CONSENT AGENDA JUNE 14-16, 2006

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I BOISE STATE UNIVERSITY New Positions & Changes to Positions	Motion to approve
2	BAHR-SECTION I IDAHO STATE UNIVERSITY New Positions & Changes to Positions	Motion to approve
3	BAHR-SECTION I UNIVERSITY OF IDAHO New Positions	Motion to approve
4	BAHR-SECTION I LEWIS-CLARK STATE COLLEGE New Positions	Motion to approve
5	BAHR-SECTION I EASTERN IDAHO TECHNICAL COLLEGE New Position	Motion to approve
6	BAHR – SECTION II - FY07 ROOM & BOARD RATES a. Boise State University b. Idaho State University c. University of Idaho d. Lewis-Clark State College	Information item
7	BAHR-SECTION II AMENDMENT OF BOARD POLICY Amendment to Board Policy V.Q- Deposits & Misc. Receipts -2nd Reading	Motion to approve
8	BAHR-SECTION II AMENDMENT OF BOARD POLICY Amendment to Board Policy III.T.4 – Intercollegiate Athletics – 2nd Reading	Motion to approve
9	BAHR SECTION II-CAPITAL PROJECTS OVERVIEW	Information item

CONSENT AGENDA TOC Page i

CONSENT AGENDA JUNE 14-16, 2006

TAB	DESCRIPTION	ACTION
10	PPGAC - Alcohol Permits Issued By University Presidents	Information item
11	IRSA – HERC FY07 Budget Approval	Motion to approve
12	IRSA – Round II - Idaho Technology Grant FY07 Grant Funding Recommendations-Second Round	Motion to approve
13	IRSA – Approval of Distribution of Federal Grant Funds for which the Board is the State Education Agency	Motion to approve
14	IRSA – Decision Regarding 2006-07 Title IIA – Improving Teacher Quality State Activities Funds	Motion to approve

CONSENT AGENDA TOC Page ii

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY

SUBJECT

A request by Boise State University to establish new positions and changes in positions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.3.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Boise State University requests approval to:

- Create thirty-seven (37) new positions (36.08 total FTE) supported by appropriated and local funds
- Change to FTE of eighteen (18) current positions

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University is expanding its instructional and support staff in conjunction with the new fiscal year and new appropriation. A majority of the new positions are administrative support in nature, in response to enrollment and workload growth.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University for thirty-seven (37) new positions supported by appropriated and local funds; and title, term, salary and FTE changes to eighteen (18) additional positions.

Moved by Seconded by Carried Yes I	No
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INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

NEW POSITIONS

Position Title Administrative Assistant 1
Type of Position Classified Staff

Type of Position Classified Staff 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$21,445

Salary Range \$21,445 Funding Source Appropriated

Area/Department of Assignment

Duties and Responsibilities

Center for Teaching and Learning

Supports director and work of Center.

Administrative support needed for newly

formed Center.

Position Title IT Support Technician

Type of Position Classified Staff

FTE 1.0 FTE
Term of Appointment 12 month
Effective Date July 2, 2006

Salary Range \$23,982
Funding Source Local

Area/Department of Assignment Academic Technologies

Duties and Responsibilities Provides supervision to testing lab operations and assistance to faculty

using the testing center.

Justification of Position Convert temporary position to

permanent to ensure continuity and consistency in Blackboard support.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Technical Records Specialist 1

Type of Position Classified Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Page \$21,445

Salary Range \$21,445 Funding Source Local

Area/Department of Assignment Center for Workforce Training

Duties and Responsibilities Provides support to Center programs.

Coordinates courses, prepares materials, and processes course

enrollments.

Justification of Position Support needed for additional Center

programs and Educational Program

Managers.

Position Title Office Specialist 2
Type of Position Classified Staff

Type of Position Classified Staff
FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006

Salary Range \$19,074 Funding Source Local

Area/Department of Assignment Accounts Payable

Duties and Responsibilities Processes vendor data and acts as lead

person for running pay cycles to

produce checks.

Justification of Position Convert temporary appointment to

permanent status to cover additional workload and assist in continuity.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title IT Support Technician

Type of Position Classified Staff

FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$23,982
Funding Source Local

Area/Department of Assignment Academic Technologies

Duties and Responsibilities Provide help desk assistance to users of

the Blackboard course management

system.

1.0 FTF

Justification of Position Convert temporary position to

permanent to ensure continuity and consistency in Blackboard support.

Position Title Printing Offset Technician 3

Type of Position Classified Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$26,957

Funding Source Local

Area/Department of Assignment Printing and Graphic Services

Duties and Responsibilities

Sets up, operates and maintains large offset printing presses at the Journey

level.

Justification of Position Additional staff needed to meet current

workload and anticipated future print

volume.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Printing Copy Center Technician

Type of Position Classified Staff

FTF 1.0 FTF

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$17,160

Funding Source Local

Area/Department of Assignment Printing and Graphic Services

Duties and Responsibilities

Handles network printing and copier fleet management for Canyon County

Center and BSU West.

Justification of Position Growing demand for printing services at

BSU West and Canyon County require

additional staff.

Position Title Office Services Supervisor 1

Type of Position Classified Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$23,982

Funding Source Salary Range \$25,96

Area/Department of Assignment College of Applied Technology

Duties and Responsibilities Supervises an office support unit; hires,

trains and evaluates support staff; plans, coordinates, and oversees the day-to-

day operations.

Justification of Position Additional staff needed due to

reorganization within department.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Financial Technician Type of Position Classified Staff

Type of Position Classified State 1.0 FTF

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$23,982
Funding Source Local

Area/Department of Assignment Administrative Accounting

Duties and Responsibilities Performs analysis for grant reporting and researches expenditures to ensure

compliance.

Justification of Position Additional staff needed to meet needs

as University continues to expand

research base.

Position Title Technical Records Specialist 1

Type of Position Classified Staff

FTE .5 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$10,722
Funding Source Local

Area/Department of Assignment
Division of Extended Studies
Provides support services, record

maintenance and processing for Distance Education courses.

Justification of Position

New position needed due to additional courses and increased unit workload.

Position Title Office Specialist 2

Type of Position Classified Staff

Type of Position Classified Staff FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$19,074
Funding Source Local

Area/Department of Assignment Electrical Engineering

Duties and Responsibilities Provides a variety of office support

functions.

Justification of Position Increase in office staff needed to

support PhD program.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Web Design Specialist

Type of Position Classified Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$31,720

Funding Source \$31,720
Appropriated

Area/Department of Assignment College of Engineering

Duties and Responsibilities

Develops, codes, installs, tests, and debugs Web-based applications.

Designs and develops Web pages.

Justification of Position

Permanent position needed to cover

volume of web work required to ensure information available to students via the

web.

Position Title Administrative Assistant 1

Type of Position Classified Staff

FTE 1.0 FTE

Term of Appointment 12 month

Effective Date August 1, 2006 Salary Range \$21,445

Funding Source Appropriated
Area/Department of Assignment Chemistry Department

Duties and Responsibilities Provides administrative support for

faculty and students in Chemistry

Department.

Justification of Position Additional support position needed to

cover increased workload.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Administrative Assistant 2

Type of Position Classified Staff

FTF 1.0 FTF

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$23,982

Funding Source Appropriated Area/Department of Assignment Provost

Duties and Responsibilities Provides administrative support to the Associate Vice President for Academic

Planning.

Justification of Position The Provost's Office has restructured

based on task force recommendations to provide improved program leadership and oversight. Administrative Support is

needed for Associate VP positions.

Position Title Administrative Assistant 2

Type of Position Classified Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$23,982
Funding Source Appropriated

Area/Department of Assignment Provost

Duties and Responsibilities Provides administrative support to the

Associate Vice President for Undergraduate Studies.

Justification of Position The Provost's Office has restructured

based on task force recommendations to provide improved program leadership and oversight. Administrative Support is

needed for Associate VP positions.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Associate Vice President,

Undergraduate Studies

Type of Position Faculty FTE 1.0 FTE

FTE 1.0 FTE
Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$110,000

Funding Source Appropriated Area/Department of Assignment Provost

Duties and Responsibilities Responsible for campus wide leadership

and oversight of undergraduate

programs and student academic support

services.

Justification of Position The Provost's Office has restructured

based on task force recommendations to provide improved program leadership

and oversight.

Position Title Assistant Professor

Type of Position Faculty

FTE 1.0 FTE each
Term of Appointment 12 month
Effective Date July 2, 2006

Salary Range 2 positions; \$45,000 each

Funding Source Appropriated

Area/Department of Assignment Educational Technology

Duties and Responsibilities Provides instruction for Educational

Technology courses.

Justification of Position Convert temporary faculty positions

funded by Extended Studies to tenure track positions to retain quality faculty.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Assistant Professor

Type of Position Faculty

FTE 1.0 FTE each
Term of Appointment 12 month
Effective Date July 3, 2006

Salary Range 2 positions; \$50,000 each

Funding Source Appropriated Area/Department of Assignment Geosciences

Duties and Responsibilities Provides instruction for Geosciences

courses.

Justification of Position New tenure track positions required due

to department reorganization and goal to provide high quality geophysics PhD

program.

Position Title Interim Instructor

Type of Position Faculty FTE 1.0 FTE

Term of Appointment 12 month

Effective Date August 16, 2006 Salary Range \$40,000

Funding Source Local
Area/Department of Assignment College of Applied Technology -

Industrial Technology

Duties and Responsibilities Provides instruction in Welding and

Metals Fabrication Technology.

Justification of Position Position required to cover additional course sections due to industry

demands.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Interim Instructor

Type of Position Faculty
FTE 1.0 FTE

Term of Appointment 12 month Effective Date August 16, 2006

Salary Range \$38,000 Funding Source Local

Area/Department of Assignment College of Applied Technology -

Industrial Technology

Duties and Responsibilities Provides instruction in Heavy Duty

Diesel Technology.

Justification of Position Position Position required to cover additional

course sections due to industry

demands.

Position Title Associate Dean, Instruction

Type of Position Faculty

FTE 1.0 FTE
Term of Appointment 12 month
Effective Date July 2, 2006

Salary Range \$75,000 Funding Source Local

Area/Department of Assignment College of Applied Technology
Duties and Responsibilities Assists the Dean and College in

expanding and sustaining high quality education and training programs to meet

market place needs.

Justification of Position Position Position needed due to reorganization

within the College of Applied

Technology to meet College's Master

Educational Plan.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Research Assistant Professor

Type of Position Faculty
FTE 1.0 FTE
Term of Appointment 12 month

Effective Date
Salary Range
Funding Source

July 2, 2006
\$80,000
Local

Area/Department of Assignment Material Science and Engineering Duties and Responsibilities Trains new users, teaches electron

microscopy course, provides

microscopy services for internal and external users, and participates in

writing grant proposals.

Justification of Position Position Position needed to support new

transmission electron microscope user

facility.

Position Title Joanna "Jody" DeMeyer Endowed Chair

Type of Position Faculty FTE 1.0 FTE

Term of Appointment 12 month

Effective Date August 16, 2006 Salary Range \$100,000

Funding Source Local – Funds donated as a bequest through the University Foundation

Area/Department of Assignment Nursing Department

Duties and Responsibilities Provides instruction, research, faculty

mentoring and public service for Nursing

courses.

Justification of Position Additional staff needed to teach in the

graduate nursing program.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Special Lecturer

Type of Position Faculty
FTE 1.0 FTE
Term of Appointment 12 month

Effective Date

Salary Range

Funding Source

July 30, 2006

\$52,000

Local

Area/Department of Assignment Electrical Engineering

Duties and Responsibilities Provides instruction for Electrical and

Computer Engineering courses.

Justification of Position Additional instruction staff required for

PhD program.

Position Title Director, Center for Teaching and

Learning

Type of Position Professional Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$91,667
Funding Source Appropriated

Area/Department of Assignment Provost

Duties and Responsibilities Coordinates Center activities and works

to improve and enhance classroom teaching and student learning.

Justification of Position New position required to allow the opening of the Center for Teaching and

Learning.

Position Title Head Coach, Swimming and Diving

Type of Position Professional Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$38,000
Funding Source Local

Area/Department of Assignment Intercollegiate Athletics
Duties and Responsibilities Coaches athletic team.

Justification of Position A swimming and diving program has

been recommended for addition in Fall

2006.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Justification of Position

Justification of Position

Position Title Educational Program Manager

Type of Position Professional Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$40,000

Salary Range \$40,000 Funding Source Local

Area/Department of Assignment Center for Workforce Training

Duties and Responsibilities Plans, organizes, markets and delivers

short term employment related and professional development training. Position required in order to meet industry needs in Business and

Computer Education and Training.

Position Title Educational Program Manager

Type of Position Professional Staff

FTE 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006

Salary Range \$40,000 Funding Source Local

Area/Department of Assignment Center for Workforce Training

Duties and Responsibilities Plans, organizes, markets and delivers

short term employment related and professional development training. Position required in order to meet

industry needs in Wildland and Structural Firefighting Education and

Training.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Coordinator, Student Engagement

Type of Position Professional Staff

FTE .75 FTE

Term of Appointment 12 month
Effective Date July 2, 2006
Salary Range \$25,880

Salary Range \$25,880 Funding Source Local

Area/Department of Assignment Service Learning Center

Duties and Responsibilities Coordinate support for students in

Service Learning classes.

Justification of Position

Additional staff needed to meet the increasing student participation in the

Service Learning program.

Position Title Manager, Customer Service

Type of Position Professional Staff

FTE 1.0 FTE

Term of Appointment 12 month Effective Date July 2, 2006

Salary Range \$34,507 Funding Source Local

Area/Department of Assignment Student Housing

Duties and Responsibilities Coordinates customer service.

Supervises customer service team and

handles issues.

Justification of Position Position needed to support the

management of new and existing student residential properties.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Type of Position

FTF

Term of Appointment **Effective Date** Salary Range **Funding Source**

Area/Department of Assignment **Duties and Responsibilities**

Justification of Position

Position Title

Type of Position

FTE

Term of Appointment

Effective Date Salary Range **Funding Source**

Area/Department of Assignment **Duties and Responsibilities**

Justification of Position

Position Title Type of Position

FTE

Term of Appointment

Effective Date Salary Range **Funding Source**

Area/Department of Assignment

Duties and Responsibilities

Justification of Position

Web Coordinator **Professional Staff**

1.0 FTF 12 month July 2, 2006 \$34,507 Local

Student Union and Student Involvement

Develops, updates and maintains

department web sites.

A full time web position is needed due to departments' increased use of the web

to communicate effectively with

students.

Coordinator, Distance Education

Projects

Professional Staff

1.0 FTE 12 month July 2, 2006 \$35,000 Local

Division of Extended Studies

Coordinates major projects and provides on-going faculty course development. New position needed due to additional courses and increased unit workload.

Manager, Service Center

Professional Staff

1.0 FTE 12 month July 2, 2006 \$34,507 Local Bookstore

Manages service center for customer

computer repairs.

Additional staff required to implement

new service to customers.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Teacher/Coordinator, Electrical

Apprenticeship **Professional Staff** Type of Position

FTE 1.0 FTE Term of Appointment 12 month **Effective Date** 7/2/2006 Salary Range \$51,501

Funding Source Area/Department of Assignment Center for Workforce Training Duties and Responsibilities Teaches courses and coordinates

Local

apprenticeship program.

Convert temporary position to Justification of Position

permanent to meet industry demand.

Position Title Teacher/Coordinator, Carpentry &

Construction Type of Position **Professional Staff**

FTE 0.83 FTE

Term of Appointment 10 month Effective Date 7/3/2006 Salary Range \$38,859 **Funding Source** Local

Area/Department of Assignment Center for Workforce Training Duties and Responsibilities Teaches courses and coordinates

apprenticeship program.

Justification of Position Convert temporary position to

permanent to meet industry demand.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

CHANGE IN POSITIONS

Position Title **Graphic Design Specialist**

Type of Position Classified Staff FTE .75 FTE to 1.0 FTE

Term of Appointment 12 month **Effective Date** July 2, 2006

Salary Range Additional Funding of \$8,773

Funding Source Local

Area/Department of Assignment Division of Extended Studies

Duties and Responsibilities Provides marketing support, creates printed publications, and builds Division

website.

Justification of Position Additional programs and enrollments

require additional Graphic Design staff

time.

Position Title Maintenance Craftsman

Type of Position Classified Staff FTE .75 FTE to 1.0 FTE

Term of Appointment 12 month

Effective Date July 2, 2006 Salary Range Additional Funding of \$5,590

Funding Source

Area/Department of Assignment Student Union and Student Involvement

Duties and Responsibilities Performs skilled trade duties in the operation, maintenance, and repair of buildings and related facilities and

systems.

Justification of Position Additional maintenance support required

> for new coffee bar in the Library and new food court in the Interactive

Learning Center.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment Duties and Responsibilities

Justification of Position

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties and Responsibilities

Justification of Position

Instruction Assistant Classified Staff

.75 FTE to 1.0 FTE

12 month July 2, 2006

Additional Funding of \$5,330

Local

College of Applied Technology Provides instructional support to Horticulture Technology program. Additional hours required to maintain

growing fields and greenhouses.

Director, Childrens Center

Professional Staff 92 FTE to 1.0 FTE

12 month July 2, 2006

Additional Funding of \$3,916

Appropriated Childrens Center

Directs, develops, and administers all

components of the Boise State

Childrens Center and its campus child

care services.

The Childrens Center is expanding to

offer year round services.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title Director, Professional Develop for

Type of Position Academic Affairs

Professional Staff
FTE .92 FTE to 1.0 FTE

Term of Appointment 12 month
Effective Date July 2, 2006

Salary Range Additional Funding of \$4,560
Funding Source Appropriated

Area/Department of Assignment Provost

Duties and Responsibilities

Develops, plans, implements, and directs faculty development programs

and activites.

Justification of Position New initiatives proposed by the Provost

require additional staff time.

Position Title Teacher/Lead Teacher
Type of Position Professional Staff

FTE 1.0 each
Term of Appointment 12 month

Effective Date

July 2, 2006

Salary Range

12 positions; \$57,226 for all

Funding Source Local

Area/Department of Assignment Childrens Center

Duties and Responsibilities

Lead Teacher plans and executes activities designed to promote social, emotional, creative, physical, and

intellectual growth in children. Teachers

assist in these functions.

Justification of Position The Childrens Center is expanding to

offer year round services.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment Duties and Responsibilities

Justification of Position

Administrative Assistant 1

Classified Staff

1.0 FTE to 0.83 FTE

12 month July 2, 2006

Less Funding of \$3,956

Local

College of Applied Technology
Provides administrative support for

faculty and students within three Applied

Technology divisions.

Reorganization of staff and

establishment of new Office Services Supervisor position allow for reduced

FTE.

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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: B. Appointment Authority and Procedures

August 2002

B. Appointment Authority and Procedures

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

2. Delegation of Authority

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

3. Specifically Reserved Board Authority

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

a. Position Authorizations

- (1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
 - (a) position title;
 - (b) type of position;
 - (c) FTE
 - (d) Term of appointment;
 - (e) Effective date;
 - (f) approximate salary range;
 - (g) funding source;
 - (h) area or department of assignment;
 - (i) a description of the duties and responsibilities of the position; and
 - (i) a complete justification for the position

- (2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.
- b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.
- c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.
- d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.
- e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY

SUBJECT

A request by Idaho State University for approval of new positions and changes to positions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures Section II.B.3

BACKGROUND

Items submitted for review and approval according to Board Policy Section II. B.3.

DISCUSSION

Idaho State University requests approval for:

- thirty (30) new positions (29.5 FTE) supported by state, local and grant funds;
- authorization to increase the FTE on one (1) non-classified position (1.0 FTE), supported by state funds;
- authorization to change the term and increase the FTE on one (1) classified position (1.0 FTE), supported by state funds.

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

Idaho State University is expanding its instructional, support staff and athletic (assistant coach) in conjunction with the new fiscal year and new appropriation. Several of the new positions are administrative support in nature, in response to enrollment and workload growth. Additional positions for Idaho State University include manager for the Enterprise Resource Planning project, noted elsewhere in this agenda. Also requested is the expansion to full-time of the ISU Blaine County programs staff position.

Staff recommends approval.

