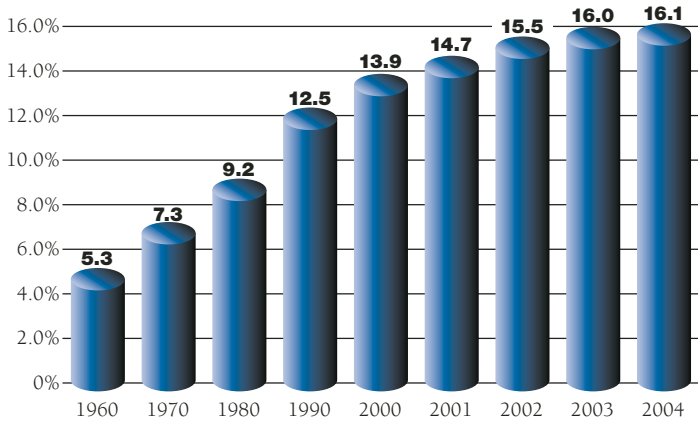
**Health care costs are crippling business.** The cost of health insurance for large and small businesses, their employees, and individuals continues to increase dramatically. Many factors contribute to this rise, including increased costs of procedures and technology, a greater number of uninsured, fewer businesses offering healthcare benefits, more businesses offering fewer benefits, higher pharmaceutical costs, and the aging of the population.

Applying common sense business practices such as cost incentives, bulk purchasing, electronic recordkeeping, and transparent pricing, can help businesses get a handle on the problem of staggering healthcare costs. To that end, several Chamber members and the Salt Lake Chamber's Healthcare Committee commissioned the Utah Foundation to study ways in which rising healthcare costs could be controlled. Their report evaluated potential solutions in five areas that will temper the growth of health care costs in the future:

- **Practice guidelines** – Providing practice guidelines for health care providers will lead to greater choice and transparency on the part of healthcare consumers. Such practice guidelines should be based on evidence-based clinical decision-making and should be linked to liability to provide malpractice relief to practitioners who adhere to such guidelines. There is much more to do before such guidelines could be realistically implemented, but the Chamber supports this concept. The Chamber will also participate in a serious discussion of so-called “no fault” types of health insurance as a way to provide more universal coverage and lower overall costs.
- **Tort reform** – While Utah has been in the forefront of tort reform in the past, there are still ways to provide additional relief from frivolous legal practices. These include lowering damage caps, setting stricter standards for expert witnesses, and promoting alternatives to litigation. The Chamber supports additional ways to mitigate unnecessary litigation.
- **Reduce state mandates** – Making health coverage more flexible and affordable for employers and individuals could be done by either removing some or all of the mandates, or, allowing employers to choose which coverages they want to include in the health plans they offer to employees. The Chamber supports finding ways to give employers more, not less, freedom in the plans they can offer.
- **Wellness incentives** – Over utilization of health care also contributes to increased costs. One way to decrease utilization is to allow insurers and employers to grant discounts or rebates for healthier lifestyles, especially in the areas of obesity and smoking. The Chamber supports the use of such incentives to reduce over utilization.

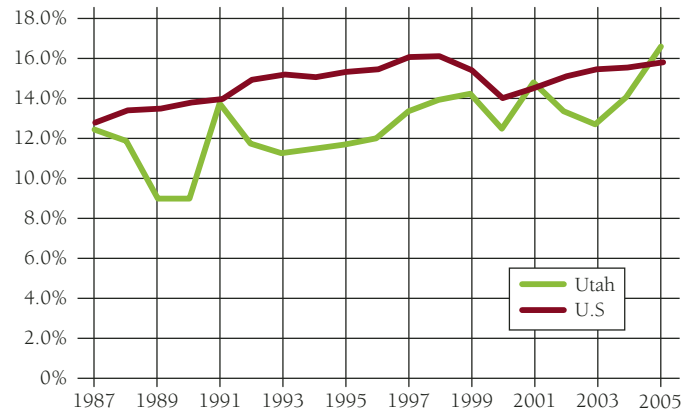


## National Health Expenditures as a Percent of GDP



Source: Centers for Medicare & Medicaid Services, Office of the Actuary

## Uninsured Rates Utah and U.S.



Source: U.S. Census Bureau

- **Health insurance tax credits** – There also may be ways to provide businesses and individuals with incentives to procure health insurance, such as tax breaks for premiums. A tax credit could also be offered for those providers who implement transparency initiatives. The Chamber supports all reasonable efforts to implement such tax incentives.

The Salt Lake Chamber also applauds the work being done by many groups to mitigate health care costs. For example, the Utah Legislature is studying ways to make Medicaid spending more efficient. The Department of Health is addressing the issue of the uninsured. The Governor's Office is reviewing small business health care issues.

At the national level, under the leadership of former Utah Governor Mike Leavitt, the Department of Health and Human Services is working to create a value-driven health system. We encourage our members to join the more than 100 employers who have committed to goals that will improve health care quality. These goals include the following:

- **Connecting the system:** Every medical provider has some system for health records. Increasingly, those systems are electronic. Standards need to be identified so all health information systems can quickly and securely communicate and exchange data.