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DU	ARD	ACI	

A motion to approve	e, for Idaho State Unive	ersity, thirty (30) new p	ositions (29.1
FTE), and to increase	e the FTE on two (2) pos	sitions (2.0 FTE).	
,		,	
Moved by	Seconded by	Carried Yes	No

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

NEW POSITIONS ACADEMIC

Position Title Assistant Professor

Type of Position Faculty FTE 1.0

Term of Appointment 9 month

Effective Date August 14, 2006
Salary Range \$48,560
Funding Source State Funds

Area/Department of Assignment Mass Communication

Duties and Responsibilities Teach courses in Public Relations;

responsible for the Public Relations track of the Mass Communication curriculum; advise students; research

and service.

Justification of Position To provide full-time faculty support for

the Public Relations track of Mass

Communication.

Position Title Assistant Professor

Type of Position Faculty FTE 1.0

Term of Appointment 9 month
Effective Date August 14, 200

Effective Date August 14, 2006
Salary Range \$44,000
Funding Source State Funds

Area/Department of Assignment Sociology, Social Work and Criminal

Justice

Duties and Responsibilities Teach undergraduate courses; advise

students; participate in community

activity and research.

Justification of Position To provide additional faculty support for

continued accreditation compliance.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Assistant Professor

Type of Position Faculty
FTE 1.0
Term of Appointment 9 month

Effective Date August 14, 2006
Salary Range \$60,000.00
Funding Source State Funds

Area/Department of Assignment College of Engineering

Duties and Responsibilities

Teach graduate and undergraduate electrical engineering courses in areas

of microelectronics, digital signal processing, microprocessors, analog and digital electronics and

communications.

Justification of Position To provide additional faculty support for

accreditation compliance.

Position Title Assistant Professor

Type of Position Faculty FTE 1.0

Term of Appointment 9 month
Effective Date August 14, 2006
Salary Range \$60,000.00
Funding Source State Funds

Area/Department of Assignment College of Engineering

Duties and Responsibilities

Teach graduate and undergraduate civil

engineering courses in the areas of geotechnics, hydraulics; and water resources; conduct active sponsored research; perform professional service.

Justification of Position To provide additional faculty support for

accreditation compliance.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Clinical Associate Professor

Type of Position Faculty FTE 1.0

Term of Appointment 10 month
Effective Date August 14, 2006
Salary Range \$51,000.00
Funding Source State Funds

Area/Department of Assignment Communication Sciences & Disorders

and Education of the Deaf (CSDED)

Duties and Responsibilities

Faculty position for new Doctoral (AuD) program in Audiology; teach course work; provide clinical supervision and instruction; direct Cochlear Implant Clinic; provide public service; direct

clinical doctoral project.

Justification of Position To provide additional faculty support for

compliance with accreditation

requirements.

Position Title Clinical Assistant Professor

Type of Position Faculty
FTE .50
Term of Appointment 12 month

Effective Date August 14, 2006
Salary Range \$42,500.00
Funding Source Local Funds

Area/Department of Assignment Pharmacy Practice and Administrative

Sciences

Duties and Responsibilities Assist with teaching in the Doctor of

Pharmacy experiential curriculum in Reno, Nevada; responsible for didactic teaching and developing an active

scholarship program.

Justification of Position To provide additional faculty support for

the development of additional

experiential teaching sites in Reno,

Nevada.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Clinical Assistant Professor

Type of Position Faculty FTF 1.0

Term of Appointment 12 month Effective Date August 14, 2006 \$85,000.00 Salary Range **Funding Source**

Pharmacy Practice and Administrative Area/Department of Assignment

Sciences

Local Funds

Assist with teaching in the Doctor of **Duties and Responsibilities**

Pharmacy experiential curriculum in Coeur d'Alene; responsible for didactic teaching and developing an active

scholarship program.

To provide additional faculty support for Justification of Position

development of additional the experiential teaching sites in Coeur

d'Alene.

Position Title Instructor (2 positions)

Type of Position Faculty 2.0 FTE Term of Appointment 9 month

Effective Date August 14, 2006 Salary Range \$40,000.00 **Funding Source** Local Funds

Area/Department of Assignment College of Business, Management Dept. **Duties and Responsibilities** Teach a series of business core courses in developing communication and critical

thinking/problem solving skills.

To provide additional faculty support for Justification of Position

a redesigned core curriculum which added courses that mentor students as

they develop professional skills.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY – continued'

Position Title
Type of Position

FTE

Term of Appointment

Effective Date
Salary Range
Funding Source

Area/Department of Assignment

Duties and Responsibilities

Justification of Position

Lecturer Faculty 1.0 9 month

August 14, 2006 \$39,000.00 State Funds

Physics

Teach undergraduate health physics classes, provide departmental service, and work with departmental faculty.

To provide additional faculty support for

reorganization of the department.

OTHER

Position Title

Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties and Responsibilities

Project Manager/Enterprise Resource Planning (ERP) Implementation

Non-Classified

1.0

12 month July 1, 2006 \$115,000.00 Local Funds

Information Technology Services

Manage the ERP Implementation project; work with the vendor project manager to ensure that project objectives are met; coordinate the implementation, conversion, training and installation of the ERP system; lead the project team, responsible for communication of project tasks, status reports and issues and maintenance of

project documentation.

To provide technical support critical to the successful implementation of an

ERP system.

Justification of Position

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Computer Systems Administrator

Type of Position Non-Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$50,000.00
Funding Source State Funds

Area/Department of Assignment College of Engineering

Duties and Responsibilities Service computer science lab

computers and faculty computers; provide maintenance and set up of other engineering lab computers and lab

systems.

Justification of Position To provide additional support for the

servicing of the computer science lab computers for compliance with

accreditation standards.

Position Title Physician Assistant Type of Position Non-Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$56,784
Funding Source Local Funds

Area/Department of Assignment Family Medicine

Duties and Responsibilities Provide family medicine patient care; model and teach Physician Assistant;

MD inter-relationship to Family Medicine

residents.

Justification of Position To provide additional support for patient

care.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Coordinator, CPSER Type of Position Non-Classified

FTF 1.0

Term of Appointment 11 month
Effective Date July 31, 2006
Salary Range \$44,524.80

Funding Source Salary Range \$44,524.60

Funding Source Local and Grant Funds

Area/Department of Assignment College of Education, Intermountain Center for Educational Effectiveness

(ICEE)

Duties and Responsibilities Provide services, workshops, and

planning assistance to regional school district/university partnerships; research; conference development/management; organize and support League of

Schools.

Justification of Position To provide additional support for

coordinating fifteen Region 5 League of Schools members, serving 56 school districts and 341 schools in

Southeastern Idaho.

Position Title Field Director, Center for Economic

Education Non-Classified

FTE 1.0
Term of Appointment 9 month

Effective Date August 14, 2006
Salary Range \$18,276.00
Funding Source Local Funds

Area/Department of Assignment College of Education, ICEE

Duties and Responsibilities Present standards-based programming

and curriculum to K-12 schools; deliver economic and consumer education to teachers; conduct research; develop grant proposals; complete on-site visits.

To provide additional support for service to Regions 5 and 6 schools for State

Economic Education program.

Justification of Position

Type of Position

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment Duties and Responsibilities

Justification of Position

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties and Responsibilities

Justification of Position

PreHealth Advisor Non-Classified

1.0

12 month July 1, 2006 \$36,504 State Funds Health Sciences

Advise Health profession students, specifically new freshman, sophomores, and transfer students; act as advisor for the ISU PreHealth Professions Association; manage the prehealth advising office; participate in student recruitment; arrange campus visits by health professional school

representatives.

To provide support staff to maintain stability in prehealth advising for lower

division classes.

Director of Compliance

Non-Classified

1.0

12 month July 1, 2006 \$32,000 State Funds

Intercollegiate Athletics

Coordinate and monitor NCAA and Big

Sky compliance programs.

To provide administrative support for compliance with NCAA and Big Sky programs. The duties of this position have been previously performed by a

temporary employee.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title
Type of Position

FTE

Term of Appointment Effective Date Salary Range

Salary Range Funding Source

Area/Department of Assignment Duties and Responsibilities

Justification of Position

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties and Responsibilities

Justification of Position

Video Coordinator Non-Classified

1.0

12 month July 1, 20065 \$28,000.00 Local Funds

Intercollegiate Athletics

Supervise and coordinate work-study filmers for practice and games for football, men's and women's basketball, volleyball, and soccer; break down and copy film for head and position coaches and produce highlight tapes for recruiting; coordinate exchange of game film with other institutions and referees; maintain video equipment and supplies.

To provide additional support for videoing the various athletic venues. The duties of this position have been previously performed by a temporary,

part-time employee.

Assistant Softball Coach

Non-Classified

1.0

12 month July 1, 2006 \$24,000.00 Local Funds

Intercollegiate Athletics

Recruit student-athletes; assist head coach in developing and maintaining a successful Division 1 program; assist in

fundraising activities.

To provide additional support for an

effective softball program.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Assistant Coach, Women's Basketball

Type of Position Non-Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$24,000.00
Funding Source Local Funds

Area/Department of Assignment Intercollegiate Athletics

Duties and Responsibilities Recruit student-athletes; assist head coach in developing and maintaining a

successful Division I program; assist in

fundraising activities.

Justification of Position

To provide additional support for continuity and stability for a successful basketball program. The duties of this position have been previously

performed by a temporary, part-time

employee.

Position Title Assistant Coach, Men's Basketball

Type of Position Non-Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$24,000.00
Funding Source Local Funds

Area/Department of Assignment Intercollegiate Athletics

Duties and Responsibilities Recruit student-athletes; assist head

coach in developing and maintaining a successful Division I program; assist in

fundraising activities.

Justification of Position

To provide additional support for

continuity and stability for a successful basketball program. The duties of this position have been previously performed by a temporary, part-time

employee.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Office Specialist 2

Type of Position Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$21,070.40
Funding Source State Funds

Area/Department of Assignment Enrollment Planning

Duties and Responsibilities Assist advisors with office support

functions, applying policies and procedures; assist students with inquiries; explain department services; schedule appointments, meetings and

make travel arrangements.

Justification of Position

To provide additional clerical support due to the increased number of students

being served. The duties of this position are currently performed by a temporary

employee.

Position Title Office Specialist 2

Type of Position Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006

Effective Date July 1, 2006 Salary Range \$19,073.00

Funding Source State and Local Funds
Area/Department of Assignment College of Education

mail; order office supplies; prepare materials for workshops, seminars and

presentations.

Justification of Position To provide additional clerical support.

The duties of this position are currently performed by a temporary employee.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Office Specialist 2 (2 positions)

Type of Position Classified

FTE 2.0

Term of Appointment 12 month
Effective Date June 19, 2006
Salary Range \$19,073.60
Funding Source Grant Funds

Area/Department of Assignment Institute of Rural Health

Duties and Responsibilities Perform a wide range of office support

functions using independent judgment in applying existing policies and procedures to complete assignments.

Justification of Position

To provide additional clerical support for ongoing grant funding in Pocatello and

Boise. The duties of these positions are currently performed by temporary

employees.

Position Title Customer Service Representative 1

Type of Position Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$19,073.60
Funding Source Local Funds

Area/Department of Assignment Mail Center

supervise part-time student employees assigned to the customer service window; complete mail forwarding

process; answer telephone.

Justification of Position To provide additional clerical support to

insure that a full-time employee be in

the Mail Center at all times.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Office Specialist I

(2 positions)

Type of Position Classified

FTE 1.6

Term of Appointment

Effective Date

Salary Range

Funding Source

Area/Department of Assignment

12 month

July 1, 2006

\$12,879.36

Local Funds

Dental Science

Duties and Responsibilities Provide general office support including

correspondence, patient charts and

billings, deposits, filing, and mail.

Justification of Position To provide additional support staff for

the Pocatello and Boise clinics. The duties of these positions have been previously performed by temporary,

part-time employees.

Position Title Custodian Type of Position Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$16,099.20
Funding Source Local Funds

Area/Department of Assignment Early Learning Center

Duties and Responsibilities Perform heavy-duty cleaning and

maintenance work in assigned areas; remove waste and debris; set up

equipment as needed.

Justification of Position To provide additional custodial support

to maintain facility cleanliness to meet

child care facility standards.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Custodian Type of Position Classified

FTE 1.0

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$16,099.20
Funding Source Local Funds
Area/Department of Assignment Housing

Duties and Responsibilities Heavy-duty cleaning in residence halls

and lavatories; clean, sanitize, and polish bath, shower and sink fixtures; dust, clean and wash woodwork, walls, windows; strip, seal, and finish floors.

Justification of Position To provide additional custodial support

The duties of this position have been previously performed by a temporary

employee.

CHANGES TO POSITIONS OTHER

Position Title Director, ISU Blaine County Programs

(PCN 2244)

Type of Position Non-Classified

FTE Change from .50 FTE to 1.0 FTE

Term of Appointment 12 month
Effective Date July 1, 2006
Salary Range \$36,920.00
Funding Source State Funds

Area/Department of Assignment Continuing Education & Museum

Duties and Responsibilities Coordinate and develop courses for the

Wood River Valley; make arrangements for instructors to teach courses; advise

students.

Justification of Position To provide additional support for

courses in the Wood River Valley.

INSTITUTION / AGENCYAGENDA IDAHO STATE UNIVERSITY - continued

Position Title Administrative Assistant 1 (PCN 3476)

Type of Position Classified

FTE Change from .77 to 1.0

Term of Appointment Change from 9 month to 12 month

Effective Date August 1, 2006 Salary Range \$26,539.00 Funding Source State Funds

Area/Department of Assignment College of Business

Duties and Responsibilities Prepare correspondence, act as receptionist, answer phones, and other

various clerical duties.

Justification of Position To provide full-time clerical support for

the College and Dean's office.

INSTITUTION / AGENCY AGENDA UNIVERSITY OF IDAHO

SUBJECT

A request by the University of Idaho for the approval of four new positions and the reactivation of one vacant position.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures Section II.B.3

DISCUSSION

The University of Idaho requests approval for:

- four (4) new positions (4.0 Total FTE) supported by appropriated and non-appropriated funds
- the reactivation of one vacant (over 12 months) PCN (1.0 FTE), supported by appropriated funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The new positions for the University of Idaho are in response to enrollment and workload growth.

Staff recommends approval.

BOARD ACTION

271011011	
A motion to approve, for the University of Idaho, four (4) new positions and t	he
reactivation of one vacant position.	

Moved by _____ Seconded by _____ Carried Yes ____ No ____

INSTITUTION / AGENCY AGENDA UNIVERSITY OF IDAHO - continued

NEW POSITIONS

FACULTY

Position Title Assistant Professor

Type of Position Faculty

FTE 1.0 (1560 hours)
Term of Appointment Academic Year
Effective Date August 1, 2006

Salary Range \$97,988.80

Funding Source Appropriated funds

Area/Department of Assignment Electrical and Computer Engineering
Duties & Responsibilities Responsible for teaching, research and

advising

Justification New position

OTHER

Justification

Position Title Director, Academic Support Program

Type of Position

FTE

1.0 (2080 hours)

Term of Appointment

Non-faculty Exempt

1.0 (2080 nours)

12 months

Effective Date

Salary Range

July 1, 2006

\$43,000.00

Funding Source Appropriated funds
Area/Department of Assignment College of Law

Duties & Responsibilities Responsible for developing and

coordinating an Academic Support

Program New position

INSTITUTION / AGENCY AGENDA UNIVERSITY OF IDAHO - continued

Position Title
Type of Position

FTE

Term of Appointment Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties

Justification

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties & Responsibilities

Justification

Position Title
Type of Position

FTE

Term of Appointment

Effective Date Salary Range Funding Source

Area/Department of Assignment

Duties & Responsibilities

Justification

Senior Accountant Non-faculty Exempt 1.0 (2080 hours)

12 months May 1, 2006 \$60,000.00

Appropriated funds

Business and Accounting Services
Responsible for oversight of university

revenue and expenditures

Reactivation of PCN 7545 (vacant over

12 months)

Student Activities Coordinator

Non-faculty Exempt 1.0 (2080 hours) 12 months July 1, 2006

July 1, 2006 \$35,000.00

Non-appropriated funds

Idaho Commons and Student Union Responsible for development,

implementation and promotion of student activities, programs and

leadership endeavors

New position

Team Cleaning Specialist

Classified

1.0 (2080 hours)

12 months July 1, 2006 \$18,220.80

Appropriated funds

Teaching and Learning Center Responsible for providing custodial

services New position

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INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE

SUBJECT

A request by Lewis-Clark State College for approval of ten new positions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section II.B.3.

BACKGROUND

Items submitted for review and approval according to Board Policy listed above.

DISCUSSION

Lewis-Clark State College requests approval for:

- three (3) new instructional positions (3.0 FTE) supported by appropriated funds;
- seven (7) other new positions (7.0 FTE) supported by appropriated, grant and local funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The new positions for Lewis-Clark State College are in response to enrollment and other workload increases.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to add ten (10) new positions.

Moved	Seconded	Carried Yes	No	_
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INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE - continued

NEW POSITIONS INSTRUCTIONAL

Position Title Division Chair Type of Position Professional

FTE 1.0

Term of Appointment 11 months Effective Date 8/1/2006

Salary Range \$60,000-64,000
Funding Source Appropriated funds
Area/Department of Assignment Humanities Division

Duties and Responsibilities Coordination of Division of Humanities.

Budget, leadership, program

development, personnel, policy, teaching and advising tasks.

Justification of Position PCN 7220 was deleted in 8/05 and

needs to be reinstated.

Position Title Associate Professor

Type of Position Faculty FTE 1.0

Term of Appointment 9 months

Effective Date 8/1/2006
Salary Range \$40,000 to 43,000
Funding Source Appropriated funds

Area/Department of Assignment

Duties and Responsibilities

Business Technology and Services

Teach math and physics classes for the

T&I and BTS divisions.

Justification of Position Reinstatement of Math/Physics position

that was lost during the funding position

cuts four years ago.

INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE - continued

Position Title Theater instructor

Type of Position Faculty FTE 1.0

Term of Appointment 9 months
Effective Date 8/1/2006
Salary Range \$32,000

Funding Source Appropriated funds

Area/Department of Assignment Humanities

Duties and Responsibilities Teach 24 credits yearly, advise theater

minors, manage theater budget with chair supervision, coordinate student

theater productions.

Justification of Position Teach theater courses for general

education and minor.

NEW POSITIONS OTHER

Position Title Account Collection Specialist
Type of Position Classified (pending DHR approval)

FTE 1.0

Term of Appointment 12 months
Effective Date 7/1/2006
Salary Range \$28,000

Funding Source Appropriated funds
Area/Department of Assignment Student Health

Duties and Responsibilities Student insurance, billing, liaison with

insurance carrier, liaison with

controller's office for SHIP program and

reception duties as needed.

Justification of Position Help coordinate Student Insurance and

Billina.

INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE - continued

Position Title Coordinator, Faculty/Student Services

Type of Position Exempt FTF 1.0

Term of Appointment 12 months Effective Date 7/1/2006 Salary Range \$32,000

Funding Source Appropriated and Local funds

Area/Department of Assignment Community Programs

Duties and Responsibilities Coordination of faculty and student

services to programs offered at a distance by the College, Assist DL Director with report and class

preparation.

Justification of Position Increased need for coordination of

> faculty and students. Enhanced student services to better assist the online

community.

Position Title Recruiter Type of Position Exempt

FTE 1.0

Term of Appointment 12 months Effective Date 7/1/2006 Salary Range \$15,912.00

Funding Source Appropriated and Local Funds

Area/Department of Assignment Community Programs Coeur d'Alene

Center

Inform North Idaho audiences of LCSC's **Duties and Responsibilities**

CdA and Lewiston programs; create and

sustain relationship with potential

students

Justification of Position Increase LCSC enrollment in CdA area

INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE - continued

Position Title Technical Records Specialist II

Type of Position Classified

FTE 1.0

Term of Appointment 12 months
Effective Date July 1, 2006
Salary Range \$24,300

Funding Source Appropriated Funds

Area/Department of Assignment Office of Admissions and Marketing

Development

Duties and Responsibilities Administering a comprehensive system

of transcript evaluation for domestic and international students and interfacing with on and off campus stakeholders.