- **Measure and publish quality:** Every case, every procedure, has an outcome. Some are better than others. To measure quality, we must work with doctors and hospitals to define benchmarks for what constitutes quality care.
- **Measure and publish price:** Price information is useless unless cost is calculated for identical services. Agreement is needed on what procedures and services are covered in each "episode of care."
- **Create positive incentives:** All parties - providers, patients, insurance plans, and payers - should participate in arrangements that reward both those who offer and those who purchase high-quality, competitively-price health care.

# Downtown Salt Lake City

## The heart of our capital city

*“Downtown Salt Lake City is the heart of commerce, transportation, government, culture and entertainment in Utah. We know that regions thrive with a strong central city. That is why the business community is committed to a beautiful, prosperous, community-focused and green downtown.”*

Denny Haslam  
President, Utah Jazz



**Downtown Salt Lake City is undeniably on the rise.** During the next five years the central business district as we know it will be transformed as an estimated \$2 billion is invested downtown. This is more, in a shorter time period, than has ever occurred in the city's history. Major anchor projects include the following:

- City Creek Center – a premier, mixed use development adjacent to Temple Square and on the north end of downtown,
- 222 South Main – a 21-story high rise on Main Street between 200 and 300 South,
- Two new TRAX light rail stops on the west end of downtown,
- A new federal courts complex in the center of downtown,
- Completion of the Fidelity Investments Building in The Gateway, and
- Numerous housing projects.

This new investment creates significant opportunity to leverage new development opportunities, reaffirm the central role of the capital and largest city, and create a blueprint for future growth.

Recognizing this opportunity, the Salt Lake Chamber and Downtown Alliance have sponsored a regional collaboration called “Downtown Rising” to create a common vision for downtown Salt Lake City. The collaboration includes business and community leaders, members of the design community, city officials and other civic-minded people. Together, they have discussed future options, learned from technical experts, and sought the input of the broader public. A “vision of visions” will be released in February 2007.

The Downtown Rising Conveners, Cabinet and Partners have conceived of a downtown built on the four building blocks of beautiful, prosperous, community-focused and green. They have also identified the principles of an ideal downtown. Several “big ideas” are being considered such as a transportation shuttle connecting downtown activity centers, a World Trade Center Utah, and a permanent public market.

The Salt Lake Chamber will make specific recommendations about how to capitalize on the historic investment occurring downtown and will make policy recommendations for legislative consideration next year.

# Immigration

**The dreams and hard work** of immigrants have been a driving force behind America's success as a strong, prosperous nation. We need the continued contributions of these immigrants to grow and remain competitive.

As Utah's largest business association, we believe our national leaders face an economic imperative to act. We applaud Gov. Jon Huntsman's leadership to help solve this complex problem, and we respectfully ask the Utah congressional delegation to make substantive progress on this issue. We have studied the issues and are open-minded about potential solutions.

In 2007, the Chamber will work with the U.S. Congress to pass comprehensive, fair immigration reform that includes:

- Improved border security,
- An earned pathway to legalization for undocumented workers already contributing to our economy, so long as they are law-abiding and prepared to embrace the obligations and values of our society,
- Creating a carefully monitored guest worker program to fill the growing gaps in America's workforce, recognizing that, in some cases, permanent immigrants will be needed to fill these gaps, and
- Providing employers with undocumented worker verification systems that work.

**These reforms must be based on the following interests:**

- **Economic interest** – There is a serious economic interest in our workforce that must be protected, both nationally and locally. From a business standpoint, we simply must make progress on immigration reform.
- **Human interest** – In a like manner, we care about the human interests at stake. Many of the policy choices would seriously impact families and children, which in turn would have implications on social services, health care, and business. The federal solution must recognize the humanitarian and family implications of our policies.
- **Productive middle** – Extreme points of view in this debate are harmful. The solution will require diligent work and compromise. The right solution will be found in the productive middle ground. Both the Western Governors' Association Policy Resolution and U.S. Chamber Position on Immigration speak to the productive middle and we offer them as suitable points of reference for this debate.
- **Border security, criminal justice and homeland security** – We support efforts to substantially increase the number of border patrol personnel, to enhance border surveillance, and to enact security safeguards vital to our homeland security. We favor provisions that impose strict criminal penalties on illegal immigrants who participate in illegal gang and other activities.

*“Very few of us can claim anything but an immigrant past. My ancestors came to the United States from Ireland during a potato famine looking for a better life. Fortunately for me, they found it. Today, people still come to America looking for a better life.”*

**Clark Ivory**  
CEO, Ivory Homes

# Board of Governors

## **Executive Committee:**

Keith O. Rattie, Questar Corporation –  
Chamber Board Chair  
Lane Beattie, Salt Lake Chamber  
Bruce Bingham, Hamilton Partners, Inc.  
Jake Boyer, The Boyer Company  
Tom Guinney, Gastronomy, Inc.  
Dennis Haslam, Utah Jazz  
Mark Howell, Wells Fargo Bank  
Scott Hymas, R C Willey Home Furnishings  
Clark D. Ivory, Ivory Homes  
Diana E. Kirk, Zions Bank  
Gary Porter, The Church of Jesus Christ of  
Latter-day Saints  
Chris Redgrave, Bonneville Radio Group  
Lisa Vehrenkamp, American Express  
A. Rich Walje, Rocky Mountain Power  
Albert R. Zimmerli, Intermountain Healthcare

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Jeff Alexander, Alexander's Print Advantage  
Pamela J. Atkinson  
Debbie Kotter Barkley, Nordstrom, Inc.  
Cynthia Bioteau, Salt Lake Community College  
Terry H. Buckner, The Buckner Company  
Lonnie Bullard, Jacobsen Construction Company, Inc.  
Bishop H. David Burton, The Church of Jesus Christ  
of Latter-day Saints  
Kent H. Cannon, Beneficial Financial Group  
Tom Case, Granite Construction Company  
Paul G. Child, Deloitte  
Wilford Clyde, Clyde Companies

Chris Crump, Newways International  
Michael Dale, Larkin Mortuary  
John Dahlstrom, Wasatch Property Management  
Raymond J. Dardano, UBS Bank USA  
Spencer P. Eccles, Longbow Holding Co., LLC /  
Eccles Management Group  
Clinton W. Ensign, Sinclair Oil Corporation  
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Jerry Fenn, Qwest Communications  
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Bill Habershtock, Million Air  
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D. Scott Ideson, Regence BlueCross BlueShield of Utah  
James S. Jardine, Ray Quinney & Nebeker  
David Jensen, Zions Securities Corporation  
Jonathan Johnson, Overstock.com  
Pat Jones, Dan Jones & Associates  
Kaye Jorgensen, O.C. Tanner Company  
Cindy Kindred, Vanguard Media Group  
John S. Kirkham, Stoel Rives LLP  
Gene Kwon, Latitude Restaurant Group  
Fred P. Lampropoulos, Merit Medical Systems, Inc.  
Peggy Lander, Richter7  
Brent Low - Newspaper Agency Corporation  
John Lund, America First Credit Union  
Steve Lundgren, Salt Lake City Marriott  
William K. Martin, Commerce CRG  
Edward L. McCartney, Fidelity Investments  
William Moreton, Fred A. Moreton & Company  
Prescott Muir, Prescott Muir Architects  
Brett Oakland, Oakland Construction  
Scott W. Parson, Staker Parson Companies /  
Jack B. Parson Companies

Scott Pickett, PricewaterhouseCoopers, LLP  
Vasilios Priskos, InterNet Properties, Inc.  
Stefan Schuerfeld, UPS  
Khosrow B. Semnani  
Marilyn Tang, Certified Handling Systems  
Scott Tenney, Comcast Cable Communications  
Paul Torres, Manuel's Fine Foods  
Steven E. Tyler, Holland & Hart  
Paul Van Slooten, The Pepsi Bottling Group  
Vicki Varela, Kennecott Land  
Larry Walz, Intel Corporation  
Andrea P. Wolcott, Federal Reserve Bank of San  
Francisco / Salt Lake City Branch  
Mary Anne Q. Wood, Wood Crapo, LLC  
Dr. Michael K. Young, University of Utah  
M. Craig Zollinger, Chase

## **Ex Officio:**

Mayor Rocky Anderson, Salt Lake City  
Scott Beck, Salt Lake Convention & Visitors Bureau  
Dave Buhler, Salt Lake City Council  
Mayor Peter M. Corroon, Salt Lake County  
Jeff Edwards, Economic Development Corporation  
of Utah  
Robert Farrington, Jr., Downtown Alliance  
John M. Inglish, Utah Transit Authority  
Alison McFarlane, Salt Lake City  
Richard R. Nelson, Utah Technology Council  
Deborah Bayle Nielsen, United Way of Salt Lake  
Craig E. Peterson, Salt Lake Chamber  
Rob White, Utah Heritage Foundation  
Steve Williams, Salt Shakers, InterNet Properties, Inc.  
McKell Withers, Salt Lake City School District

# Staff

## **The Chamber Staff**

Lane Beattie, President & CEO  
Heidi Ballif, Vice President  
Carole MacLeod, Business Development  
Dan Brimhall, Controller  
Jennifer Madsen, Assistant to CEO  
Michael De Groote, Director of Communication &  
Marketing  
Ashley Mangus, Programs Coordinator  
Ryan Evans, Manager of Member Services  
Craig Peterson, Chief Operating Officer  
David Jarvi, Business Development  
Robin Riggs, VP/General Counsel  
Natalie Gochmour, VP/ Policy & Communications  
Dave Roberts, Director of Business Development  
Elizabeth Goryunova, Assistant to COO  
Jackie Sexton, Programs & Events Manager  
Bonnie Larson, Information Specialist