Justification of Position

Position Title Program Advisor

Type of Position Exempt FTE 1.0

Term of Appointment 12 months
Effective Date July 1, 2006

Salary Range \$32,000 Funding Source Appropriated

Area/Department of Assignment Business Division

Duties and Responsibilities Advising all business division freshmen,

database management, coordination for scheduling information for programs and

other duties as assigned.

Justification of Position Handle excess advising load within the

Business Division.

INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE - continued

Position Title Office Specialist 1

Type of Position Classified

FTE 1.0

Term of Appointment 9 months
Effective Date July 1, 2006
Salary Range \$21,400
Funding Source Appropriated

Area/Department of Assignment Nursing & Health Sciences CDA

Duties and Responsibilities Provide clerical support for Nursing and

Health Sciences and Business and

division of Humanities CDA.

Justification of Position There is a steady and significant amount

of office specialist support needed in the

CDA office.

Position Title Coordinator
Type of Position Exempt

FTE 1.0

Term of Appointment 12 months
Effective Date July 1, 2006
Salary Range \$22,730
Funding Source Grant

Area/Department of Assignment Student Services

Duties and Responsibilities Provide support to the federally funded

CAMP program.

Justification of Position Meet grants requirements.

INSTITUTION / AGENCY AGENDA EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

A request by Eastern Idaho Technical College for a new position.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices & Procedures Section II.B.3.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Eastern Idaho Technical College requests approval for:

• One (1) new position (1.0 FTE) supported by local funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The new position for EITC will assist in the business office. Part time positions have been used previously.

Staff recommends approval.

BO	ARD	ACT	ION
-	\sim	\sim \sim	. • . •

A motion to approve the request by Eastern Idaho Technical College for one	(1)
new position supported by local funds.	

Moved by _____ Seconded by ____ Carried Yes____ No___

TΑ	В	5	Pa	qe	1
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INSTITUTION / AGENCY AGENDA EASTERN IDAHO TECHNICAL COLLEGE — continued

NEW POSITIONS

Position Title Financial Support Technician

Type of Position Classified
FTE 1.0 FTE
Term of Appointment 12 month

Effective Date

Salary Range

Sulv 1, 2006

\$19,073

Funding Source

Local Funds

Funding Source Local Funds
Area/Department of Assignment Business Office

Duties and Responsibilities

Principal cashier, assist with travel, student fees and other financial transactions in the Business Office.

Justification of Position

Some of the duties of this position are currently accomplished with part-time help. Other duties are to segregate

financial functions in the business office

to provide more fiscal control.

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY

SUBJECT

2006-2007 Housing - Room and Board Rates

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V. R. 3. b.

DISCUSSION

Boise State University has approved the following room and board rates effective Fall Semester, 2006-2007

Apartments	<u>2005-2006</u>	<u>2006-2007</u>	% increase
University Heights 1 bedroom 2 bedroom	\$410 \$470	\$410 \$470	0% 0%
University Manor 1 bedroom 2 bedroom	\$410 \$450	\$410 \$470	0% 0%
University Park Grad unit 2 bedroom 3 bedroom	\$300 \$450 \$590	\$300 \$450 \$590	0% 0% 0%
University Village 2 bedroom	\$575	\$575	0%
University Square 2 bedroom	\$680	\$680	0%
Other Rentals 1803 Donald Circle 1809 Donald Circle	\$693 \$780	\$700 \$750	1% -4%

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

Residence Halls/Suites	<u>2005-2006</u>	2006-2007	<u>% increase</u>
Meal Plan Number (Double Occupancy Plan 1 Plan 2 Plan 3 Plan 4	in Chaffee A \$4,355 \$4,355 \$4,205 \$3,990	& B wing) \$4,594 \$4,521 \$4,452 \$4,254	5% 4% 6% 7%
Meal Plan Number (Double Occupancy	in Chaffee (D	wing), Drisco	ll, Morrison or
Barnes Towers) Plan 1 Plan 2 Plan 3 Plan 4	\$4,829 \$4,829 \$4,679 \$4,464	\$5,092 \$5,019 \$4,950 \$4,752	5% 4% 6% 6%
Meal Plan Number (Single Occupancy (Plan 1 Plan 2 Plan 3 Plan 4	(Large Single) \$5,491 \$5,491 \$5,340 \$5,125	in Chaffee, A \$5,883 \$5,810 \$5,741 \$5,543	3 wing) 7% 6% 8% 8%
Meal Plan Number (Single Occupancy i Plan 1 Plan 2 Plan 3 Plan 4	n Chaffee, Dr \$5,491 \$5,491 \$5,340 \$5,125	iscoll, Morriso \$5,787 \$5,714 \$5,645 \$5,447	on or Barnes Towers) 5% 4% 6% 6%
Meal Plan Number (Double Occupancy Plan 1 Plan 2 Plan 3 Plan 4	in Keiser or T \$4,908 \$4,908 \$4,758 \$4,543	aylor) \$5,254 \$5,181 \$5,112 \$4,914	7% 6% 7% 8%
Meal Plan Number (Single Occupancy i Plan 1 Plan 2 Plan 3 Plan 4	n Keiser or Ta \$5,590 \$5,590 \$5,440 \$5,225	sylor) \$5,990 \$5,917 \$5,848 \$5,650	7% 6% 8% 8%
University Square Suites (9 month agre Single Occupancy Single Occupancy (Efficiency Room)	ement) \$3,292 \$2,970	\$3,838 \$3,493	17%* 18%*

INSTITUTION / AGENCY AGENDA BOISE STATE UNIVERSITY - continued

University Square Suites (12 month agreement)

Single Occupancy \$5,115 0% Single Occupancy (Efficiency Room) \$4,657 0%

Definitions:

Meal Plan Option #1: 19 meals per week, 3 each weekday, 2 on Sat and Sun Meal Plan Option #2: Block Plan - 225 meals + \$100/semester in flex dollars Meal Plan Option #3: Block Plan - 192 meals + \$125/semester in flex dollars Meal Plan Option #4: Block Plan - 160 meals + \$175/semester in flex dollars

STAFF COMMENTS AND RECOMMENDATIONS

Institutional representatives will be available to discuss proposed room and board rates, including how they compare with rates in the surrounding community.

BOARD ACTION

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

^{*}Effective 2006-2007 academic year, utilities included in annual fee.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS
Subsection R: Establishment of Fees

October, 2003

- 3. Fees Approved by the Chief Executive Officer of the Institution
 - b. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the chief executive officer of the institution no later than three (3) months prior to the semester the change is to become effective. The chief executive officer shall report such changes to the Board at its June meeting.

INSTITUTION / AGENCY AGENDA IDAHO STATE UNIVERSITY

SUBJECT

2006-2007 Housing Room and Board Rates

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.b.

DISCUSSION

Idaho State University has approved the following room and board rates effective with the Fall Semester, 2006.

With the Fall Compositor, 2000.	2005-2006	2006-2007	% Increase
Residence Halls			
Room & Board/Double Occupancy:	¢ E 020		
Plan A (265 meals/sem + \$200 flex/sem) Plan A (225 meals/sem + \$200 flex/sem)	\$5,030	\$4,950	(1.62%)
Plan B (215 meals/sem + \$175 flex/sem)	4,870	Ψ+,950	(1.0270)
Plan B (185 meals/sem + \$350 flex/sem)	1,01.0	4,950	1.64%
Plan C (165 meals/sem + \$150 flex/sem)	4,690	•	
Plan C (165 meals/sem + \$150 flex/sem)		4,700	.21%
Plan D (135 meals/sem + \$250 flex/sem)		4,700	0.00%
Doors 9 Doors/Circula Occuracy			
Room & Board/Single Occupancy: Plan A (265 meals/sem + \$200 flex/sem)	5,720		
Plan A (225 meals/sem + \$175 flex/sem)	3,720	5,650	1.24%
Plan B (215 meals/sem + \$175 flex/sem)	5,560	0,000	1.2170
Plan B (185 meals/sem + \$350 flex/sem)	-,	5,650	5.73%
Plan C (165 meals/sem + \$150 flex/sem)	5,380		
Plan C (160 meals/sem + \$150 flex/sem)		5,400	5.73%
Plan D (135 meals/sem + \$250 flex/sem)		5,400	0.00%
Suitas (manthly)			
Suites (monthly) Double Occupancy/Schubert Heights	360	400	11.11%
Single Occupancy/Graduate House	340	350	2.94%
Single Occupancy/Studio Suites	380	385	1.32%
Apartment Units (monthly)			
One Bedroom/West Campus	460	470	2.17%
One Bedroom	440 525	450 525	2.27% 0.00%
Two Bedroom/1 bath Two Bedroom/1½ bath	525 550	525 550	0.00%
Two Bedroom/2 bath	570	580	1.75%
250100111/2 80011	0.0	000	1.70

INSTITUTION / AGENCY AGENDA IDAHO STATE UNIVERSITY - continued

STAFF COMMENTS AND RECOMMENDATIONS

Institutional representatives will be available to discuss proposed room and board rates, including how they compare with rates in the surrounding community.

BOARD ACTION

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

INSTITUTION/AGENCY AGENDA UNIVERSITY OF IDAHO

SUBJECT

Report to the Board on 2006-2007 housing and dining rates.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.R.3.b.

BACKGROUND

The annual approval process for housing and dining rates at the University of Idaho includes publishing proposed rates in October, holding rate discussions with students in October and November, and forwarding the final approval for the President's approval in mid November. The University seeks to establish the following academic year's housing and dining rates by the end of December to enable time for University Residences to communicate upcoming rate changes to returning and incoming students in a timely manner.

The University's rate proposals build off of a marketing and financial feasibility plan conducted in 1999 and subsequent updates that compare rates to the local market and peer institutions. As a residential campus, the University seeks to offer housing that is integrated with student learning experiences – a type of housing not available in the general market. The University has implemented rates and increases at levels below those suggested by the consultants who conducted the 1999 study. The University's approach to rate setting is to establish charges that: (1) enable University Residences to operate within a balanced budget and recognize increases to fixed cost items such as utility increases and other overhead; (2) allow for further enhancement of academic-themed and general learning communities; and (3) are appropriate when compared to other local housing offerings.

DISCUSSION

The rates approved for the 2006-2007 academic year are detailed in the following pages.

INSTITUTION / AGENCY AGENDA UNIVERSITY OF IDAHO – continued

2006-2007 Traditional Residence Hall Room and Board Rates

Approved Traditional Residence Hall Room and Board Rates

Includes Thanksgiving & Spring Breaks

McConnell Hall: (Additional Charge)

Annual Rate

\$ 100

0%

morarass manifesting at spining around			
	FY07 rates	FY06 rates	<u>Increase</u>
Double Room and Meal Plan #1 *	\$ 6,215	\$ 5,887	5.58%
Double Room and Meal Plan #2 *	\$ 6,025	\$ 5,704	5.63%
Double Room and Meal Plan #3 *	\$ 5,733	\$ 5,424	5.71%
Targhee Hall Double Room and Targhee Meal Plan*	\$ 5,962	\$ 5,641	5.69%
Steel House Coop - Double Room/ Coop Meal Plan*	\$ 4,976	\$ 4,677	6.38%
Single Room and Meal Plan* #1	\$ 7,615	\$ 7,287	4.51%
Single Room and Meal Plan* #2	\$ 7,425	\$ 7,104	4.52%
Single Room and Meal Plan* #3	\$ 7,133	\$ 6,824	4.54%
Targhee Hall Single Room and Targhee Meal Plan	\$ 7,362	\$ 7,041	4.56%
Steel House Coop - Single Room/ Coop Meal Plan	\$ 6,376	\$ 6,077	4.91%

^{*}Rates do not include tax. The meal plan portion only, of the Room and Board Rates, is taxed.

\$ 100

INSTITUTION / AGENCY AGENDA UNIVERSITY OF IDAHO - continued

2006-2007 Living Learning Community Package Rates

Approved Living Learning Community Package Rates

Includes Thanksgiving, Winter & Spring Breaks		Annual Rate	
LLC Upper-Division Double w/\$1,050 Dining* LLC Upper-Division Super Double w/\$1,050 Dining*	FY07 rates	FY06 rates	Increase
	\$ 5,172	\$ 4,848	6.68%
	\$ 5,422	\$ 5,098	6.36%
LLC Upper-Division Single w/\$1,050 Dining*	\$ 6,572	\$ 6,248	5.19%
LLC Upper-Division Super Single w/\$1,050 Dining* LLC Freshmen Double w/Traditional Meal Plan III* LLC Freshman Super Double w/Traditional Meal Plan III* LLC Freshman Single w/Traditional Meal Plan III* LLC Freshmen Super Single w/Traditional Meal Plan III*	\$ 6,822	\$ 6,498	4.99%
	\$ 6,333	\$ 5,974	6.02%
	\$ 6,583	\$ 6,224	5.78%
	\$ 7,733	\$ 7,374	4.88%
	\$ 7,983	\$ 7,624	4.72%

The Freshman Living Learning Community Package includes Traditional Meal Plan III which is \$2,211* for the Academic Year, Fall & Spring semesters (before tax) which can be upgraded. The Living Learning Community Package (non-Freshman) includes \$1,050 (before tax) Dining per semester, which can be upgraded.

Liquidated Damages charge from \$6 per day (Minimum \$400; Maximum \$1,100) to \$10 per day (Minimum \$660; Maximum \$1,800), to reflect the current rates.

No change to the Living Learning Community Traditional Residence Hall Deposit of \$250.

^{*}Rates Do Not include tax. The Dining portion only is subject to state sales tax.

INSTITUTION / AGENCY AGENDA UNIVERSITY OF IDAHO - continued

2006-2007 Monthly Apartment Rates 2 Tier Plan

I. 12 MONTH AGREEMENT	FY06	Rate	FY07 Ra	ate	Percentage	Dollar	
Approved Apartment Rates	Per N	lonth	Per Mor	nth	Increase	Increase	
Graduate Student Residence # B	\$	499	\$	509	2.00%	\$	10
Graduate Student Residence #C	\$	481	\$	491	2.08%	\$	10
South Hill Apartments: 1 Br.	\$	489	\$	499	2.04%	\$	10
South Hill Apartments: 2 Br.	\$	509	\$	519	1.96%	\$	10
South Hill Apartments: 3 Br.	\$	589	\$	599	1.70%	\$	10
South Hill Vista: 2 Br.	\$	559	\$	569	1.79%	\$	10
South Hill Vista: 3 Br.	\$	644	\$	654	1.55%	\$	10
South Hill Vista: 4 Br.	\$	699	\$	709	1.43%	\$	10
Elmwood Apartments: 1 Br. Bsmt	\$	525	\$	535	1.90%	\$	10
Elmwood Apartments: 1 Br.	\$	540	\$	550	1.85%	\$	10
Elmwood Apartments: 2 Br.	\$	699	\$	709	1.43%	\$	10

FY06	Rate	FY07 R	ate	Percentage	Dollar	
Per N	lonth	Per Mor	nth	Increase	Increase	
\$	549	\$	559	1.82%	\$	10
\$	531	\$	541	1.88%	\$	10
\$	539	\$	549	1.86%	\$	10
\$	559	\$	569	1.79%	\$	10
\$	639	\$	649	1.56%	\$	10
\$	509	\$	619	1.64%	\$	10
\$	694	\$	704	1.44%	\$	10
\$	749	\$	759	1.34%	\$	10
\$	575	\$	585	1.74%	\$	10
\$	590	\$	600	1.69%	\$	10
\$	749	\$	759	1.34%	\$	10
	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	\$ 531 \$ 539 \$ 559 \$ 639 \$ 509 \$ 694 \$ 749 \$ 575 \$ 590 \$ 749	Per Month Per Mor \$ 549 \$ \$ 531 \$ \$ 539 \$ \$ 559 \$ \$ 639 \$ \$ 509 \$ \$ 694 \$ \$ 749 \$ \$ 575 \$ \$ 749 \$ \$ 749 \$	Per Month Per Month \$ 549 \$ 559 \$ 531 \$ 541 \$ 539 \$ 549 \$ 559 \$ 569 \$ 639 \$ 649 \$ 509 \$ 619 \$ 694 \$ 704 \$ 749 \$ 759 \$ 575 \$ 585 \$ 590 \$ 600 \$ 749 \$ 759	Per Month Increase \$ 549 \$ 559 1.82% \$ 531 \$ 541 1.88% \$ 539 \$ 549 1.86% \$ 559 \$ 569 1.79% \$ 639 \$ 649 1.56% \$ 509 \$ 619 1.64% \$ 694 \$ 704 1.44% \$ 749 \$ 759 1.34% \$ 575 \$ 585 1.74% \$ 590 \$ 600 1.69% \$ 749 \$ 759 1.34%	Per Month Increase Increase \$ 549 \$ 559 1.82% \$ \$ 531 \$ 541 1.88% \$ \$ 539 \$ 549 1.86% \$ \$ 559 \$ 569 1.79% \$ \$ 639 \$ 649 1.56% \$ \$ 509 \$ 619 1.64% \$ \$ 694 \$ 704 1.44% \$ \$ 749 \$ 759 1.34% \$ \$ 575 \$ 585 1.74% \$ \$ 590 \$ 600 1.69% \$

^{*}Less-than-12-Month Agreement is \$50 more per month to offset turnover costs.

Other Apartment Fees, same as previous year, no change

Carpet cleaning charges: Studio unit, \$20; 1-bedroom unit, \$30; 1-bedroom w/loft and 2-bedroom unit, \$40; 3-bedroom unit, \$50; 4-bedroom unit, \$60. No Change.

There is a \$170 Deposit and a \$30 non-refundable Apartment Application Processing Fee. No change.

STAFF COMMENTS AND RECOMMENDATIONS

Institutional representatives will be available to discuss proposed room and board rates, including how they compare with rates in the surrounding community.

BOARD ACTION

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

^{**}Less Than 12-Month Agreement for Elmwood is only permitted in the event of a student graduating.

INSTITUTION / AGENCY AGENDA LEWIS-CLARK STATE COLLEGE

SUBJECT

FY2006-2007 Room and Board Rates for Lewis-Clark State College

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section V.,R.3.b.

BACKGROUND

Informational Item submitted according to Board Policy listed above.

DISCUSSION

Lewis-Clark State College has approved room and board rates for the academic year 2006-2007.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>Change</u>
Residence Halls			
Room & Board/Double Occupancy:			
Room plus Meal Plan A Room plus Meal Plan B Room plus Meal Plan C	\$4,400 \$4,200 \$4,000	\$4,670 \$4,510 \$4,350	+ 6.14% + 7.38% + 8.75%
Room & Board/Single Occupancy:			
Room plus Meal Plan A Room plus Meal Plan B Room plus Meal Plan C	\$4,910 \$4,710 \$4,510	\$5,070 \$4,910 \$4,750	+ 3.26% + 4.25% + 5.32%
Parrish House (Room Only)			
Single Room Single Room w/o bath Double Room Double or Triple w/o bath	\$2,500 \$2,050 \$2,050 \$1,685	\$2,800 \$2,300 \$2,300 \$1,900	+ 12.00% + 12.20% + 12.20% + 12.76%

IMPACT

Does not apply to this agenda item.

STAFF COMMENTS AND RECOMMENDATIONS

Institutional representatives will be available to discuss proposed room and board rates, including how they compare with rates in the surrounding community.

BOARD ACTION

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

INSTITUTION / AGENCY AGENDA AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

Second Reading – Amendment to Board Policy V.Q – Deposits and Miscellaneous Receipts Accounts

REFERENCE

March 2005 "Tuition" legislation enacted by Legislature (HB 231)
June 2005 Board approved changes to Section V.R.,

Establishment of Fees, resulting from passage of the

"tuition" legislation.

April 2006 1st Reading of further amendments to policy

approved.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.Q. Idaho State Board of Education Governing Policies & Procedures, Section V.R. Sections 33-3717 & 33-3717A, Idaho Code

BACKGROUND

First reading was approved by the Board in April 2006. **No changes were made following first reading.**

DISCUSSION

Idaho State Board of Education Governing Policies and Procedures, Section V.Q. needs to be updated to reflect the changes in the Idaho State Board of Education Governing Policies and Procedures, Section V.R. and Idaho Code 33-3317A as it relates to appropriated general education program revenues.