## **The Downtown Alliance Staff**

Robert Farrington, Jr., AICP, Executive Director  
Kim Angeli, Event Manager  
Carla Wiese, Economic Development Manager  
Michelle Higham, Office Manager/IT Coordinator  
Camille Winnie, Program Coordinator  
Andrew Wallace, Development & Marketing Manager

## **The Women's Business Center Staff**

Nancy Mitchell, Executive Director  
Lavanya Garikina Mahate, Marketing Manager  
LisaNa M Red Bear, Program Manager / Counselor



**Salt Lake  
Chamber**  
Utah's Business Leader™

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Salt Lake City, Utah 84111-2329  
801-364-3631 • saltlakechamber.org

January 8, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Item—Legislative Update

The general session of the Utah Legislature convenes on Monday, January 15, 2007. Associate Commissioner David Buhler will provide the Strategic Planning and Communications Committee a verbal report updating them on the 2007 Legislative Session. Regents should take special note of the Higher Education Legislative Luncheon on Friday, February 9, at noon, at the State Office Building Auditorium.

Commissioner's Recommendation

This is an information item only. No action is required.

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Richard E. Kendell  
Commissioner of Higher Education

REK:dlb

January 11, 2007

MEMORANDUM

To: State Board of Regents  
From: Richard E. Kendell  
Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the General Consent Calendar:

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held December 8, 2006, in the Regents' offices in Salt Lake City, Utah
- B. Grant Proposals
  - 1. Utah State University – US Department of Defense/US Air Force; "Studies to Improve Neutral Atmospheric Predictions;" \$7,500,002. Robert Schunk, Principal Investigator.
  - 2. Utah State University – National Science Foundation; "PIRE: Improving Stem Teaching and Learning Through Innovative Research and Education;" \$2,500,000. Brandon Muramatsu, Principal Investigator.
  - 3. Utah State University – Campus EAI; "Campus EAI Oracle Protal Grant;" \$1,033,590. Stacie Gomm, Principal Investigator.
  - 4. Utah State University – Institute of Education Sciences; "Evaluation of an Early Intensive Treatment Program for Preschool Children with Autism in Public Education;" \$2,450,701. Thomas Higbee, Principal Investigator.
  - 5. Utah State University – National Science Foundation; "Socially Affable Virtual Environments (SAVE): Learning Companions Collaborate with Teenagers Learning Technology;" \$1,477,487. Yanghee Kim, Principal Investigator.
  - 6. Utah Valley State College – US Department of Education; "TRIO Upward Bound Program: Student Services;" \$1,100,000. Maraia Weingarten, Principal Investigator.
  - 7. Utah Valley State College – US Department of Education; "TRIO Upward Bound Program: Math and Science (Student Services);" \$880,000. Maraia Weingarten, Principal Investigator.

8. Utah Valley State College – US Department of Education; "TRIO Upward Bound Program: (Student Services);" \$880,000. Keith Jensen, Principal Investigator.
9. Utah Valley State College – National Science Foundation; "Advanced Technology Education Program: Mechatronics Associates Degree;" \$872,868. Gordon Stokes, Principal Investigator.

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Richard E. Kendell, Commissioner

REK:jc  
Attachment

STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
DECEMBER 8, 2006

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STATE BOARD OF REGENTS MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
DECEMBER 8, 2006

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Ali Hasnain  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Josh M. Reid  
Marlon O. Snow

Regents Excused

Janet A. Cannon  
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner of Higher Education  
David L. Buhler, Associate Commissioner for Public Affairs  
Jorie Colbert, Research Analyst  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
Carrie Flamm, Executive Director, Utah Student Association  
Brian Foisy, Assistant Commissioner for Budget and Finance  
Kimberly Henrie, Budget Director  
Mark H. Spencer, Associate Commissioner for Finance and Facilities  
Lauren Stimpson, Utah Scholars (State Scholars Initiative) Project Manager  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Lynne N. Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
Andrea Worthen, Educational Policy and Accountability Director

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Arnold B. Combe, Vice President for Administrative Services

Stephen H. Hess, Associate Vice President for Information Technology  
Laura Snow, Special Assistant to the President/Secretary of the University  
Chuck Wight, Associate Vice President, Instructional Technology and Outreach

Utah State University

Stan L. Albrecht, President  
Lee H. Burke, Assistant to the President/Secretary of the University  
Guy Denton, Executive Director, Uintah Basin-Roosevelt Region  
Glenn Ford, Vice President for Business and Finance  
Sydney Peterson, Chief of Staff  
Whitney J. Pugh, Director, Budget Office

Weber State University

F. Ann Millner, President  
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services  
Michael B. Vaughan, Provost  
Jan Winniford, Student Affairs

Southern Utah University

Gregory L. Stauffer, Interim President  
Abe Harraf, Provost  
Dorian Page, Associate Vice President and Treasurer  
Steve Kiisel, Student Body President

Snow College

Michael T. Benson, President  
Gary Arnoldson, Controller  
Rick Wheeler, Vice President for College Relations  
Bradley A. Winn, Provost

Dixie State College

Lee G. Caldwell, President  
David Colegrove,  
Donna Dillingham-Evans, Academic Vice President  
Joe Peterson, Dean, Arts, Letters and Sciences  
Stanley J. Plewe, Vice President for College Services

College of Eastern Utah

Ryan L. Thomas, President  
Michael King, Academic Vice President

Utah Valley State College

William A. Sederburg, President

Janette Hales Beckham, Vice Chair, UVSC Board of Trustees  
Dan Campbell, Chair, UVSC Board of Trustees  
Steven Clark, Director, Physical Plant  
Cory Duckworth, Vice President for Student Affairs and Strategic Planning  
Briant Farnsworth, Dean, School of Education  
Val Hale, Vice President for Institutional Advancement and Marketing  
Stanley E. Jenne, Dean, School of Business  
Megan Laurie, Administrative Assistant/PR Coordinator, Humanities, Arts & Social Sciences  
Linda Makin, Director of Budgets  
Loretta Palmer, Associate Vice President of Academic Affairs  
Andrew Stone, Student Body President  
Karl J. Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President  
Katherine Boswell, Vice President for Institutional Advancement  
Julie Ann Curtis, Assistant to the Vice President of Academic Services  
Dennis Klaus, Vice President of Business Services  
David Richardson, Vice President of Academic Services

Utah College of Applied Technology

Robert O. Brems, President  
Paul Hacking, Regional President, Uintah Basin Campus  
Kirt Michaelis, Vice President of Administrative Services

Representatives of the Media

Sheena McFarland, *Salt Lake Tribune*  
Kate McNeil, *Provo Daily Herald*  
Amy K. Stewart, *Ogden Standard-Examiner*  
Erin Stewart, *Salt Lake Tribune*  
Associated Press  
Fox News

Others Present

Spencer Pratt, Office of the Legislative Fiscal Analyst  
Keith Stepan, Executive Director, Department of Facilities Management and Services

Following meetings of the Board committees, Chair Jed Pitcher called to order the Committee of the Whole at 10:50 a.m. He welcomed those present and excused Regents Cannon and Sinclair.

Congratulations. Chair Pitcher congratulated Regent Barrett for receiving a Legacy of Excellence Award from the Junior League. He congratulated President Benson on his appointment to the presidency of

Southern Utah University, effective January 1, 2007. Chair Pitcher thanked President Stauffer for his excellent efforts as Interim President of SUU.

Resolution in Memory of Elva Barnes

Commissioner Kendell said Mrs. Barnes had served on the State Board of Regents for six years and for 18 years on the UHEAA Board of Directors, including four years as UHEAA Board Chair. She was a staunch advocate for the students and always had their needs in mind when student financial aid was discussed. She will be missed. **Regent Grant moved approval of the Resolution in memory of Elva Barnes. Regent Atkin seconded the motion, which carried unanimously.** A copy of the resolution is on file in the Commissioner's Office.

General Consent Calendar

**On motion by Regent Grant and second by Regent Jensen, the following items were approved on the Regents' General Consent Calendar (Tab U):**

A. Minutes

1. Minutes of the Regular Meeting of the State Board of Regents held October 26, 2006, in the Regents' offices in Salt Lake City, Utah
2. Minutes of the Special Meeting of the State Board of Regents held November 10, 2006, at Southern Utah University in Cedar City, Utah

B. Grant Proposals – on file in the Commissioner's Office

C. Grant Awards

1. University of Utah – Molycorp Inc; "Effect of Weathering on the Stability of Questa Mine-ROC;" \$1,087,589. Terrence Doyle Chatwin, Principal Investigator.
2. University of Utah – National Institutes of Health/National Institute of Neurology; "Medical Countermeasures;" \$4,000,000. H. Steve White, Principal Investigator.
3. University of Utah – Utah Department of Human Resource Management; "Title IV-E;" \$1,706,109. Norma J. Harris, Principal Investigator.
4. Utah State University – State of Utah, Department of Health; "Up to 3 Early Intervention;" \$1,068,483. Susan Olsen, Principal Investigator.
5. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$1,800,000. Scott Schick, Principal Investigator.

6. Utah Valley State College – US Department of Education, Title III; “Student Retention Programs, Services, and Computer Infrastructure Enhancements;” \$2,000,000.

D. Proposed Policy R211, Succession Plan for the Commissioner of Higher Education

Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee – Regent Michael R. Jensen, Chair

Dixie State College – Institute for Business Integrity (Tab A). Regent Jensen said this was the only item on the committee’s Consent Calendar. Dr. Robert Huddleston, former President of Dixie State College and now a member of the Business faculty, made a presentation to the committee and responded to questions. The American Association of Collegiate Schools of Business (AACSB) requires ethics to be integrated into the business curriculum as an accreditation requirement. In addition, college officials plan to integrate a Business and Professional Ethics course into each undergraduate program. **Chair Jensen moved approval of Dixie’s Institute for Business Integrity. Regent Atkin seconded the motion, which was adopted.**

Information Calendar, Programs Committee (Tab B). Chair Jensen briefly reviewed each item on the committee’s Information Calendar and offered to respond to questions.