IMPACT

These changes will allow Boise State University, Idaho State University and Lewis-Clark State College to properly define general education, appropriated revenues on deposit with the State Treasurer. The University of Idaho is not included because it does not charge tuition.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

• •	ove for second reading the raing Policies and Procedure		tate Board of
Moved by	Seconded by	Carried Yes	No

2nd Reading (as approved from 1st Reading)

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: Q. General Education Program – Appropriated Fund Revenue June 2006

Q. General Education Program – Appropriated Fund Revenue

1. General Education Program Revenue

All of the following fees or charges, as determined by the Board, are deposited into the following accounts and become part of the annual appropriations to the colleges and universities:

- a. Restricted Funds
 - (1) Matriculation fee (University of Idaho)
- b. Unrestricted Funds
 - (1) Tuition
 - (a) Resident Tuition Full-time and Part-time students
 - (b) Nonresident tuition Full-time and Part-time students
 - (2) Professional-Technical Education fee
 - (3) Part-time Credit Hour fee
 - (4) Western Undergraduate Exchange (WUE) fee
 - (5) Graduate fee
 - (6) In-service teacher education fee
 - (7) Employee/spouse fee
 - (8) Federal Morrill Act funds, if appropriated
 - (9) Senior citizen fee
 - (10) WICHE fee
 - (11) Workforce Training Credit Fee

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REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees June 2005

See BAHR Regular Agenda item Tab 12

REFERENCE - APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 37
MISCELLANEOUS PROVISIONS RELATING
TO STATE INSTITUTIONS OF LEARNING

33-3717. FEES AT THE UNIVERSITY OF IDAHO. (1) The state board of education and the board of regents of the university of Idaho may prescribe fees, but not tuition, for all full-time, resident students enrolled in the university of Idaho.

- (2) The state board of education and the board of regents of the university of Idaho may prescribe tuition for:
 - (a) Nonresident students enrolled in the university of Idaho; or
 - (b) Resident students enrolled in the university of Idaho who are:
 - (i) In a professional program, college, school or department approved by the state board of education and the board of regents of the university of Idaho;
 - (ii) Taking extra studies; or
 - (iii) Part-time students at the institution.
- (3) For purposes of this section, tuition shall be defined as payment for the cost of instruction.
- (4) Fees which may be prescribed under this section include matriculation fees, defined as the fees charged to students for all educational costs other than the cost of instruction including, but not limited to, costs associated with the construction, maintenance and operation of buildings and facilities, student services, and institutional support, which are complementary to, but not a part of, the instructional program. The state board of education and the board of regents of the university of Idaho also may prescribe fees for all students for any additional charges, other than payment for the cost of instruction, that are necessary for the proper operation of the institution.
- (5) A resident student is a student who meets the residency requirements imposed by section 33-3717B, Idaho Code.
- (6) Nothing contained in this section shall prevent the state board of education and the board of regents of the university of Idaho from waiving fees or tuition to be paid by nonresident students, as defined in section 33-3717C, Idaho Code, who are enrolled in the university of Idaho.

REFERENCE - APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 37
MISCELLANEOUS PROVISIONS RELATING
TO STATE INSTITUTIONS OF LEARNING

33-3717A. FEES AT STATE COLLEGES AND UNIVERSITIES OTHER THAN THE UNIVERSITY OF IDAHO. (1) The state board of education may prescribe fees, including tuition fees, for resident and nonresident students enrolled in all state colleges and universities other than the university of Idaho. For purposes of this section, said fees, including tuition fees, may be used for any and all educational costs at the state colleges and universities including, but not limited to, costs associated with:

- (a) Academic services;
- (b) Instruction;
- (c) The construction, maintenance and operation of buildings and facilities:
- (d) Student services; or
- (e) Institutional support.

The state board of education also may prescribe fees for all students for any additional charges that are necessary for the proper operation of each institution.

- (2) A resident student is a student who meets the residency requirements imposed by section 33-3717B, Idaho Code.
- (3) Nothing contained in this section shall prevent the state board of education from waiving fees, including tuition fees, to be paid by nonresident students, as defined in section 33-3717C, Idaho Code, who are enrolled in the state colleges and universities.
- (4) Nothing contained in this section shall apply to community colleges now or hereafter established pursuant to chapter 21, title 33, Idaho Code, or to postsecondary professional-technical schools now or hereafter established and not connected to or a part of a state college or university.

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INSTITUTION / AGENCY AGENDA

SUBJECT

2nd Reading of Proposed Amendments to Board Policy, Section III.T.4 – Intercollegiate Athletics.

REFERENCE

April 2006

1st Reading of amendments to policy approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.A.4. & 5.

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

BACKGROUND

First reading was approved by the Board in April 2006. **No changes were made following first reading.**

DISCUSSION

Board policy needs to be updated in order to reflect the current reporting schedule for the Athletic reports during the calendar year.

IMPACT

No impact.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends updating Board policy to reflect the current schedule of Athletics reporting.

BOARD ACTION

A motion to approve for second reading the changes to Idaho State Board of Education Governing Policies & Procedures, Section III.T.4. – Intercollegiate Athletics.

Moved by	Seconded by	Carried Yes	No

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2nd Reading (as approved from 1st Reading)

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
Subsection: T. Intercollegiate Athletics

June 2006

T. Intercollegiate Athletics

4. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The athletic reports shall contain revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The number and amounts of nonresident tuition waivers and the fund balances as of June 30 of the report year should be included in the report. The general format of the report will be consistent with the format used in recent years. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The institutions will submit the following reports to the Board:

- a. At the June Board meeting, the institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.
 - (1) Actual revenues and expenditures for the fiscal year most recently completed.
 - (2) Estimated revenues and expenditures for the current fiscal year.
 - (3) Proposed operating budget for the next budget year beginning July 1.
- b. At the December Board meeting, the following fiscal year's financial information will be reported by each institution:
 - (1) Actual revenues and expenditures for the prior four (4) fiscal years
 - (2) Estimated revenues and expenditures for the current fiscal year.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. Governing Policies and Procedures

Subsection: A. Policy-Making Authority April 2004

4. Conformance with State and Federal Law

All Board Governing Policies and Procedures and the internal policies and procedures of its institutions, agencies and school will comply with and be in conformance to applicable laws.

5. Adoption, Amendment, or Repeal of Board Policies

- a. Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer of an institution, agency or school, or his or her designee, to receive Board consideration. An Idaho resident, other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, school, or department of the Board, the executive director will also notify the appropriate chief executive officer of the nature of the request.
- b. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers will seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.
- c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.

INSTITUTION / AGENCY AGENDA

SUBJECT

Overview of original seven educational Capital Projects bonded through the Idaho State Building Authority

REFERENCE

June 21, 2001	Board approval of FY 2003 Capital Project requests
June 26, 2003	Board increased project budgets for ISU Rendezvous
	Building
	Board review of Capital Projects bonded through the Idaho
	State Building Authority
July 12, 2004	Board approved increase in project budget for ISU
·	Rendezvous Building
August 12, 2004	Board approved bonds for increased budget at ISU
,	Rendezvous Building

APPLICABLE STATUTE, RULE, OR POLICY

House Concurrent Resolution 030 (2003)

BACKGROUND

During the 2003 session, the legislature authorized bond financing by the Idaho State Building Authority (ISBA) for eight building projects throughout the State. Seven of these projects are for higher education.

DISCUSSION

This agenda item is an update on the seven capital facilities projects that have been completed or are currently under construction:

BSU:	West Campus Academic Building	Construction Complete
ISU:	Rendezvous Multi-Use Project	Under Construction
UI:	Teaching and Learning Center	Nearly Complete
LCSC:	Campus Activities Center	Nearly Complete
EITC:	Healthcare Education Building	Just Started
CSI:	Fine Arts Addition	Construction Complete

NIC: Nursing/Life Sciences/Allied Health Building Construction Complete

IMPACT

Completion of these facilities statewide will have a significant positive impact upon the teaching and learning process by adding much-needed classroom, faculty offices, student activities and performing arts space on the respective campuses.

INSTITUTION / AGENCY AGENDA - continued

STAFF COMMENTS AND RECOMMENDATIONS

The Rendezvous Multi-Use Project at ISU is still under construction, and the Healthcare Education Building has just started construction. The remaining projects have been completed or are nearly complete.

When these projects are all completed this annual report will cease.

BOARD ACTION

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

REFERENCE - APPLICABLE STATUTE. RULE. OR POLICY

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-seventh Legislature First Regular Session - 2003
IN THE HOUSE OF REPRESENTATIVES
HOUSE CONCURRENT RESOLUTION NO. 30
BY STATE AFFAIRS COMMITTEE

1 A CONCURRENT RESOLUTION

- 2 STATING FINDINGS OF THE LEGISLATURE AND PROVIDING APPROVAL FOR CERTAIN STATE
- 3 BODIES AND COMMUNITY COLLEGE DISTRICTS TO ENTER INTO AGREEMENTS WITH THE
- 4 IDAHO STATE BUILDING AUTHORITY TO FINANCE AND DEVELOP OR RENOVATE SPECI-5 FIED FACILITIES LOCATED THROUGHOUT IDAHO.
- 6 Be It Resolved by the Legislature of the State of Idaho:
- 7 WHEREAS, the Legislature of the State of Idaho has previously authorized
- 8 some level of funding for eight facilities projects located throughout Idaho;
- 9 and
- WHEREAS, it was necessary to rescind the funding for these projects due to the shortfall in General Fund revenues; and
- WHEREAS, the Legislature recognizes the significant immediate economic stimulus that would be provided by proceeding with construction on these projects; and
- WHEREAS, the amounts of appropriated and available funds are not sufficient to cover all of the anticipated costs associated with these facilities in a timely manner; and
- WHEREAS, North Idaho College in Coeur d'Alene is currently providing health and nursing classes in old donated wooden buildings that will be replaced by a new Allied Health, Nursing and Life Sciences Building; and WHEREAS, the University of Idaho has been forced to close the classroom
- WHEREAS, the University of Idaho has been forced to close the classroom center on its Moscow campus that houses 40% of the university's classroom space and will renovate and convert it into a modern Teaching and Learning Center; and
- WHEREAS, Lewis-Clark State College in Lewiston currently uses a physical education center that was constructed in 1937 for 368 students and will construct a new physical education center with conference and meeting facilities; and
- WHEREAS, Boise State University now has 5,067 students enrolled at BSU Canyon County, with the center filled to capacity, and will construct a new academic building on the BSU West Campus in Nampa; and
- WHEREAS, the Idaho State Police now provides training programs for the Department of Correction and Department of Juvenile Corrections and will build a training facility to house those programs in Meridian; and
- WHEREAS, the College of Southern Idaho in Twin Falls requires classroom and performance space for speech, music, forensics and the performing arts and will build a Fine Arts Addition to house those programs; and
- WHEREAS, Idaho State University will meet its growing requirement in Pocatello for additional classroom space, student services and student housing by
- 40 using student fees to construct the student services and housing portions of a
- 41 multiuse facility and funds authorized under this resolution to build a new 42 classroom facility; and
- WHEREAS, Eastern Idaho Technical College wishes to help meet the need for trained health care professionals in the Idaho Falls area, and a new health

1 care education building will be constructed in accordance with policies of the 2 State Board of Education; and 3 WHEREAS, it is in the best interest of the state and its community college 4 districts for the State Building Authority to finance and provide new facilities for the use of each of the described state bodies and community college districts: 7 NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session of the Fifty-seventh Idaho Legislature, the House of Representatives and the 9 Senate concurring therein, that the Legislature hereby authorizes and provides approval for the Department of Administration and each of the following state 10 11 bodies and community college districts to enter into agreements with the Idaho State Building Authority, under such terms and conditions as may be reasonable 13 and necessary, to provide for the financing and development of the following described facilities for their respective use: 15 15 STATE BODY/DISTRICT FACILITY LOCATION North Idaho College Allied Health, Nursing 16 Coeur d'Alene & Life Science Bldg. 17 18 University of Idaho Teaching & Learning Moscow 19 Center 20 Lewis-Clark State Campus Activity Center Lewiston 21 College 22 Boise State West Campus Academic Nampa 23 University Building Idaho State Police Training Facility Meridian 25 College of Southern Fine Arts Addition Twin Falls 26 Idaho 27 Idaho State Classroom & Multiuse Pocatello 28 University **Facility** 29 Eastern Idaho Health Care Education Idaho Falls 30 Technical College Building BE IT FURTHER RESOLVED that this resolution constitutes authorization to 31 32 enter into agreements required by the provisions of Section 67-6410, Idaho Code, and with respect to facilities provided to the State Board of Education and Board of Regents of the University of Idaho this resolution constitutes the approval required by the provisions of Section 33-3805A, Idaho Code.

Statement of Purpose / Fiscal Impact STATEMENT OF PURPOSE RS13246

This resolution will authorize and provides approval for the Department of Administration and the state bodies and community college districts listed in this resolution to enter into agreements with the Idaho State Building Authority to provide for the financing and development of the facilities described in this resolution. The authorization in this concurrent resolution for projects for College of Southern Idaho and North Idaho College shall take effect upon the enactment of legislation that empowers community college districts to enter into agreements with the State Building Authority.

FISCAL IMPACT

Each of the amounts listed below are the estimated project costs (not including financing costs) to be paid from the Idaho State Building Authority bonds.

Project

Project Funds

LCSC classroom and campus activity center

\$10,868,000

CSI fine arts addition

\$5,402,000
UI teaching & learning center
\$11,729,000
BSU west campus bldg
\$8,655,000
ISU classroom bldg
\$12,177,000
NIC nursing/life science bldg
\$10,994,000
ISP training academy
\$2,286,000
EITC health education bldg
\$6,360,000
TOTAL
\$68,471,000

Annual rent for the projects to be paid to the State Building Authority from dedicated funds appropriated annually from the Permanent Building Fund will be between \$5.25 and \$5.75 million per year for twenty years. Facility occupancy costs may come from the General Fund appropriations. These costs are provided on a quarterly basis, beginning with the quarter in which the facility is first occupied. There is no fiscal impact to the General Fund in FY04 for occupancy costs. In subsequent years, occupancy costs for the college and university projects are estimated to be

.

FY05 \$583,750 FY06 \$939,750 FY07 \$872,100

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SUBJECT

Alcohol Permits Approved by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND

In June of 2004, the State Board of Education adopted a new policy governing the use of alcohol on campus. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

DISCUSSION

The last update presented to the Board was at the April 2005 Board meeting. Since that meeting, Board staff has received 8 permits from Boise State University, 11 permits from Idaho State University, 10 permits from the University of Idaho, and 1 permit from Lewis Clark State College.

Board staff has prepared a brief listing of the permits issued for use from April 2006 through September 2006. The list is attached for the Board's review.

IMPACT

N/A

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY

April 2006 – May 2006

EVENT	LOCATION	DATE (S)
Basque Cuisine – Hemingway's Menu	Culinary Arts	04/12/06
Distinguished Alumni & Top Ten Scholars Banquet	SUB/Jordan Ballroom	04/18/06
"Graduation" Capstone Dinner	Culinary Bldg	04/29/06
Idaho Top Projects for 2006	Caven-Williams Sports Complex	05/11/06
The Pink Martini Program – Ballet Idaho	Morrison Center Main Hall	05/13/06
Kingdom Builders Ball	Jordan Ballroom	05/13/06
The Male Intellect	Morrison Center Main Hall	05/18/06 - 05/21/06
Parrothead Band	Taco Bell Arena	05/25/06

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY

April 2006 – September 2006

EVENT	LOCATION	DATE (S)
Pi Sigma Alpha End of Year Party	Alumni House	04/29/06
Reception/Party	Alumni House	05/05/06
DL Evans Bank, Customer Party	Performing Arts Center Rotunda	05/10/06
2006 Professional Achievement Banquet	Performing Arts Center	05/12/06
Recognition Reception	Alumni House	05/12/06
Wedding & Reception	Performing Arts Center	05/26/06
Wedding & Reception	Performing Arts Center	05/27/06
Boxing Reunion/Reception	Alumni House	06/23/06
Sports Hall of Fame Reception	Sports Medical Center	09/08/06
Idaho Nurse Educators' Conference	Performing Arts Center	09/21/06
Alumni Centennial Dance Party	Performing Arts Center	09/23/06

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO

April 2006 - July 2006

EVENT	LOCATION	DATE (S)
Festival Dance	Amphitheatre – Shattuck Arboretum/ PEB 110	04/27/06
Sigma Nu Reunion	SUB Ballroom	04/29/06
Physics Graduation Party	Bogey's Grill – UI Golf Course	05/13/06
Adult Golf School	Bogey's Snack Bar	05/26/06
Marie Whitesel Private Reception	Prichard Art Gallery	06/09/06
Utility Executive Course Golf Scramble	Golf Course Clubhouse	06/17/06
Opening Night of "I Love You, Your Perfect, Now Change"	Hartung Theatre Lobby	06/22/06
University of Idaho Retirees Association Reception	Hartung Theatre Lobby	06/23/06
Opening Night of "Lend Me A Tenor"	Hartung Theatre Lobby	07/06/06
Opening Night of "A Comedy of Errors"	Hartung Theatre Lobby	07/20/06

APPROVED ALCOHOL SERVICE AT Lewis Clark State College

April 2006 - July 2006

EVENT	LOCATION	DATE (S)
Alumni Reunion – Welcome Reception	York House	05/26/06

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
J. Use of Institutional Facilities and Services

June 2004

- 2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities
 - b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which are consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

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SUBJECT

Higher Education Research Council (HERC) FY07 Budget Approval

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. 3., Higher Education Research Council Policy

BACKGROUND

The Higher Education Research Council (HERC) was allocated \$1,440,000 for FY 2007 through the colleges and universities appropriation.

DISCUSSION

The Board office provided HERC with a proposed allocation of funds for FY 2007 for review and recommendation. HERC has reviewed the budget and forwards their recommendation to disburse the FY 2007 allocation as outlined on page 2.

IMPACT

HERC funding is provided each year by the Legislature as part of the college and university lump-sum appropriation and is intended for research activities that will have the most beneficial effect on the quality of education and the economy of the state. The Board allocates funds for research activities to the four-year public institutions (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College) for the following: Infrastructure, Specific Research, Research Centers, and State Matching Awards. There is also a line item for Administrative Costs for the administration of HERC related activities.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the budget allocations as recommended by HERC.

BOARD ACTION

A motion to approve the	FY 2007 HERC Budget	Allocation as presented
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Moved by	Seconded by	Carried Yes	No
Woved by	Seconded by	Carried res	110

FY 2007 Allocation of HERC Funds

Amount to be Awarded \$1,440,000	Proposed Allocation
Infrastructure Funds BSU ISU UI LCSC Total Infrastructure	\$112,500 \$112,500 \$180,000 \$45,000 *
Specific Research Grant Program BSU ISU UI LCSC	Per Legislative Intent, funding for this category was eliminated in FY99.
Matching Award Grants NSF-EPSCoR (UI) Total Matching Grants	\$600,000 \$600,000
Research Centers Ul Invasive Species & Small Populations Ctr (Final Year of Funding of Three Year Award) Total Research Center	\$306,317 \$306,317
Administrative Costs FY07 Administrative Costs Total Administrative Costs	\$83,683 \$83,683
Total Budget / Allocation Under / (Over) Budget	\$1,440,000 \$0

* NOTES & OPTIONS FY07

Decrease in infrastructure funds by 10% to support costs related to the FY08 RCGP competition process including hiring a temporary employee. Administraive funds not used for competition process will be returned to institutions on a proportional basis during FY 2007.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
W. Higher Education Research Council Policy

April 2002

3. Specific funding programs to strengthen research in Idaho.

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

a. Infrastructure.

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering and other research infrastructure. Distribution of these funds will be made according to percentages approved by the Higher Education Research Council. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, start up funds for new hires, and incentives to reward faculty for their research achievements.

b. Specific Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

- (1) All projects under this program must demonstrate economic benefit or cost savings for the State.
- (2) A major focus under this program should be start up and seed funds that will assist a principal investigator in competing for external funding.
- (3) Collaborative research projects are encouraged.

Guidelines for this program will be established by the Higher Education Research Council, will incorporate an out-of-state peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

c. Research Centers.