Southern Utah University – Program Review, College of Science (Tab D). Regent Jensen commended SUU’s College of Science for its excellent review. He reminded the Regents that universities are required to conduct program reviews on a seven-year cycle. Community and state colleges are on a five-year cycle.

Remediation Report (Tab E). Associate Commissioner Stoddard said remediation had been a big issue in this state for many years. The report indicated that students who passed remedial courses were more likely to return for their second year of college, and also more likely to graduate on time. Dr. Stoddard commended the faculty in the remedial and developmental areas. Standards for remediation vary among institutions. Sometimes a school’s pass grade is pass/fail; sometimes standards are much higher. (A “C-” is not a passing grade in some institutions.) The report yielded a strong database on which to develop issues. Higher education is working closely with public education, through the K-16 Alliance, to increase rigor in the high school curriculum and to identify problem areas and address them while students are still in K-12. A task force is working to align curriculum to prevent a disconnect between high school and college and to standardize high school and college standards and to align content. President Bioteau asked that the system use the term “developmental education” rather than “remedial education.” In most cases, people who are successful in developmental education are building skills. Regent Cespedes commended those who prepared the work and the valuable database it gives the Regents.

Utah Valley State College – Request for Mission and Name Change (Tab C). President Sederburg recognized the UVSC faculty and staff present for this discussion. He briefly reviewed a PowerPoint presentation explaining the rationale for UVSC’s request for university status. The change will require a \$10 million appropriation from the Legislature. The 2007-2008 USHE Budget Request includes \$3 million as a first installment. Regent Grant pointed out \$3 million, or even \$10 million, is not enough money to fund a university.

He suggested that college officials approach the Legislature and request what is actually needed, and also include sufficient funding for Dixie's mission change at the same time.

Regent Jardine thanked President Sederburg for his informative report. He noted the Regents have been adding programs and making progress for some time. He asked if Carnegie classifications were available for comparison purposes. In response to Regent Grant, President Sederburg said he was collaborating with the Commissioner and the Regents to make this an informed educational process rather than a political process. UVSC is not seeking a name change before the funding has been received.

Commissioner Kendell said discussions with legislative leadership have been clear. The Legislature wants to make this a good process, the result of an educational process. They do not want to make only a name change because that would lack credibility. The institution has done what the Regents have asked – address the eight to ten points critical to the success of the institution. The request for funding can now be taken to the Legislature with the Regents' endorsement, with the understanding that the Legislature's investment is vital. Higher education is particularly underfunded in this state, and at every institution. The Regents and the Legislature must take into consideration the needs of the other schools as well as UVSC and Dixie. The Regents also have an obligation to structure the System budget request based on the most reasonable expectations of the state's ability to pay. The USHE budget request is \$68 million, including \$3 million for UVSC and \$1.5 million for Dixie. The Legislature will recognize that \$10 million is only a down payment. The process of institution-building takes years. When graduate programs are presented to the Regents for approval, they will have to be approved on their own merit.

Regent Karras remarked that he was Speaker of the House when Weber and SUU went through this process. He admitted he had been concerned initially about how fast this was moving in terms of the total system and applauded the efforts of collaboration. The Regents must now be willing to lobby the Legislature for the money to make this work. Regent Atkin asked about the possibility of getting the additional \$7 million from the Legislature. Supporting the \$3 million request shows the Regents' support for the college's efforts to follow the Regents' recommendations.

Regent Jardine said 90 percent of the time UVSC has requested a new program, it made sense to the development of the institution and the needs of the community. He was not opposed to changing the name, but the Regents must not lose track of the school's role to serve undergraduate students as well. The goal is to have high quality, comprehensive, four-year programs. Regent Barrett asked what would happen to UVSC's comprehensive community college role if it advances to a university. President Sederburg said Weber does a great job at meeting the role of the community college and having a limited number of master's degree programs. UVSC officials have the same expectations for their school. They intend to follow Weber's model.

Commissioner Kendell said UVSC's mission would change, but not at the expense of the core functions of the system of higher education. The core budget is based around compensation, mandated costs, student financial aid, and institutional priorities. He complimented the Presidents for developing the most important priorities at their respective institutions. The Presidents have agreed to support the institutional priorities. Although the funding increases for UVSC and DSC are much greater than for the other institutions, the Presidents have agreed to support that plan. Commissioner Kendell suggested that institution-building be

viewed similarly to business-building. Institution-building, particularly in this state, takes time. The \$3 million request to the Legislature will be for a "down payment" (\$10 million total) on UVSC's mission and name change, with the expectation that funding will be required for several years.