Many important advances can only be made with the establishment of focused research centers. Centers typically involve at least three faculty members in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type are large and, in all probability, no more than one such center per year should be established in Idaho. Minimal state funding of \$250,000 per center per year for at least three years is essential to enable centers to become nationally competitive. This is clearly a minimal amount which should be supplemented by non-state matching funds. Multiple year funding is essential for the establishment of these centers.

d. State Matching Awards.

Under this program state funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

- (1) Federal Agencies
- (2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, National Aeronautics and Space Administration, etc.
- (3) Foundations e.g., Murdoc, Northwest Area, Robert Wood Johnson Grants, etc.
- (4) Business and Industry
- (5) Other

e. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on its productivity with respect to such items as:

- number of students involved
- number of faculty involved
- external funding earned as a result
- publications in refereed journals
- presentations at professional meetings and conferences
- patents awarded or pending
- economic benefits
- problem resolution

Reporting procedures will be established and administered through the Higher Education Research Council.

SUBJECT

Round II - Idaho Technology Grant Program FY07 Grant Funding Recommendations

REFERENCE

April 2006

The Board approved Round I funding and requested the institutions to submit proposals for the remaining funds in the amount of \$605,945.80.

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1187 Appropriations – Colleges and Universities

BACKGROUND

Round I Technology Incentive Grants for FY 07 were reviewed by the Evaluation Committee on March 30th and the Board approved funding in the amount of \$965,400. Some of these projects were conditionally approved and institutions were asked to submit additional information before funding was awarded.

The primary criterion that was used to evaluate Round I grants were how new, innovative, more cutting edge technology was being used to improve instruction. Many of the grants that were submitted, but not recommended for funding, focused on improving teaching and learning by using technology that may not have been as innovative. All of the funding was not allocated as a result of this process and the institutions expressed concerns about the initial review. The concerns were related to what criteria were used—the existing criteria that focused on innovative technology or concepts that were introduced as a result of Carolyn Jarmon's presentation at a November 2005 meeting with the institutions which emphasized improving learning through diverse applications of technology (existing and innovative).

DISCUSSION

Grants were solicited from the institutions based on two criteria a) new, innovative technologies as per Round I or b) existing or new technologies to improve instruction, a new criterion for Round II. Round II proposals were evaluated by the Committee on May 25, 2006. The Committee recommended funding for six additional projects in the amount of \$605,100. Projects that were conditionally funded in Round I were also reviewed and recommended for funding.

IMPACT

Approving Round II proposals will allocate the remaining \$605,100. For FY 07, \$1,570,500 will have been allocated with the approval of Round I and Round II.

ATTACHMENT

Attachment 1 – Round II FY07 Idaho Technology Incentive Grant Program Proposals

Boise State University Page 3
Idaho State University Page 4
Lewis-Clark State College Page 5
University of Idaho Page 6
Attachment 2 – FY07 Summary of Funded Projects Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff supports the Evaluation Committee's recommendations as exhibited in the attached document.

BOARD ACTION

A motion to approve funding for projects as exhibited in the Round II FY2007 Idaho Technology Incentive Grant Program Proposals.

Moved by Seconded by Carried Yes No	Moved by	Seconded by	Carried Yes	No
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	Boise State University Technology Incentive Grant Proposal	\$ Amt Funded
T07-001	Idaho Consortium for Interactive Technologies	\$46,400.00
T07-002	Improving Instruction with Technology-Enhanced Frequent Low- Stakes Testing	\$60,500.00
T07-003	From the Manikin to the Patient: Simulation to Reality	\$213,600.00
T07-004*	Redesigning Bottleneck Courses: Partnering with NCAT	\$150,500.00
	BSU totals	\$471,000.00
	Total grant funds originally designated for BSU	\$471,200.00
	\$ distributed among approved proposals at the discretion of BSU	\$200 00

^{*} Proposals from Round 2 to be approved by the Board at the June 2006 Meeting

	Idaho State University Technology Incentive Grant Proposals	\$ Amt Funded
T07-005*	Integration of E-Portfolios into Health Professions Curricula to Enhance Student Learning	\$49,100.00
T07-006	Asynchronous Preprofessional Track in Speech-Language Pathology and Audiology: Year 3	\$78,100 00
T07-007	Online Shoshoni Language Resources Project	\$32,000 00
T07-008	Physical Therapy Clinical Management eLearning Project	\$17,300 00
T07-009	Implementing Computer Technology into the Dental Hygiene Clinical Curriculum	\$42,600 00
T07-010	Creation of a New Learning Community by Integration of Breeze, WebCT, Distance Learning, and Smart Screens at ISU	\$59,600.00
T07-012	Development of a Software Application for Generating and Assessing Student use of eCases	\$16,300.00
T07-013	MOTR: Molecules on the Road	\$11,500.00
T07-031*	CoREV: Writing Program Transformation Through Collaborative Review and Distributed Grading	\$58,200.00
T07-032*	Enhancement of Interdisciplinary Instructional Computing Resources In the Physical Sciences and Engineering	\$58,600.00
T07-034*	Theatre and Dance Department Technology Proposal	\$22,700.00
	ISU totals	\$446,000.00
	Total grant funds originally designated for ISU	\$471,200.00
	\$ distributed among approved proposals at the discretion of ISU	\$25,200 00

^{*} Proposals from Round 2 to be approved by the Board at the June 2006 Meeting

	Lewis Clark State College Technology Incentive Grant Proposals	\$ Amt Funded
T07-015	Purchase and Integration of DNA Sequencing Technology for Pedagogical and Undergraduate Research Use at LCSC	\$55,675.00
T07-017	Increasing Opportunities for Success in Developmental Mathematics	\$27,600.00
T07-018	Metabolic/Pulmonary Evaluation and Testing System	\$16,575.00
T07-019	Hands-on Physiology Workstations: an Integrated, Active Learning Solution for Pre-Professional and Core Biology Training at LCSC	\$57,200 00
	LCSC totals	\$157,100.00
	Total grant funds originally designated for LCSC	\$157,100 00

Remaining funding in the amount of \$5,150 from Round 1 was distributed to these grants as per instructions from the TIG Evaluation Committee during Round 2.

	University of Idaho Technology Incentive Grant Proposals	\$ Amt Funded
T07-021	Enhancing Teaching and Learning with Student Response Systems	\$73,100.00
T07-022	Spanish Transition On-Line	\$67,100.00
T07-023*	Improving Middle School Mathematics	\$57,000.00
T07-027	New dimensions in online education: Integrating synthetic speech for increased understanding and mastery	\$45,400 00
T07-030	Supplementing the Use of Animal Derived Specimens in Lab Component of Course 371	\$50,000 00
T07-036*	WEBfolio System for the Core Discovery Program	\$85,100.00
T07-037*	E-Collaboration Tools to Enhance the Learning Environment	\$26,400.00
T07-038*	Bringing GIS Technologies of the 21st Century into the Classroom	\$66,000.00
	UI totals	\$470,100.00
	Total grant funds originally designated for UI	\$471,200.00
	\$ distributed among approved proposals at the discretion of UI	\$1,100 00

^{*} Proposals from Round 2 to be approved by the Board at the June 2006 Meeting

Round 1 Funding = \$965,400.00

Round 2 Funding = \$605,100 00

TOTAL \$1,570,700.00

FY 2007 IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FUNDED PROJECTS

The Idaho Technology Incentive Grant Program focuses on projects that advance the goals and objectives stated in the State Board of Education's 2000-2006 Statewide Strategic Plan. **The purpose of the ITIG is:** To focus on integrating technology into the curriculum; To enhance the rate and quality of student learning; To enhance faculty productivity; and To increase access to educational programs.

Idaho Consortium for Interactive Technologies—BSU

Kenneth Hyde—PI David Wilkins—Co-PI \$46,400

Powerful interactive technologies are creating new models of instruction that enhance our ability to communicate and collaborate, create and manipulate, model and stimulate, calculate and analyze, and visualize and present, while easing in cost-effective ways the barriers of distance and time. Indeed, new technologies are emerging at a dizzying pace, often from many competing vendors, making it difficult for universities to competently, thoroughly, and rapidly evaluate each technology's potential and cost-effectiveness. One example of such rapidly emerging technology is student-response systems—wireless systems that enable students to vote on multiple-choice questions during lectures and to electronically signal their understanding of concepts as those concepts are being explained, resulting in voting summaries that give both students and instructors formative assessments of the progress of the class. (T07-001)

Improving Instruction with Technology-Enhanced Frequent Low-Stakes Testing—BSU

Peter Agras—PI Susan Shadle, Shannon Murray—Co-PI \$60,500

Boise State proposes a 1-year project to implement and evaluate a regimen of technology-enhanced Frequent Low-Stakes Testing as a means of improving student success rates, retention rates, student satisfaction, and instructor evaluations, as well as determine the feasibility of integrating such testing into instruction on a larger scale campus-wide. With Frequent Low-Stakes Testing (FLST), students are afforded numerous opportunities to assess their knowledge and skills in a risk-free environment, testing much more frequently than is typical by taking a series of numerous tests distributed throughout the semester. Such tests often carry little or no weight toward determining a student's final grade – hence the term "low stakes." Because of their frequency and low risk, the tests enable both students and instructors to continually monitor student understanding and knowledge, thereby providing opportunities for students to identify their weaknesses and for instructors to adjust teaching methods. (T07-002)

From the Manikin to the Patient: Simulation to Reality—BSU

Rosemary Macy—PI
Dawn Weiler, Lutana Haan, Leslie Rosenkotter—Co-PIs
\$213,600

Health-care workers make life and death decisions on a daily basis. Health-care education begins in an on-campus class where skills are demonstrated in a lecture hall. These skills are then practiced in a laboratory where the students work on manikins to learn skills based on normal anatomy and simple situations. Student evaluations indicate dissatisfaction with lecture classes and also indicate a lack of confidence in performing skills with "real" people outside of the campus laboratory. Technology is the answer. The Departments of Nursing, Respiratory Therapy, and Radiologic Science at Boise State University propose to integrate technology across the curriculum in lectures, labs, and clinical facilities with the goal of improving the quality of education, increasing accessibility to current medical information, and utilizing resources more efficiently. (T07-003)

Redesigning Bottleneck Courses: Partnering with NCAT—BSU

Michael Stockstill—PI Bruce Ballenger, Peter Wollheim—Co-PIs \$150,500

This proposal seeks to improve teaching and learning outcomes in "bottleneck" courses through the creative application of new and existing information technology by applying the models of course design created by the National Center for Academic Transformation (NCAT). "Bottleneck" courses are required courses that are often prerequisites for other upper-division courses or for entrance into program majors. Most, but not all bottleneck courses are large-enrollment, lower-division courses; as a result, they are consistently difficult to get into because of enrollment limits. This proposal seeks to apply the technology solutions, methodology, and course models developed by NCAT to redesign three pilot-project bottleneck courses to increase access, improve quality, and reduce costs, leading to a design process and a model that can be applied to other bottleneck courses. (T07-004)

Integration of E-portfolios into Health Professions Curricula to Enhance Student Learning—ISU

Linda Boyd—PI Ellen Rogo—Co-PI \$49.100

Physical therapy (PT) students need opportunities to practice the clinical decision making process used when treating patients. Computer technology may be used to simulate patients and therefore provide increased opportunities for students to practice making clinical decisions. Currently, no software exists that simulates patient treatment for physical therapy students. This proposal provides the opportunity to develop technology to improve PT student instruction through the development of simulated comprehensive patient cases. This innovative technology may be easily adapted for use by students in other health professions to practice clinical decision making. (T07-005)

Asynchronous Preprofessional Track in Speech-Language Pathology and Audiology: Year 3—ISU

John Seikel—PI \$78,100 Continuation

This proposal requests funds to complete the third and final year of the Asynchronous Preprofessional Track in Speech-Language Pathology and Audiology. Completion of this coursework and initiation of the Online Preprofessional Program in Speech-language Pathology will provide an avenue for access to individuals in rural Idaho who wish to enter the profession. The Goals of this third year of the project are to pilot test 3 courses developed during the 2005-2006 period, to develop five 16 week courses in the Online Preprofessional Program, to develop the procedures and supporting documentation for initiation of the Online Preprofessional Program in Fall, 2007, to develop an E-Community spanning the coursework that supports personal and professional development of the student, and present the Notice of Intent for the Online Preprofessional Program to the State Board of Education. (T07-006)

Online Shoshoni Language Resources Project—ISU Christopher Loether—PI \$32,000

The project will focus on Integration of Shoshoni language resources housed and managed by the Shoshoni Language Project at ISU, integration of security models for all of ISU's Shoshoni language resources, creation of extensive reporting services and data exports of current contents of Shoshoni language resources, and the ability to completely management all content through a single location. All this will be accomplished by the creation, development and implementation of the Shoshoni Language Content Management System (SLCMS). These improvements will enhance the students' learning experiences at ISU by improving student access to learning materials and reference resources, and enhancing the current level and quality of electronic instructional materials available. (T07-007)

Physical Therapy Clinical Management eLearning Project—ISU

Jim Creelman—PI Alexander Urfer—Co-PIs \$17,300

This project is expected to favorably impact on the student learning experience in at least two ways. First, instructional objects developed as part of the project will be available for viewing both in the classroom as part of traditional face-to-face learning and for student ad lib viewing via electronic delivery methods that will enable students to gain additional exposure that has not been previously available to the learning concepts contained within the instructional objects. Second, computer-based presentations, especially animations, are able to depict concepts that are normally hidden from view and that cannot be adequately depicted by traditional two dimensional static illustrations. This project will also serve as a launching vehicle for the development, at ITRC, of a learning object repository (LOR) that can sort, store and make learning objects available in a searchable and standardized format, so that interested, authorized instructors (both on the ISU campus and elsewhere) may obtain, modify and use relevant learning objects for their own instructional purposes, enabling repeated use of the learning objects in a variety of courses and settings. (T07-008)

Implementing Computer Technology into the Dental Hygiene Clinical Curriculum—ISU

Kathleen Hodges —PI \$42,600

This project will enhance the student learning experience related to computerized practice management systems that are transforming dental practices in our state. Dental hygienists must have experience with computer technology used for patient record keeping, business transactions, and integrated technologies. The main goal of this project is to significantly modify the curriculum so that undergraduate students, graduate students, and faculty members will implement computer technology into clinical practice in a face-to-face teaching environment. This experience will enhance the students' knowledge with data entry, review, storage and retrieval consistent with what graduates will encounter upon employment. This curriculum enhancement will attract students to the program and help create a contemporary learning environment to augment instruction. (T07-009)

Creation of a New Learning Community by Integration of Breeze, WebCT, Distance Learning, and Smart Screens at ISU

Nancy Glenn—PI
Dan Ames, Scott Hughes—Co-PIs
\$ 59.600

The principal aim of this project is to develop the use of instructional technology to enhance teaching methods and boost student enrollment in the field of geotechnologies. Simultaneously the project will establish a distance learning site to serve students in the broader fields of geosciences and health professions. This project includes establishing

web-based conferencing (Breeze) and web-based support tools (WebCT) to teach classes; establishing a new distance learning classroom; and developing interactive smart-screen technology in the classroom as a demonstration tool. This project will save ISU resources by establishing a shared new teaching community enabled with technology for Geosciences and Health Professions. The quality and advancement of instruction for the health professions will be increased by enabling more professionals from St Lukes, VA, etc to teach and train students. For the geotechnologies, students will have a wider selection of classes, enabling interdisciplinary training in one of the fastest growing fields (Geotechnologies have been named by the U.S. Department of Labor as one of the three top fields for the 21st century and is a \$21 billion per year industry). (T07-010)

Development of a Software Application for Generating and Assessing Student use of eCases—ISU

Nancy Devine—PI \$ 16.300

This project proposal describes the development of a process for generating comprehensive computer-based patient cases (eCase) that may be used to assist physical therapy students to practice making clinical decisions regarding patient care. The eCase will contain an extensive amount of patient information that will simulate the information gathered by physical therapists that is used to make clinical decisions about patient care. Once the process for generating an eCase is established, many eCases may be developed for use within many practice areas within physical therapy as well as many other health care professions. Ultimately, the use of eCases has the potential to assist students in physical therapy and other health professional programs improve clinical decision making through discipline specific, and/or multidisciplinary applications. (T07-012)

MOTR: Molecules on the Road—ISU Marjorie Matocq—PI \$ 11,500

The "MOTR: Molecules On The Road" program is designed to bring a hands-on molecular genetic experience to the students of southeast Idaho. Not only does this require developing technology-based tools for efficient content delivery in ISU classrooms but we must also ensure that high school students receive appropriate pre-college training. A major stumbling block to this, though, is that many high school teachers lack the skills and confidence to present these sophisticated techniques to their students. Here, we seek support to develop a program to empower high school teachers with a series of training modules to teach students fundamental techniques in molecular genetics. These training modules will consist of initial videobased instructions to introduce students to particular techniques followed by live classroom demonstration and the opportunity for students to run molecular genetic experiments themselves. The same videos will be available for use in several undergraduate courses at Idaho State University. (T07-013)

CoREV: Writing Program Transformation Through Collaborative Review & Distributed Grading—ISU

Keith Comer—PI Stephen Adkison—Co-PI \$ 58,200

The CoREV Project employs new and existing technologies to improve instruction with respect to two needs best met through technology-enhanced solutions: 1) curricular coherence across multiple section writing courses, and 2) consistent evaluation in large-scale writing programs, particularly those with significant percentages of temporary, adjunct, or non-tenure track faculty. This project will develop a new web-based, software application in connection with existing Learning Management System (LMS) infrastructure to transform the process of evaluating student writing in composition courses. Emphasizing a collaborative process in developing course curricula, CoREV directly addresses common student criticisms of composition courses. (T07-031)

Enhancement of Interdisciplinary Instructional Computing Resources in the Physical Sciences and Engineering—ISU

Steven Shropshire—PI
Phillip Cole, Robert Holman, Steven Chiu, Eduardo
Farfan, Erdinch Tatar—Co-PIs
\$ 58.600

ISU Physics, Chemistry, and Computer Science will collaborate in a two-year project to improve the education of over 3,000 students in classes ranging from introductory to advanced courses. In the first year, innovative technology will be introduced into introductory science classes for interactive learning and improved assistance outside of class. In the second year, a nuclear instrumentation laboratory will be expanded to improve nuclear science and engineering education, to save money, and to increase efficiency. Advanced computing lab development will continue, and additional facilities for education and training in industry-standard software for data analysis and simulations created. (T07-032)

Theatre and Dance Department Technology Proposal—ISU

Melanie Kloetzel—PI Dienstfrey—Co-PIs \$ 22.700

The Theatre and Dance Department would like to offer technological resources and capabilities competitive with academic programs in Theatre and Dance across the nation. To accomplish this, we proposed a three-year project with three major goals: 1) enhance student learning by strengthening current coursework through technology, 2) create a new focus on technology to attract and retain Theatre and Dance students by developing film, multimedia, and editing courses, and 3) develop online components and online courses for the Goal 6 General Education courses within the department. (T07-034)

Purchase and Integration of DNA Sequencing Technology for Pedagogical and Undergraduate Research Use at LCSC

Jacob Hornby —PI \$55,675

Crime scene investigations and a biology laboratory at Lewis-Clark State College require the same scientific instrumentation – a DNA sequencer. Crime laboratories across the U.S. have a critical need for biologists with hands-on training in cutting edge molecular biology techniques, such as DNA sequencing. This proposal will permit the procurement of a DNA sequencing package from LI-COR Biosciences. (T07-015)

Increasing Opportunities for Success in Developmental Mathematics—LCSC

Laura Bracken —PI \$ 27.600

All two-year and four-year degrees require completion of a college level mathematics class. Math classes are often a huge barrier between students and graduation. More than half of Lewis-Clark State College students enter without the math preparation to succeed in these classes. We expect this lack of preparation to continue. New technology will provide extra help that can mean the difference between success and failure in mathematics classes. An innovative and user friendly software program developed by the Wisconsin Technical Colleges Foundation allows struggling students to get the help they need at a time that is convenient for them. Unlike some of the boring drill programs of the past, this software provides cutting edge remediation. It can assess a student's weak spots and prepare an individualized study program. (T07-017)