Regent Atkin asked what would happen if we were not successful in obtaining the balance of the required funding. Commissioner Kendell said the Regents' endorsement of support for a mission change will be contingent on receipt of funding from the Legislature. Regent Jardine said it was his understanding that the mission and name change for UVSC would not occur until the entire \$10 million was received. President Sederburg concurred.

Finance, Facilities and Accountability Committee – Regent Jerry C. Atkin, Chair

Utah State University – Proposed Ground Lease of Property in Vernal to the Uintah Basin Applied Technology College (Tab F). Chair Atkin said 137 acres had been donated to Utah State University, of which 20 acres would be leased to the UBATC for a new facility. USU will continue to have some use of the building, and it is anticipated that future USU buildings will be constructed on the site. The proposed lease is in compliance with Regents' policy R712. Regent Grant asked about strengthening the clause regarding dispute resolution. After brief discussion, Regent Grant was satisfied with the existing wording. **Chair Atkin moved approval of the proposed lease. Regent Karras seconded the motion. The motion carried.**

Weber State University – Sale of Donated Property (Tab G). Chair Atkin explained that Weber State University had been gifted some property with the proceeds to be used to develop the university. University officials would like to sell the property and put the money in a land development fund. The selling price is consistent with a recent appraisal of the property, and would net the University \$1,076,400. **Chair Atkin moved approval of the transaction. Regent Grant seconded the motion, which carried.**

Snow College – Property Transfer to Richfield City (Tab H). Chair Atkin said the property in question was a road on the edge of the Richfield Campus. The city of Richfield would like to maintain the road, which would reduce the college's liability and allow the city to extend Technology Drive to link with other city roads. Chair Atkin noted the Commissioner's cover memo indicated the approval of both the Commissioner and the Attorney General's Office. **Chair Atkin moved approval of the property transfer, seconded by Regent Grant. The motion carried.**

Consent Calendar, Finance Committee (Tab I). **Regent Atkin moved approval of the UofU and USU Capital Facilities Delegation Reports on the committee's Consent Calendar. The motion was seconded by Regent Grant and carried.**

Progress Report on Actuarial Review of Post-Retirement Obligations (GASB 45 & 45) (Tab J). This progress report was presented for information only. The attachment listed the Legislative Auditor's recommendations and the Regents' reported actions to each recommendation. No questions were raised.

Executive Summary Report of Enrollment Audits for Southern Utah University and Dixie State College (Tab K). Chair Atkin noted Replacement Tab K in the Regents' folders, which gave the significant findings of



the enrollment audits at SUU and DSC, as well as a letter from President Stauffer that addressed SUU's findings.

Request for Information (RFI) for Administrative Systems Disaster Recovery and Banner Support (Tab L). This information item was to comply with the recently approved USHE Information Technology Strategic Plan, and to prepare for a request for legislative support.

Executive Summary Report of USHE System Information Security Readiness (Tab M). The report attached to Tab M was the result of a survey of USHE institutions to determine their Information Technology security readiness. Also included in the report was a request for each institution to have a disaster recovery and business continuity plan.

UHEAA – Information Update (including Cohort Default Rates) (Tab N). The attached report provided student loan default rates for fiscal year 2004. It was noted that the default rate for USHE institutions was 2.8 percent, compared with the national average of 4.5 percent.

Dixie State College – Future Plans for an Institutional Residence (Tab O). This agenda item addressed the need of Dixie State College to maintain an official president's residence. When President Caldwell was inaugurated, he announced that the previous institutional residence had been converted to an alumni center. Commissioner Kendell's recommendation noted that this matter had not been approved by the Regents and that a resolution is required. DSC and President Caldwell will prepare a formal plan. Associate Commissioner Spencer will investigate presidential residence policies in other states.

Strategic Planning and Communications Committee – Regent James S. Jardine, Chair

Prioritized Recommendations of USHE Task Force on Minority and Disadvantaged Students (Tab P). Chair Jardine said the committee had asked the task force to prioritize and add fiscal notes to their previous recommendations. The work of the group has been very thoughtful. Chair Jardine recognized SLCC Vice President David Richardson and Assistant Commissioner David Doty for their efforts in leading the task force. Chair Jardine noted the task force had ranked academic support first. The group reported that many of the institutions are already taking these actions, but they are not coordinated and could be improved. The second priority was P-12 preparation. Governor Huntsman has made this a strong part of his budget request. The committee accepted the report and recognized the budgetary implications of the recommendations. On behalf of the committee, **Chair Jardine moved that the board accept all 22 of the recommendations of the Minority Participation Task Force.** He also moved that:

1. Institutional funds be used to have a senior level administrator to coordinate efforts to increase minority participation, retention, and graduation rates. Also, the committee invites institutional presidents to report (one or two at each meeting), beginning in January 2007, on their efforts to enhance minority participation and their efforts to address campus academic support with existing resources.