Metabolic/Pulmonary Evaluation and Testing System—LCSC

Michael Collins—PI Clay Robinson, Betsy Van Clief, Marika Botha, Heather Van Mullem, LeeAnn Wiggin—Co-PIs \$ 16,575

Obesity is the second leading cause of preventable death in the United States, after smoking. We have seen a significant increase in the incidence of obesity in children and adults as well as an increase in cardiovascular disease due to inactivity. This grant application will use cutting edge technology and make available to Health, Kinesiology, Fitness, and Nursing students, a metabolic analysis system that will accurately evaluate cardiovascular health and fitness. This system will give students hands-on skill training with the best and latest technology available. (T07-018)

Hands-on Physiology Workstations: an Integrated, Active Learning Solution for Pre-Professional and Core Biology Training at LCSC

Jessica Palmer—PI Tom Urquhart, Jane Finan—Co-PIs \$ 57,200

This project will equip ten hands-on, state-of-the-art lab workstations with technology designed to investigate human physiology, including the cardiovascular and respiratory systems. Each station includes a Biopac computerized data acquisition system, appropriate transducers (such as blood pressure cuffs), and a laptop computer with customizable educational/analytical software, which can host dozens of interactive activities at different levels of difficulty. This project will give LCSC biology labs parity with peer institutions, and emphasize active learning over rote memorization—a strategy much more appropriate for scientific, medical, and technological fields. (T07-019)

Enhancing Teaching and Learning with Student Response Systems—UI

Lauren Fins, Diane Armpriest, Gustavo Davico, Kathe Gabel, Edwin E. Krumpe, John Marshall, Ronald Robberecht, David Schlater—Co-PIs \$73.100

Students may perceive large-enrollment courses as impersonal with difficulties relating to the professor as well as to other students. As a consequence, attendance and completion rates may decline and mastery of the subject matter may be less than in courses with smaller enrollments. Instructors of large-enrollment courses may have difficulty assessing the performance of individual students as well as the class as a whole. Testing and evaluation procedures in large-enrollment classes can also be time consuming and costly. Personal response systems, which are wireless handheld transmitter systems, have great potential to ameliorate many of the disadvantages of large-enrollment classes. These systems allow students to individually participate in lecture presentations, class activities, or examinations; instructors can in turn closely monitor student attitudes, attendance, comprehension, and performance. (T07-021)

Spanish Transition On-Line—UI

Irina Kappler-Crookston—PI James Reece—Co-PI \$ 67,100

Elementary Spanish language courses serve a campus-wide audience and are routinely oversubscribed. Despite one to three years of previous study in high school, many students are reluctant to make the jump to the intermediate level curriculum. Through the careful integration of web-based course content and individualized computer-assisted activities, we propose to create a hybrid elementary Spanish "transition course" that reduces the number of weekly class hours but uses these hours more effectively to achieve student learning goals. By shifting grammar, vocabulary, and other individualized learning activities to an on-line environment, it will allow instructors to use class

time for interactive and collaborative learning in which students actively produce language. The increased emphasis on communicative language practice in class will in turn lead to a higher quality learning experience for students. (T07-022)

Improving Middle School Mathematics—UI

David A. Thomas—PI Monte Boisen—Co-PI \$ 57.000

The IMSM Project will develop, deliver, and evaluate two Web-based courses for Idaho's middle school mathematics teachers using existing technologies. IMSM participants will speak and be heard by one another as they write mathematics, explore mathematical models, and discuss classroom implementations of course content, pedagogies, and technologies. They will also practice critical skills using technologies that generate items (as well as complete solutions and hints on parallel items) "on the fly". Simultaneously, powerful research methodologies (e.g., Social Network Analysis) and technologies (e.g., NetMiner II) will be used to study teaching and learning in every course delivered by the project. In terms of web-based teacher enhancement courses, the IMSM Project will re-define the state-of-the-art. (T07-023)

A Third-Dimension in On-Line Learning—UI

Ronald Robberecht—PI Edwin E. Krumpe—Co-PI \$ 45,400

Research in educational psychology indicates that today's predominantly text-based online learning environment is in direct opposition to the way humans learn most effectively – audio narratives re-enforced with visual elements. Three fundamental obstacles to integrating high quality audio into online learning materials are production time, cost, and poor voice training of instructors. A new technology with extraordinary potential to resolve these three fundamental obstacles is enhanced synthetic speech, which is remarkably human-like in voice quality and expressiveness. Our approach will help students master course material in a challenging interactive learning environment, directly benefit students by integrating technologies into the curriculum to improve teaching and student achievement, and provide a sustainable mechanism to further the use of this technology through the establishment of an instructor working group. (T07-027)

Supplementing the Use of Animal Derived Specimens in Lab Component of Course AVS 371—UI

Dirk Vanderwall—PI Deborah Olson—Co-PI \$ 50,000

The objective of this proposal is to supplement the use of animal-derived specimens in the laboratory component of AVS 371 by equipping the teaching facilities in the Holm Research Center at the University of Idaho for multimedia instruction, which would allow the use of anatomical dissection software (e.g., CatWorks: Cat Dissection

from Science Works, Inc.) in the laboratory curriculum. Equipping the laboratory teaching facilities for multimedia instruction will provide: 1) multimedia computer work stations/software will be available for student use outside of regularly scheduled laboratory periods, which will enhance the rate and quality of student learning by providing students with the opportunity and flexibility to study and review the material at their own pace at times outside of class and 2) having multimedia capability in both the lecture and laboratory components of the course will allow the seamless use of other multimedia resources (e.g., digital movies) in both the lecture and laboratory sections, which will enhance our ability to emphasize the interrelationship between anatomy (taught in the laboratory) and physiology (taught in the lecture). (T07-030)

WEBfolio System for the Core Discovery Program—UI

Wes Chun—PI
David Schlater—Co-PI
\$ 85,100

Assessment in higher education is being driven by demands for accountability from legislators, trustees, and accrediting agencies. As colleges and universities ramp up efforts to improve assessment processes and practices, many institutions are adopting technologies to organize, collect, and measure learning outcomes. Electronic portfolios (e-portfolios) are proving to be not only an assessment tool, but also a valuable learning tool. The goal of this project is to apply existing technology (WebCT 6.0) in a new and different way to improve teaching and learning outcomes. Student and teaching portfolios will be designed and implemented in the Core Discovery program of undergraduate general education. Once the pilot project has been fully implemented, the WEBfolio system will serve as a model to other academic programs in an effort to encourage early and late adopter faculty to fully engage in Uldaho's integrated, four-tier system of program assessment. (T07-036)

E-Collaboration Tools to Enhance the Learning Environment—UI

Lori Baker-Eveleth—PI Robert Stone, Norman Pendegraft—Co-PIs \$ 26.400

The proposed grant will be used to develop student projects for use in an e-collaboration tool (i.e., Microsoft's SharePoint Services), setting-up technology, administration of the technology, and development of specific students' assessments of the e-collaboration and e-portfolios. The introduction of these collaboration tools will be phased, incorporating them first in selected information systems courses to allow these students to experience and learn about the administration and maintenance of these technologies and applications. The grant will result in an enhanced learning experience for students by creating a learning community and facilitating the creation of e-portfolios to store work both inside and outside of the classroom. (T07-037)

Bringing GIS Technologies of the 21st Century into the Classroom—UI

Gail Eckwright—PI Bruce Godfrey, Eric Delmelle—Co-PIs \$66,000

Over the last decade, the demand for geospatial technologies has undeniably grown. A geographic information system (GIS) is an advanced technology that is used to visualize, analyze, and interpret geographic information. Educators have discovered that by converting tabular data into a mapped format, they create a visual learning tool. Visualizing spatial patterns promotes and encourages inquiry-based learning by providing access to the data behind the pictures. Providing mapping capabilities in a Web browser makes geographic data more accessible, easier to use, and offer numerous opportunities to integrate spatial concepts into various disciplines. Our intention in this grant proposal is to advance geographic knowledge discovery within the classroom by enabling students to use Internet mapping in dynamic and interactive ways to engage them in understanding spatial relationships and landscapes. (T07-038)

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IN THE SENATE
SENATE BILL NO. 1187
BY FINANCE COMMITTEE

- 1 AN ACT
- 2 APPROPRIATING MONEYS FOR GENERAL EDUCATION PROGRAMS AT BOISE STATE UNIVERSITY.
- 3 IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, THE UNIVERSITY OF IDAHO
- 4 AND FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2006;
- 5 ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING THE
- 6 STATE BOARD OF EDUCATION TO COMPLETE THE PROCESS OF ACHIEVING FUNDING
- 7 EQUITY AMONG IDAHO'S FOUR FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION;
- 8 DIRECTING THE STATE BOARD OF EDUCATION TO DEVELOP A STANDARDIZED SYSTEM OF
- 9 REPORTING TO PROFILE FACULTY WORKLOAD AND PRODUCTIVITY; DIRECTING THE
- 10 STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND
- 11 STAFF TURNOVER; AND REAPPROPRIATING CERTAIN UNEXPENDED AND

UNENCUMBERED

- 12 BALANCES.
- 13 Be It Enacted by the Legislature of the State of Idaho:
- 14 SECTION 1. There is hereby appropriated to the State Board of Education
- 15 and the Board of Regents of the University of Idaho for Boise State Univer-
- 16 sity, Idaho State University, Lewis-Clark State College, the University of
- 17 Idaho, and the Office of the State Board of Education the following amount to
- 18 be expended for the designated programs from the listed funds for the period
- 19 July 1, 2005, through June 30, 2006:
- 20 FOR:

21	General Education Programs	\$350.113.500

22 FROM:

23	General Fund	\$228,934,100
24	Normal School Endowment Income Fund	3,205,600
25	Scientific School Endowment Income Fund	2.848.500

26	University Endowment Income Fund	3,465,500	
27	Unrestricted Current Fund	35,130,800	
28	Restricted Current Fund	76,529,000	
29	TOTAL	\$350,113,500	
30	SECTION 2. SYSTEMWIDE PROGRA	AMS. Of the amount appropriated from the Gen-	
31	eral Fund in Section 1 of this act, an amou	unt not to exceed \$75,000 shall be	
32	used by the Office of the State Board of	Education for systemwide needs; an	
33	amount not to exceed \$1,600,000 may be used for the mission and goals of the		
34	Higher Education Research Council; an amount not to exceed \$1,750,000 may be		
35	used for the competitive Idaho Technolog	y Incentive Grant Program to foster	
36	innovative learning approaches using tec	chnology, promote the Idaho Electronic	
37	Campus and support Idaho's participation	in the Western Governors' Association	
38	Virtual University; an amount not to exceed \$500,000 may be used for teacher		
39	preparation activities associated with Idaho's Comprehensive Literacy Act; and		
40	an amount not to exceed \$1,300,000 may be used for the Governor's College and		
41	University Excellence Initiative.		

42 SECTION 3. FUNDING EQUITY. The Legislature agrees with the State Board of

CONSENT – IRSA TAB 12 Page 14

- 1 Education that achieving funding equity among Idaho's four year institutions
- 2 of higher education is an important goal. The Legislature therefore directs
- 3 the State Board of Education to complete that process within existing and
- 4 future appropriations to achieve the base instructional equity and the science
- 5 and technology adjustment that form the basis of funding equity.
- 6 SECTION 4. FACULTY WORKLOAD AND PRODUCTIVITY. It is legislative intent to
- 7 develop a profile of our four-year institutions to identify how many
- 8 credit hours per faculty member are spent in teaching, service and research.
- 9 The State Board of Education, in cooperation with the Division of Financial
- 10 Management and the Legislative Services Office, shall develop a standardized
- 11 system for reporting meaningful data about faculty member workload and produc-
- 12 tivity at the state's four four-year institutions of higher education. Such
- 13 reports shall include the number of faculty by classification, whether
- 14 tenured, tenure track or adjunct; the number of credit hours taught by faculty
- 15 member by department, the number of service hours and the number of research
- 16 hours by faculty member by department.
- 17 SECTION 5. PERSONNEL TURNOVER. The State Board of Education shall con-
- 18 tinue to provide a standardized system for tracking and reporting meaningful
- 19 data about faculty, nonfaculty exempt, and classified staff turnover at the
- 20 state's institutions of higher education. These statistics shall be available
- 21 to the Division of Financial Management and the Legislative Services Office no
- 22 later than November 1 of each year.
- 23 SECTION 6. CARRYOVER AUTHORITY. There is hereby reappropriated to the
- 24 State Board of Education and the Board of Regents for the University of Idaho
- 25 for Boise State University, Idaho State University, the University of Idaho,
- 26 Lewis-Clark State College, and the Office of the State Board of Education, any
- 27 non-General Fund unexpended and unencumbered balances from fiscal year 2005,
- 28 to be used for nonrecurring expenditures for the period July 1, 2005, through
- 29 June 30, 2006.

Statement of Purpose / Fiscal Impact

Statement of Purpose RS14321

This bill is the FY 2006 appropriation for the College and Universities in the state of Idaho. Overall, the appropriation reflects a 2.5% increase in General Funds and a 2.6% increase in total funds. The bill provides for increases in personnel benefits, and in the non-standard adjustment category covers statewide cost allocation, an enrollment workload adjustment, and occupancy costs for three facilities. Also included is a one-time fund shift to cover the pooled endowment shortfall, which will not affect the overall funds available for higher education.

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2005 Original Appropriation	3,631.55	223,366,200	117,928,300	0	341,294,500
Reappropriations	0.00	51,800	37,058,600	0	37,110,400
HB 805 One-time 1% Salary Increase	0.00	1,689,800	592,300	0	2,282,100
College and Universities					
Occupancy Costs	3.25	548,100	0	0	548,100
Endowment Reallocation	0.00	0	0	0	0
Other Approp Adjustments	0.00	0	0	0	0
FY 2005 Total Appropriation	3,634.80	225,655,900	155,579,200	0	381,235,100
Non-Cognizable Funds and Transfers	27.50	0	3,752,000	0	3,752,000
Budgeted Reversion	0.00	(652,000)	0	0	(652,000)
FY 2005 Estimated Expenditures	3,662.30	225,003,900	159,331,200	0	384,335,100
Removal of One-Time Expenditures	0.00	(1,741,600)	(37,650,900)	0	(39,392,500)
Base Adjustments	0.00	652,000	(1,455,600)	0	(803,600)
FY 2006 Base	3,662.30	223,914,300	120,224,700	0	344,139,000
Benefit Costs	0.00	2,355,500	0	0	2,355,500
Inflationary Adjustments	0.00	0	0	0	0
Nonstandard Adjustments	10.25	3,619,000	0	0	3,619,000
Change in Employee Compensation	0.00	0	0	0	0
27th Payroll	0.00	0	0	0	0
Fund Shifts	0.00	(954,700)	954,700	0	0
FY 2006 Program Maintenance	3,672.55	228,934,100	121,179,400	0	350,113,500
Enhancements					
College and Universities					
 Unfunded Enrollment Workload 	0.00	0	0	0	0
Adj.		U	U	U	O
2. Funding Equity	0.00	0	0	0	0
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2006 Total	3,672.55	228,934,100	121,179,400	0	350,113,500
Chg from FY 2005 Orig Approp	41.00	5,567,900	3,251,100	0	8,819,000
% Chg from FY 2005 Orig Approp.	1.1%	2.5%	2.8%		2.6%

CONSENT – IRSA TAB 12 Page 16

SUBJECT

Approval of Distribution of Federal Grant Funds for which the Board is the State Education Agency (SEA)

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

BACKGROUND

As the SEA the SBOE is responsible for receiving federal grants and facilitating their distribution. Funds are distributed to the Office of the State Board of Education, institutions of higher education, State Department of Education, and local education agencies.

DISCUSSION

The fund amounts contained in this section represent federal fiscal year 2006 fund estimates that will initially become available for use during state fiscal year 2007.

I. Federal funds allocated to SDE for distribution to local school districts All monies, including administrative funds, funds for state required activities, and LEA pass through dollars, from the following grants will be drawn by OSBE for the SDE upon their request.

TITLE	ESTIMATED FUND AMOUNT	% PASS THROUGH TO DISTRICTS
Title I-A Low Income	\$42,326,250	99
Title I-B-1 Reading 1st	4,038,361	80
Title I-B-3 Even Start Family Literacy	445,400	94
Title I-C Migrant Education	4,501,504	95
Title I-D Neglected and Delinquent	206,237	100
Title I-F Comprehensive School	0	0
Reform		
Title II-A Enhancing Teacher	13,391,972	95 of 99
Quality*		
Title II-B Math/Science Partnerships	906,246	95
Title II-D Educational Technology	1,317,349	95
Title IV-A Safe and Drug free	1,681,535	93
Schools Title IV-B 21 st Century Community		
	4 007 715	05
Learning Centers	4,807,715	95 85
Title V-A Innovative Programs	491,535	
Title VI-B-2 Rural/Low Income Schools	21,611	95
Education for the Homeless	204,7217	75
TOTAL	\$76,182,932**	

^{*}Detailed summary on Page 2

CONSENT – IRSA TAB 13 Page 1

^{**2006} award estimates are \$1,512,615 less than 2005 due to reductions in some programs and the elimination of others.

II. Federal funds estimates to be administered by OSBE

TITLE		ESTIMATED FUND AMOUNT	% PASS THROUGH TO DISTRICTS or IHEs
Title II-A Enhancing Teacher Quality*		\$359,787	95
Title III-A English Language Acquistion		2,246,278	93
Title VI-A State Assessments		4,195,554	0
	TOTAL	\$6,801,619***	

^{***}This amount represents an increase over 2005 due to additional funds for LEP.

*III. Detailed summary for Title IIA

AGENCY	PASS THROUGH TO DISTRICTS or IHEs	STATE ACTIVITIES	ADMINISTRATION
State Department of Education	\$13,391,972	\$340,391	\$118,280
Office of State Board of Education	340,391	N/A	19,236

IMPACT

Authorizing expenditure of these grant funds will allow for the continued operation of the federal programs for FY07.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the grants as presented in the above administrative assignments be authorized for FY07. OSBE will coordinate state LEP programs with Title III programs. OSBE also allocates state LEP funding that will be distributed to each district.

BOARD ACTION

A motion to approve the distribution of 2006 federal grants by the State Board of Education (the State Education Agency) to the State Department of Education, the local education agencies, and higher education institutions as described in the charts in the discussion and to delegate authority to the State Department of Education to administer these funds in accordance with federal law and regulations.

Moved by	Casasalad by	. Commised Va	a Na
ivioved by	Seconded by	Carried Ye	s No
		Ourried re	· · · · · · · · · · · · · · · · · · ·

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-110. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

CONSENT – IRSA TAB 13 Page 3

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CONSENT – IRSA TAB 13 Page 4

SUBJECT

Approval regarding 2006-2007 Title IIA Improving Teacher Quality state activities funds

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

BACKGROUND

As the State Education Agency (SEA) the State Board of Education is responsible to receive federal grants and facilitate their distribution. Title IIA formula funds are available to the state for a 27 month period, and a new allocation is received annually. For a few months every year there are three grants available at the same time.

Title IIA funds are utilized in four primary ways. Administration funds equal one percent of the total award and have been proportionately split between SDE and OSBE. Ninety-five percent of the remaining funds is distributed by formula to local education agencies; the five percent that remains after that distribution is divided into two equal parts, one for state activities and the other for competitive grants by the State Agency for Higher Education (SAHE) to state institutions for use in professional development for teachers in high need school districts (greater than 20% poverty).

The State Department of Education (SDE) administers the funds that are allocated to the districts and the state activities portion. In the past the Board was concerned about the administration of the state activities funds because of the quality of the activities supported with the funds. Based on a plan for high quality professional development to address identified needs and utilize scientifically based research as required by NCLB, the Board in June 2005 approved SDE's continued management of those funds.

DISCUSSION

Throughout the year the Department has communicated frequently with OSBE regarding its newly implemented projects, particularly the Principal Academy of Leadership. This project focuses on principals of middle schools that are in "needs improvement" status to provide leadership support and quality data. In the first year, the data has been used to identify areas that need to be addressed and will in subsequent years provide baseline information to measure progress and improvement. The data is related to how well teachers in each school are delivering standards based lessons. Improvement in the delivery of standards based lessons has real potential to positively impact student learning and achievement in a significantly important group of schools in the state. The department has presented a proposal that has not only the list of activities proposed for the new year but also a preliminary report, with accompanying data, on the 2006 activities. The proposal for the coming year also contains OSBE's

CONSENT – IRSA TAB 14 Page 1

requested funding for continuing the mentoring professional development that was begun last year.