2. After learning what can be accomplished within existing resources, the Board consider other task force recommendations that will require additional funding as part of future budget deliberations.
3. The Board reaffirm its commitment to seek \$3,359,400 in new legislative funding in the 2007 General Session for student financial aid, and \$500,000 for the Utah State Scholar Initiative, as recommended by the task force.
4. The Board support the State Board of Education in seeking \$7.5 million in legislative funding for optional extended day kindergarten targeted at high-poverty schools.

Vice President Richardson said the task force's work will take several years. It is very important for the senior-level administrators to be chosen right away to help coordinate efforts throughout the system. Regent Cespedes applauded the work of the task force for providing data to allow the Regents to monitor the effectiveness of programs and their progress over time. She strongly urged the institutions to make this a priority. **Regent Cespedes seconded the motion, which carried.**

Reformatting of "Measuring Utah Higher Education" Annual Report (Tab Q). Chair Jardine commended Assistant Doty for the policy brief attached to Tab Q. The reformatting will link the messaging strategy with the priorities of preparation, participation, and completion. Commissioner Kendell remarked that the information on degree completion has been a powerful way to build the Regents' agenda but has also been an eye-opener for the citizens of Utah. The process needs to be open and allow for adjustment as necessary. **Regent Atkin moved approval of the proposed reformatting of the Measuring Utah Higher Education annual report. The motion was seconded by Regent Barrett and adopted.**

Expanded Communications/Outreach Plan (Tab R). Chair Jardine referred to the Supplement to Tab R and commended Amanda Covington for her work in developing a communications plan. The supplement asked the Regents to do three things this month: (1) call legislators in their respective areas, (2) let Amanda know what groups they would like to address, such as a Rotary club or local Chamber, and (3) review Commissioner Kendell's goals and their alignment with the Regents' direction. Amanda is happy to help set up the meetings and suggest appropriate people to be present. **Chair Jardine moved approval of the communications schedule and plan, seconded by Regent Beesley. The motion carried.** Regent Karras noted that some of the bullet points in the NCSL Blue Ribbon Commission's report (see Tab S) were very powerful and could be used in the discussions with legislators.

Report of National Conference of State Legislatures (NCSL) Blue Ribbon Commission – "Transforming Higher Education: National Imperative - State Responsibility (Tab S). Chair Jardine reported that Senator Lyle Hillyard was a member of this committee. The 15 recommendations are all on target with the Board's strategic directions. Commissioner Kendell said these points should be used in presentations to the various Chambers, Rotary clubs, etc., as well as with legislators. Senator Hillyard has agreed to put this on the agenda of the Legislative Executive Appropriations Committee for their meeting in January. Regent Karras suggested that a presentation be made to the Utah Legislature on this report. The report was especially powerful because it came from legislators. Vice Chair Beesley suggested a joint presentation – have the legislators make the report

on the recommendations, and have Regents respond with where Utah is in each area. Regent Garff said it would be helpful for the Regents to know when they are needed for the various meetings. She asked Associate Commissioner Buhler to let the Regents know when their presence would be most helpful during the session. Regent Cespedes recommended that data be included, if possible. Chair Jardine said a good starting point for discussions with legislators is to let them to know the Regents have received this report.

#### Report of the Commissioner

Commissioner Kendell briefly reviewed the notable accomplishments of each institution, UHEAA, and UESP. The USTAR Initiative is starting to move out to the outreach centers. He thanked the Presidents for hosting meetings with legislators in their respective areas. Those meetings have been very productive.

#### Report of the Chair

Chair Pitcher said he also appreciated the meetings with legislators. The Regents have also been supportive of those meetings and have attended, when possible. He noted the Higher Education Day on the Hill luncheon on February 9 in the State Office Building and urged Regents and Presidents to attend, if possible.

**Regent Reid moved that the Board move into executive session to discuss personnel issues, specifically to receive reports of the Resource and Review teams. Regent Atkin seconded the motion, which carried.**

Chair Pitcher announced that the Regents would be reconvening in open session following their executive session luncheon. The Regents moved into executive session at 12:30 p.m. and reconvened in Committee of the Whole at 2:20 p.m.

Appointment of Interim President at Snow College. Commissioner Kendell said with the appointment of President Benson as Southern Utah University President, a vacancy will exist at Snow College on January 1. He recommended the appointment of Rick Wheeler as Interim President of Snow College. Dr. Rick White will be spending more time in Ephraim throughout the session to govern administrative functions as President Wheeler fulfills his responsibility as a state legislator. Dr. Brad Winn will cover the external functions. Snow College has an excellent administrative team. Vice President Larry Christensen will retire on December 31, but has agreed to stay on in a consultant capacity during this interim period.

Chair Pitcher congratulated Mr. Wheeler on his appointment. A presidential search committee will be named in the next few weeks. Regent Josh Reid will chair the committee, with Regents Holbrook and Sinclair serving as the other Regent members.

#### Adjournment

Regent Jensen moved the meeting be adjourned. The motion was seconded by Regent Reid and adopted. The meeting was adjourned at 2:25 p.m.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