IMPACT

Continuation through FY2007 of high quality professional development with the possibility of high impact and compliance with the requirements of No Child Left Behind.

ATTACHMENTS

Attachment 1 – State Activities Proposal 2006 Page 14 - 16

STAFF COMMENTS AND RECOMMENDATIONS

SDE's recommendations for the use of 2006-2007 state activities funds continue the high quality projects initiated in the past year. Each of the projects meet the descriptions of purpose areas for the funds as defined by the No Child Left Behind Act, and each meets the definition of high quality professional development as required by the law. Staff recommends approval for SDE to administer the Title IIA State Activities funds for the coming year in accordance with the SDE recommended plan.

BOARD ACTION

A motion to have the Title IIA funds for 2006-2007 be administered by SDE in accordance with federal laws and regulations and as the department recommends.

Moved by	Seconded by	Carried Yes	NI.
iviovea by	Seconded by	Carried Yes	INO
1110104 0		Carried 100	' ' '

TAB 14 Page 2 **CONSENT - IRSA**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33 EDUCATION CHAPTER 1 STATE BOARD OF EDUCATION

33-110. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

CONSENT – IRSA TAB 14 Page 3

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CONSENT – IRSA TAB 14 Page 4

Attachment 1

Leadership and Professional Development For Idaho's Principals and Teachers

State Activities for 2006-2007 and Beyond

Title II, Part A of No Child Left Behind

No Child Left Behind (NCLB) *asked* for system change; the reauthorization of the Individual with Disabilities Education Act (IDEA) *requires* it. Accountability means insuring that a rigorous and relevant curriculum is provided to all students and those children have the necessary prerequisite skills to reach proficiency in every content area. A critical component of all of these expectations and requirements is highly qualified leadership and focused professional development. Changing systems takes commitment and leadership at all levels. To reach the next level of proficiency for all children requires skilled and responsible leadership in every classroom.

What has the Idaho State Department of Education (SDE) done to support leadership for NCLB and IDEA?

Title II state funds are intended to improve student achievement by providing opportunities for educators in all levels of leadership to receive high quality, sustained and intensive professional development. NCLB is very specific in the emphasis on professional development tied to research based best practices. The legislation and the U.S. Department of Education have encouraged states to take a look at their current systems of support to local districts and evaluate their effectiveness.

We began that process in 2004 with strategic plans for each bureau of the State Department of Education. As a result of that planning process, the State Department was restructured in January of 2005 in such a way that NCLB and IDEA activities were combined. We recognized that the fragmented approaches of the past – looking just at Special Education students (including Gifted and Talented), or just at English Language Learners – must give way to a new integrated approach. Title II state level activities were woven into the over-arching plan of increasing student achievement for at-risk children. We focused on curriculum, professional development, increasing parent and community involvement.

Curriculum Standards

During the past year each of the content area specialists at the SDE have worked with educators across the state to reorganize our standards so that schools can clearly identify essential knowledge and skills in each grade level. The new standards allow districts the ability to align curriculum vertically so that a continuum of content knowledge is apparent. The standards are also in the process of being analyzed using the Southern Regional Education Board's (SREB) Surveys of Enacted Curriculum. The Survey of Enacted Curriculum is a researched based evaluation tool that allows stakeholders to measure the depth and breadth of the curriculum.

Project-based Learning

Using Title II funds, the SDE was able to offer project-based learning workshops across the state. Project-based learning is learning that emphasizes rigor and relevance in student efforts. Project-based learning has two goals: 1) to increase the number of young adults who continue with post-secondary education and/or training within five years of high school completion, and 2) to increase academic engagement by senior level students through a relevant and rigorous curriculum. (A more detailed explanation of project-based learning can be found on page 7.)

Professional Development for Principals

Principal Academy of Leadership (PALs)

Using Title II state set aside funds, we were able to begin phase one of three phases in the Principal Academy of Leadership. A more detailed explanation of the project can be found on page 4. Thirty principals from middle schools identified for school improvement were asked to commit to working with the SDE for the next three years. The project has three components: 1) creation of learning communities for building leaders, 2) Use of Surveys of Enacted Curriculum, and 3) Instructional Reviews. Each of the thirty schools was visited by a team of distinguished educators who observed every class and every teacher. The results of the surveys and the classroom observations were then aggregated and given to the principal. The goal was to provide each principal with a snapshot of instruction in his/her school.

Reading Leadership/Instructional Coaching

Special education funds were used to offer Reading Leadership and Instructional Coach training during the summer of 2005. Twenty-five elementary principals were trained in the most recent research for improving reading achievement. The research included the implementation of progress monitoring, selecting instructional materials, analyzing student achievement data, etc. Teams from middle and high schools were invited to attend week long institutes where they developed strategic plans for increasing literacy in their schools.

Professional Development for Classroom Teachers

Math Academy

The Idaho Math Academy was again offered during the summer of 2005. Three hundred teachers have now had the opportunity to learn from both master teachers and higher education faculty. The Academy offered middle-grade math teachers strategies to make math instruction interesting and exciting. The Academy was held at the University of Idaho in 2003, at Idaho State University in 2004 and Boise State University in 2005.

Research-based Intervention

Using special education, Title I and Reading First funds, the SDE sponsored six research-based reading and math workshops that highlighted specific strategies and curricular materials designed to meet the needs of students who are struggling to meet proficiency.

Professional Development for Para Educators

Using Reading First funds, the SDE was able to offer eight Paraprofessional Reading Academies across the state. Each of the academies was attended by approximately 100 Title I and Special Education paraprofessionals. The concepts covered during the academies included strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Parent and Community Outreach

The State also joined the National Network of Partnership Schools (NNPS), a national program sponsored by Johns Hopkins University that supports parent outreach and community involvement. District and school-level teams were invited to attend one of six regional workshops. The average attendance at each of the workshops was 200. Schools left the workshops with specific plans for reaching out to parents of at-risk students.

Funding from Title II-A of NCLB for state activities provides support for high quality professional development for principals and teachers. It also provides a means of sustaining achievement by connecting principals and teachers with business, industry, and community resources throughout Idaho.

Title II, Part A

Project: Principal Academy of Leadership (PALs)

Goal: The state of Idaho has implemented a school improvement model for struggling middle schools that focuses on improving the effectiveness of building administrators. The focus of the project is to improve administrators' ability to implement and support rigorous instruction and high expectations. The project has as its base three elements—statewide learning communities, Surveys of Enacted Curriculum, and Instructional Reviews.

Background: Forty-six schools in Idaho advanced to Improvement Year 2 status. Thirty of those schools or 65% are middle or junior high schools. Nationally there is a great interest in increasing the rigor and relevance of middle school content as a way of improving both graduation rates and post secondary outcomes for all students (Southern Regional Education Board, 2006). However, improving programs for at-risk students in middle schools presents a unique challenge because of the emphasis on early intervention in both NCLB and IDEA.

PALS Project: Middle school principals gathered as a group to discuss obstacles and brainstorm solutions twice during academic year 2005-2006. The meetings were facilitated by Dr. Stan Hill and Curt Rathburn. Dr. Hill is the current Assistant Director for the Center of Excellence in Research, Technology and Learning (CERTL) at Wake Forest University School of Medicine. He is also serving as the Project Director of the Winston-Salem/Forsyth County School System's latest National Science Foundation SCIMAX Grant and handles k-12 science supervision for the district. Mr. Rathburn is a facilitator of the school system's \$5 million grant from the National Science Foundation. Additionally, he is the project director for the state's initiative to improve the physical fitness of public school students, K-8. Dr. Hill and Mr. Rathburn were selected to facilitate this project because of their deep understanding of school improvement and their experience with SEC and Instructional Reviews.

In addition to the statewide meetings, there were two regional meetings facilitated by the SDE School Improvement Coordinator to allow for additional small group interaction. The goal of both the statewide and regional meetings was to encourage the creation of formal and informal learning communities. In the first year, each of the principals is required to read *Leadership & Sustainability* (Fullan, 2005) and *Working on the Work: An Action Plan for Teachers, Principals, and Superintendents* (Schlechty, 2002).

Surveys of Enacted Curriculum (SEC) was selected as a practical method for collecting, reporting, and using consistent data on instructional practices and subject content taught in the classrooms. The School Improvement Committee believed that the use of SEC would give the principals a unique opportunity to analyze instruction in relation to Idaho Content Standards. The principals were provided with detailed information regarding the use of SEC, methods of administering the survey, and support in the form of SDE personnel to proctor the first administration. Each principal committed to administering the SEC for the next three years so that the state could collect data on the effectiveness of the program and the principal could see whether or not the school was moving forward in terms of their ability to meet state content standards. A sample of the information gained from the SEC is included as Appendix A. In

addition to the building level information, the SEC data will provide important data that will instruct and support future professional development planned by the SDE.

The final strand of the project is the use of Instructional Reviews. An instructional review is an opportunity to take a snapshot of instructional strategies across an entire building in a one-half day visit. The building principal and the SDE School Improvement Coordinator pulled together a team of people to visit every classroom and document the strategies. The team included other PAL administrators, SDE content area specialists, and Distinguished Educators (district level special education, federal program, and LEP directors recognized for their accomplishments within specific subgroups). The instructional reviews were not evaluations. The team was there to collect data on the specific instructional strategies used in the classrooms. No teacher names were used or attached to the data collected. At the end of the review the team met to debrief the principal on the observations. The data was then processed and the school received a summary report that allows data-based professional development decisions. A sample of the data gathered is included in Appendix B.

Achievements to date: The first year of the PAL project is 2005-2006, and it has already led to the identification of critical areas of professional development needed on a statewide basis. The principals in the project have overwhelmingly reported that their participation in the project has led them to feel a sense of collegiality they have not experienced in the past and provided a data set that will instruct their improvement efforts.

Evaluation

In the first year of the project, success will be evaluated in terms of the specific use of the data collected. In other words, as a result of administering the SEC and participating in Instructional Reviews, has the school made significant changes in curricular materials, extended time for learning, personnel, or professional development? In the second year of implementation, success will be measured by 1) the alignment of SEC data and Idaho State Standards, and 2) increased percentage of standards-based lessons and higher level questioning, as measured by the Instructional Reviews. Ultimately, the success of the Principal Academy of Leadership will be based on the improvement of student outcomes. In each year of the project, data will be collected on the number of schools no longer identified as "needs improvement" as well as the number of schools who come closer to meeting their AYP target.

Cost

The approximate budget for this project is \$112,851.

Project: Continuation of the Idaho Math Academy

Goal: To improve middle grade mathematics instruction.

History

In 2002, a task force jointly appointed by the Office of the Governor and the State Department of Education identified a need to provide professional development to middle grade mathematics teachers. This focus was based on results of the Idaho Direct Math Assessment (DMA). In 2001, a majority of Idaho eighth graders did not receive a satisfactory rating on the DMA.

Rationale

In addition to the student achievement results on the Idaho Math Assessment, the task force recognized that middle-level math proficiency lays the foundation for later achievement in higher-level mathematics. Children learn addition, subtraction, multiplication, division, and other grade-level appropriate math concepts in grades K-4. Algebra, Geometry, Algebra II, and Senior Math/Calculus are well established in grades 9-12. However, many questions and concerns are raised nationally about appropriate content in the middle grades where students often lose interest in mathematics.

Strategy

The Idaho Math Academy offers middle grade math teachers strategies to make math instruction interesting and exciting. This intensive, one-week Academy was held at the University of Idaho in 2003, at Idaho State University in 2004, and at Boise State University in 2005. The focus of the Math Academy during this initial, three-year statewide rotation was geometry/measurement, content identified as critical areas of need through the Idaho DMA and the Third International Mathematics and Science Study. This year the Math Academy will again be held at the University of Idaho, with the focus now on Algebra/Data Analysis. By the end of the summer of 2006, more than five hundred middle grade math teachers from across the state will have had the opportunity to learn from both master practitioners and higher education faculty. Space is guaranteed for teachers from schools that have not made Adequate Yearly Progress in mathematics.

The goal of the Idaho Math Academy is to create a comprehensive and sustainable professional development opportunity for teachers. This professional development focuses on pedagogical content knowledge of the concepts and objectives that teachers are responsible to teach students during the middle grade years, as identified on the Idaho Mathematics Content Standards. The Idaho Math Academy also provides opportunities for networking and long-term, follow-up activities throughout the school year.

Cost

The proposed budget for the Idaho Math Academy is \$112,500.

Evaluation of the Program

The success of the program is measured by growth in student achievement on both the Idaho State Achievement Test and the Idaho Direct Math Assessment.

Project: Partnerships for Project-Based Learning (PBL)

Project-based learning (PBL) is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices.

One immediate benefit of practicing PBL is the unique way that it can motivate students by engaging them in their own learning. PBL provides opportunities for students to pursue their own interests and questions and make decisions about how they will find answers and solve problems.

PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting.

PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills. Many of the skills learned through PBL are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative, and solve complex problems.

In the classroom, PBL provides many unique opportunities for teachers to build relationships with students. Teachers may fill the varied roles of coach, facilitator, and co-learner. Finished products, plans, drafts, and prototypes all make excellent "conversation pieces" around which teachers and students can discuss the learning that is taking place.

In the school and beyond, PBL also provides opportunities for teachers to build relationships with each other and with those in the larger community. Student work—which includes documentation of the learning process as well as the students' final projects—can be shared with other teachers, parents, mentors, and the business community who all have a stake in the students' education.

What is Project-Based Learning?

Project-based learning is learning that emphasizes rigor and relevance in student efforts. The following *Six A's* apply to quality project-based learning:

Authenticity Projects use the context of the workplace and the community to teach

academic and technical skills.

Academic rigor Projects require higher-order thinking skills and research methods from

academic and technical fields.

Applied learning Projects require students to use academic and technical knowledge in

acquiring the problem-solving, communication and teamwork skills they

will need in the workplace.

Active exploration Projects extend beyond the classroom to involve work-based learning,

community-based activities, and technical labs.

Adult relationships Assessment Projects involve adult mentors from the school and the community. Projects include exhibitions and assessments of student work according to personal standards and performance standards set by the school and the community.

The *Six A's* apply to all projects, regardless of whether they originate inside or outside the classroom. Projects that originate from academic content can extend into the workplace, the community, and technical labs. Projects that originate from real life problems can connect back to academic and technical studies and let students practice these real life skills.

Strategy

Increasing the number of students participating in project-based learning will require significant professional development and ongoing support for teachers and principals. It will also require the development of a state-level support structure that provides a means of connecting teachers with business, industry, and community resources. Designing high-quality projects that are relevant to students' lives involves several important, non-traditional teaching skills. Teachers need to know how to

- formulate essential questions that provide a starting point for students;
- identify teachers and community members who can relate the projects to real issues and problems;
- train students to work productively in small groups and on their own; and
- use journals and other "process checks" to help students make steady progress.

Through this project, teachers will receive intensive professional development that

- immerses them in projects;
- enables them to see firsthand the knowledge and skills that can be learned in real-world settings;
- helps them to analyze exemplary projects; and
- gives them the opportunity to engage in the first stages of project design.

2005-2006 Project Goals

Goal One: To increase the number of young adults who continue with post-secondary education and/or training within five years of high school completion.

Goal Two: To increase academic engagement by senior level students through a relevant and rigorous curriculum.

Objective: To increase the number of Idaho high school students participating in high-quality project-based learning.

2005-2006 Project Summary

To meet the targeted strategy, six Project-Based Learning Regional Conferences were held to help educators overcome challenges in implementing projects and to use assessment in teaching students the needed background knowledge and skills. The conferences also provided

opportunities to showcase existing PBL programs, so that educators could ask questions of their peers who are already implementing PBL in the classroom. Using the Buck Institute for Education's Project-based Learning handbook, teams of educators worked with conference consultants to customize project-based learning for their school needs. It was important to emphasize both "why" and "how" project-based learning works and to give teachers adequate support in changing how they teach. Educators left each conference with a draft project-based learning experience that will be implemented in their classrooms and schools.

Outreach in Each Region:

• Number of Participants: 375

Number of Business Participants: 42Number of Schools Participating: 99

Sample Projects as a Result of Outreach:

School: St. Maries High School

Project Title: "Paving the Way to a Better Community"

Driving Question: How could a better State Highway Three lead to a more prosperous

community?

Subjects: History, Government, Economics, Marketing, English and Math

School: Pocatello High School

Project Title: "The History of the United States' Railroads"

Driving Question: How did railroad travel affect life in the United States?

Subjects: History, Math, Science and English

School: Highland High School

Project Title: "Violence and Society"

Driving Question: How does the hypocrisy of violence impact society?

Subjects: History, Choir, Art, English and Science

Rationale

When researchers ask students to share their "best quality" work, they see similar kinds of products and performances: a model rocket, a business plan for a school radio station, or a videotape of campaign ads for candidates in recent elections. Students take pride in producing or doing something that has value beyond the classroom. Such projects diverge from the typical school fare of absorbing and repeating bits of knowledge. Worksheets, chapter reviews, oral recitations, and tests certainly can reinforce student skills and knowledge. However, students can become passive and cynical if they are confronted with these teaching strategies hour after hour, day after day.

In addition to anecdotal data, there is evidence that the results of traditional classroom practices may not be good enough. Although teachers work hard to cover the curriculum, too few students are gaining a deep understanding of what they are learning. A surprising number of even the "best" students continue to harbor misconceptions about core scientific topics, such as gravity or seasonal changes — topics that are taught and re-taught in school. Furthermore, most students have difficulty transferring what they learn within the disciplinary boundaries and classroom

contexts of school to other disciplines and contexts. If the purpose of school is to teach students material that they can use later, one would want them to apply what they have learned across school subjects and, ultimately, in their everyday lives.

Research

Dr. John W. Thomas conducted an extensive review of research on project-based education in 2000. The report includes the following summary of his findings.

- There is direct and indirect evidence, both from students and teachers, that PBL is a more popular method of instruction than traditional methods. Additionally, students and teachers both believe that PBL is beneficial and effective as an instructional method.
- Some studies of PBL report unintended and seemingly beneficial consequences associated with PBL experiences. Among these consequences are enhanced professionalism and collaboration on the part of teachers and increased attendance, self-reliance, and improved attitudes towards learning on the part of students.
- PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas.
- More important, there is some evidence that PBL, in comparison to other instructional
 methods, has value for enhancing the quality of student learning in subject matter areas,
 leading to the tentative claim that learning higher-level cognitive skills via PBL is associated
 with increased capability on the part of students for applying those learnings in novel,
 problem-solving contexts.
- There is ample evidence that PBL is an effective method for teaching students complex
 processes and procedures such as planning, communicating, problem solving, and decision
 making, although the studies that demonstrate these findings do not include comparison
 groups taught by competing methods.

Cost

The proposed budget for Project Based Learning is \$81,000.

Project: Mentoring for new teachers

Goal: As a follow up to House Concurrent Resolution 20 that passed during the 2005 Legislature, the State Board of Education has a committee working on mentoring for Idaho's teachers. A report, which will include recommendations for teacher support programs, funding requirements and resources and implementation possibilities will be given to the Legislature during the 2007 legislative session.

Rationale: The purpose of the committee is to research, formulate and implement models to pilot and evaluate teacher support programs. The models implemented will be studied to investigate and test the relationship of professional development effectiveness and cost efficiency and student achievement. As well as looking at current Idaho programs and practices the committee has asked the New Teacher Center, Santa Cruz to come to Idaho to teach those who can train mentors in their respective school districts. The New Teacher Center program has been recognized nationally for its work in mentoring. The training from the New Teacher Center will not only help school districts around Idaho but will be an integral part of the report that is given to the Legislature.

In the next few years it is likely several teachers will be leaving the profession as baby boomers reach the retirement age. That coupled with the fact that about fifty (50%) of those who enter the teaching profession leave within five years creates the likelihood that Idaho will be facing a shortage of effective qualified teachers. It is important that we find ways to retain our highly quality teachers. "Accumulated evidence is compelling that mentoring is correlated with the retention of new teachers and may also be related to decreased turnover...." (Mentoring New Teachers to Increase Retention, Michael Strong, Ph.D., Director of Research New Teacher Center UCSC) Long term-retention will most likely benefit student achievement.

Last year the New Teacher Center came to Idaho for three academies. The response from teachers and administrators was very positive. We would like to follow up with two additional academies this year. Districts, small to large, from all areas sent attendees to the academies. One teacher said, "This is the <u>best</u> workshop (series!) I have ever attended (34 years as a public educator)." Another related "The wealth of knowledge and skills to support new teachers in Idaho has been capitalized in the Mentor Program. With this, new teachers are supported and will be <u>retained</u> to promote high achievement for Idaho's students."

Cost

\$30,000 for two academies – 2 days in August and 3 days in November 1 additional day for consulting

Project: Direct Math Assessment (DMA) and Direct Writing Assessment (DWA)
Instructional Improvement Opportunities

Goal: To improve student achievement in mathematics and language arts.

Rationale

The 2006-07 Direct Math Assessment (DMA) and Direct Writing Assessment (DWA) will include "Range Finders Meetings," two-day workshops for math teachers of 4th, 6th, and 8th graders and for language arts teachers of 5th, 7th, and 9th graders. Participants will identify "range finders" or anchor papers considered representative of student work at four levels: advanced, proficient, basic, and below basic. These papers will then be used to train teachers to score actual student papers.

The DMA and DWA scoring sessions are valuable professional development tools for the teacher-scorers. For example, the scorers of the DMA typically discuss demonstrated and observed student math problem-solving skills and strategies; whether students effectively apply (and communicate) mathematical processes; and whether student work aligns with Idaho's mathematics achievement standards. Scorers of the DWA consider whether papers are responsive to the writing prompts; the extent to which student responses are aligned to Idaho's language arts achievement standards; and whether student work shows the creative thinking and decision-making strategies emphasized in the language arts.

The teachers who participate in the scoring will return to their districts with new and practical information about what constitutes advanced, proficient, basic, and below basic student work in math and language arts. Thus, the Range Finder sessions yield three important results: improved validity and reliability of the standardized scoring process; development of curriculum and instructional strategies based on analyses of student work samples; and, ultimately, improved student math and language arts achievement.

Teachers are from all areas of Idaho and 112,900 students will be potentially affected.

Cost

\$2,000 each for DMA and DWA coming from Title II-A; additional funds will come from other sources. Budget addresses respective instructors, participants, materials, and facility costs. Total cost \$4000

Evidence of success (anecdotal or otherwise)

Documentation complete

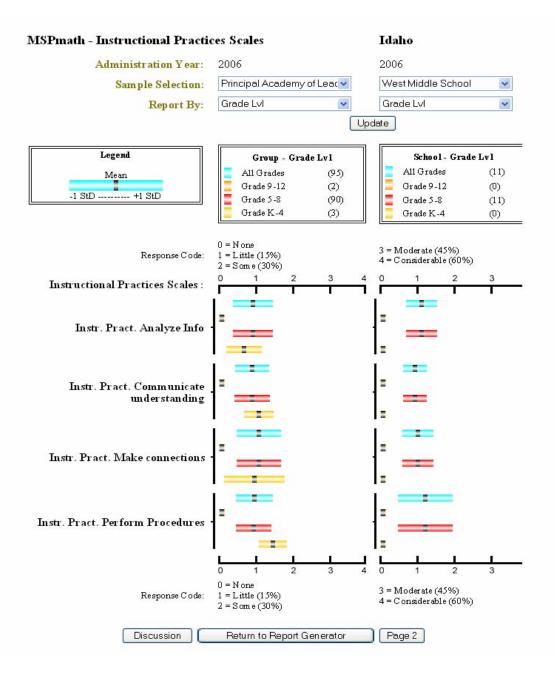
Evidence of improved student performance

Although it is always hard to attribute student performance to one factor, we will look at the winter DMA and DWA scores to see if there are any outstanding teacher/student correlations.

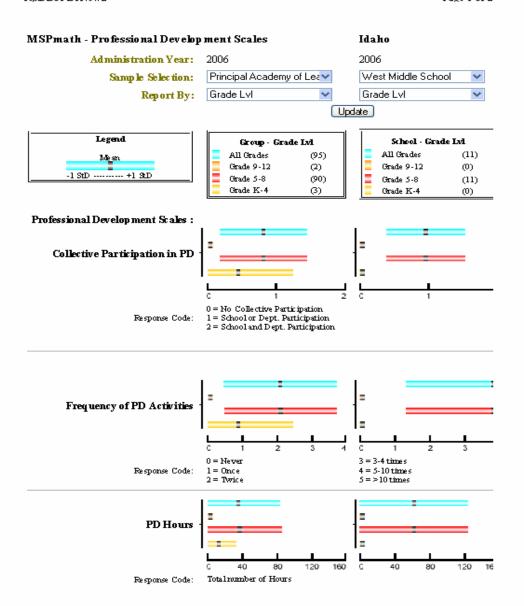
SURVEYS of ENACTED CURRICULUM

Principal Academy of Leadership I

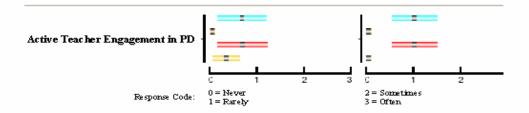
Boise, Idaho April 27, 2006



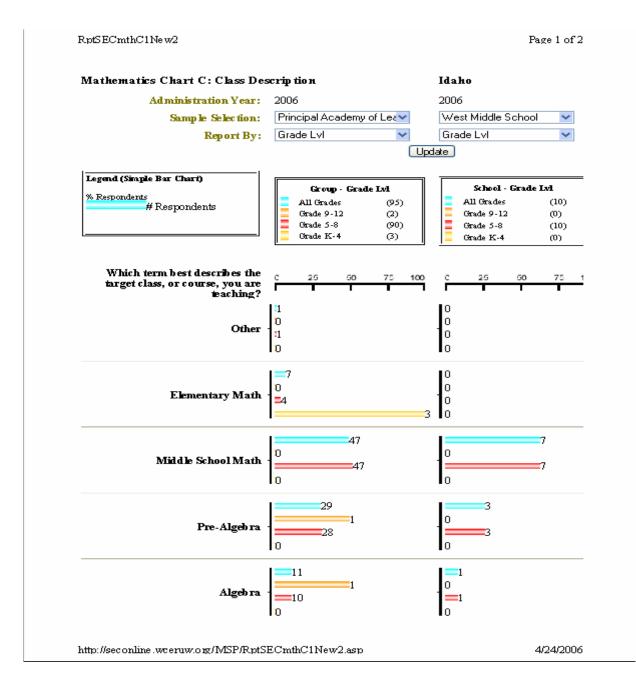
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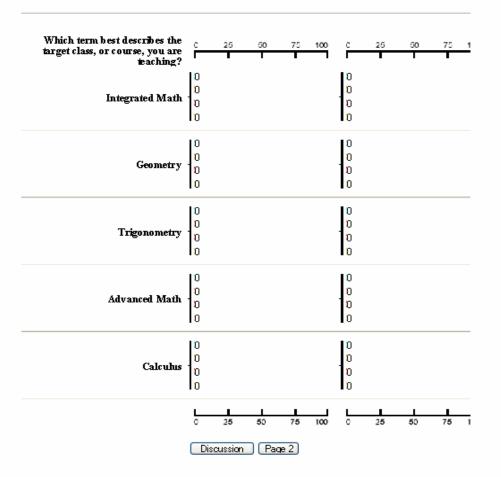
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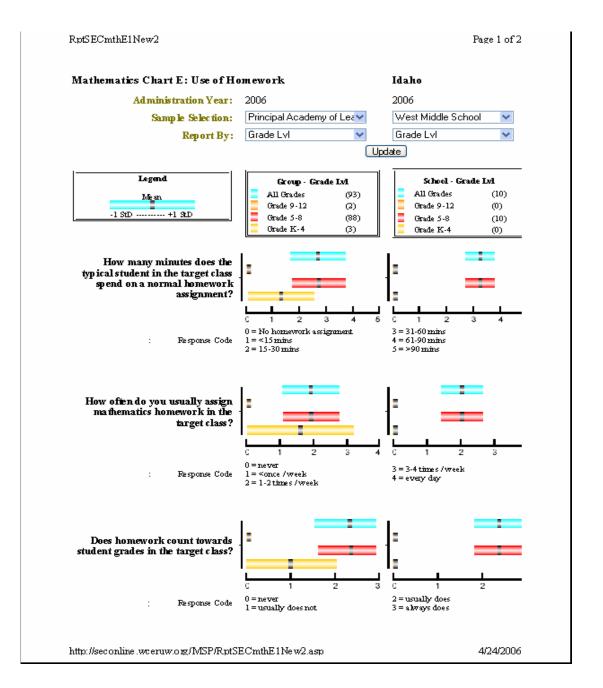


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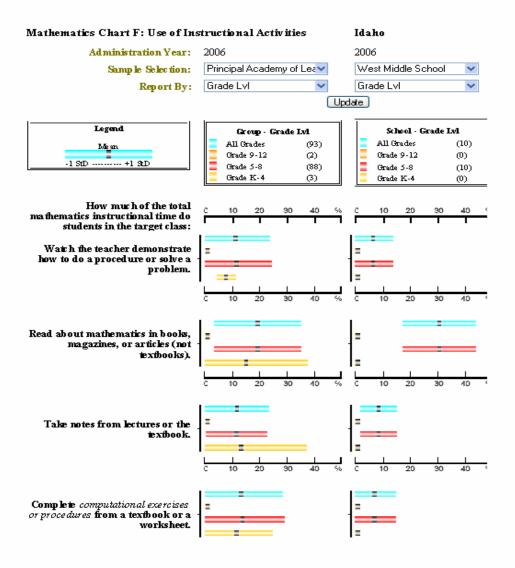




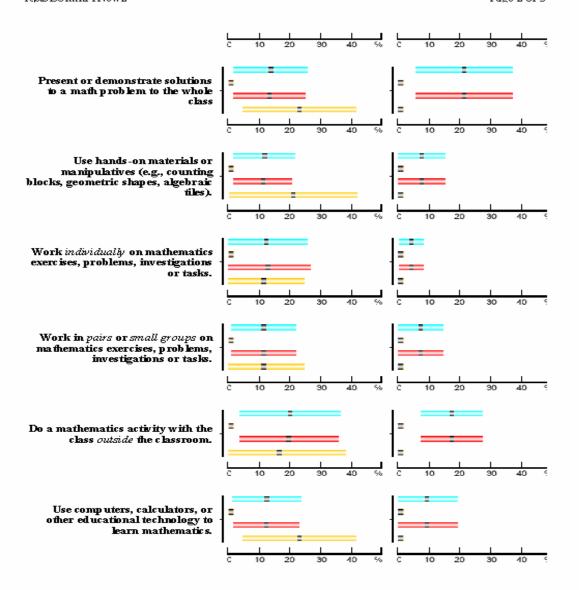
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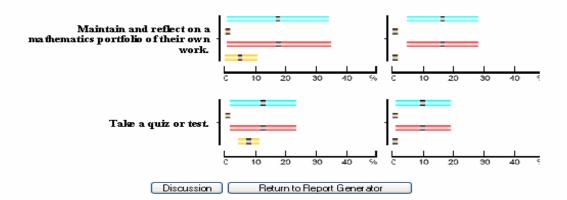
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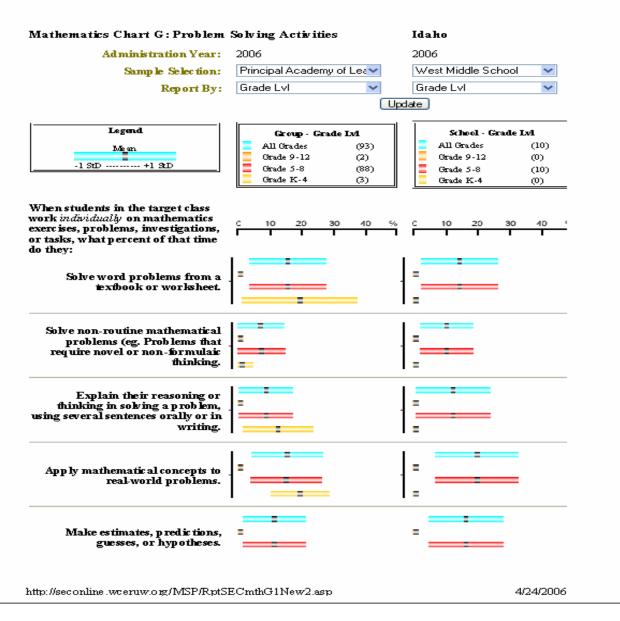
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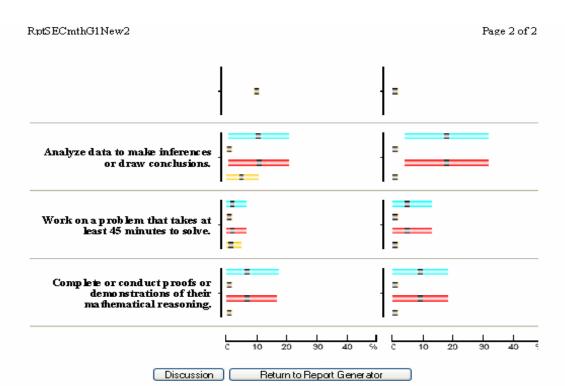


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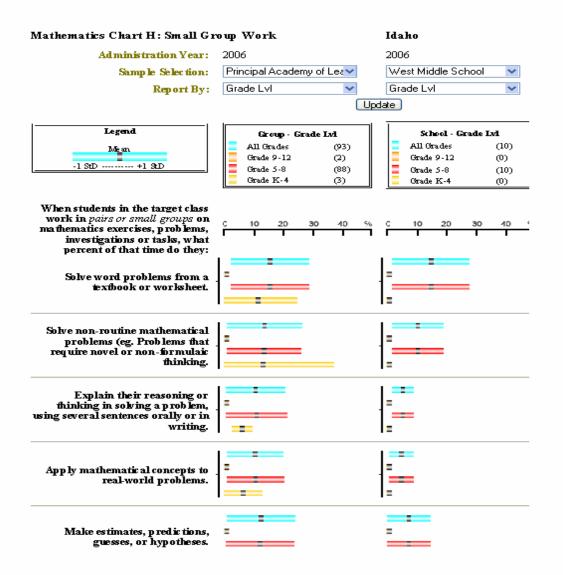


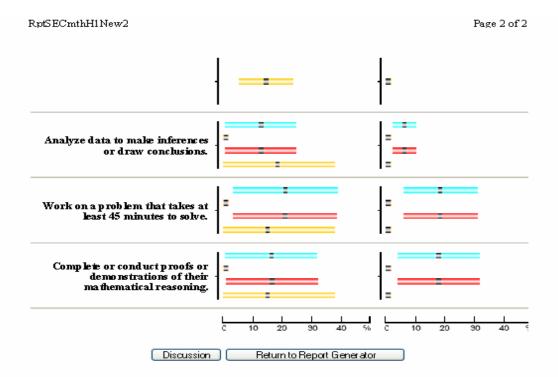
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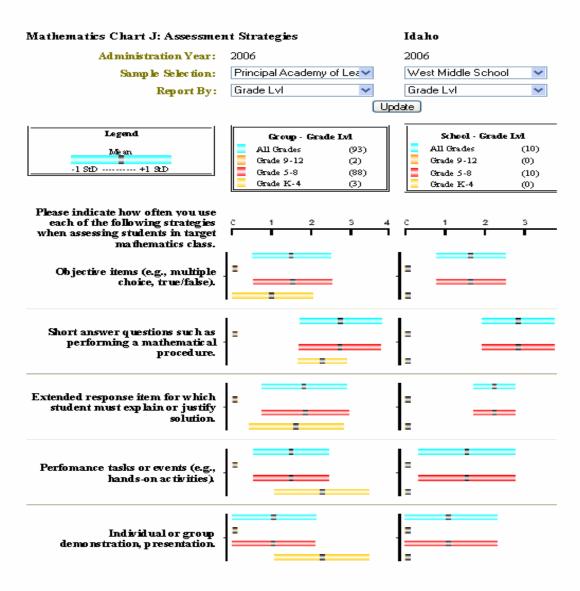
RptSECmthI1New2 Page 1 of 1 Mathematics Chart I: Use of Hands-on Materials Idaho Administration Year: 2006 Principal Academy of Leav West Middle School Sample Selection: Report By: Grade Lvl Grade Lvl Update Legend School - Grade Lvl Group - Grade Lvl All Grades (93) All Grades (10)Mean Grade 9-12 (2) Grade 9-12 (0) -1 StD ---- +1 3tD Grade 5-8 Grade 5-8 (88) (10)Grade K-4 (3) Grade K-4 (0) When students in the target class use hands-on materials, how much time do they: Work with manipulatives (e.g., counting blocks, geometric shapes, or algebraic tiles) to understand mathematical concepts. Measure objects using took such as rulers, scales, or protractors. Build models or charts. Collect data by counting, observing, or conducting surveys. Present information to others using manipulatives (e.g., chalkboard, whiteboard, posterboard, projector). Discussion Return to Report Generator

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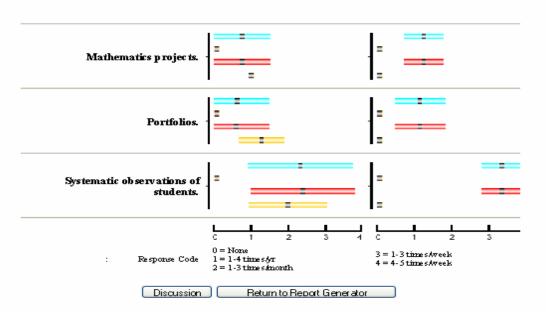
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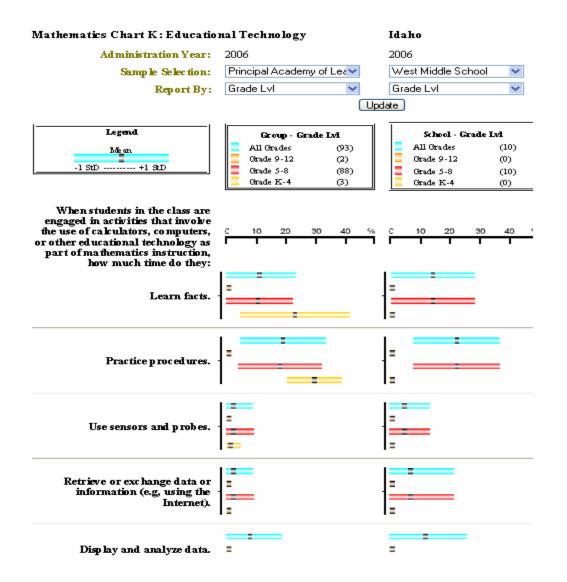
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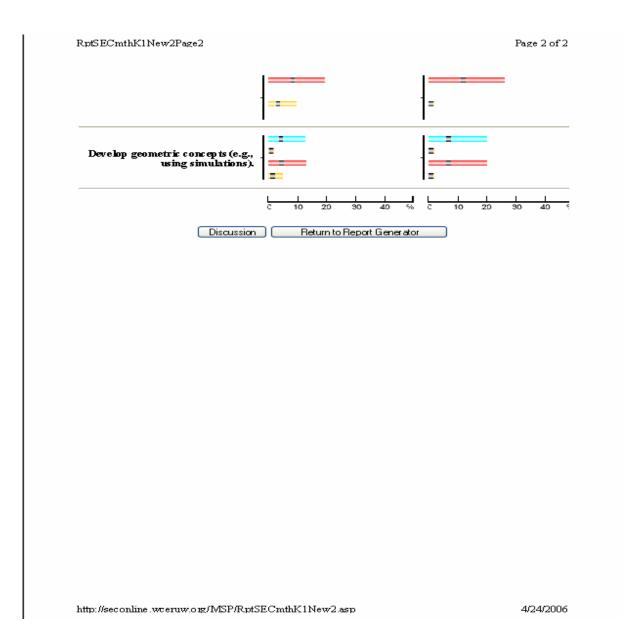


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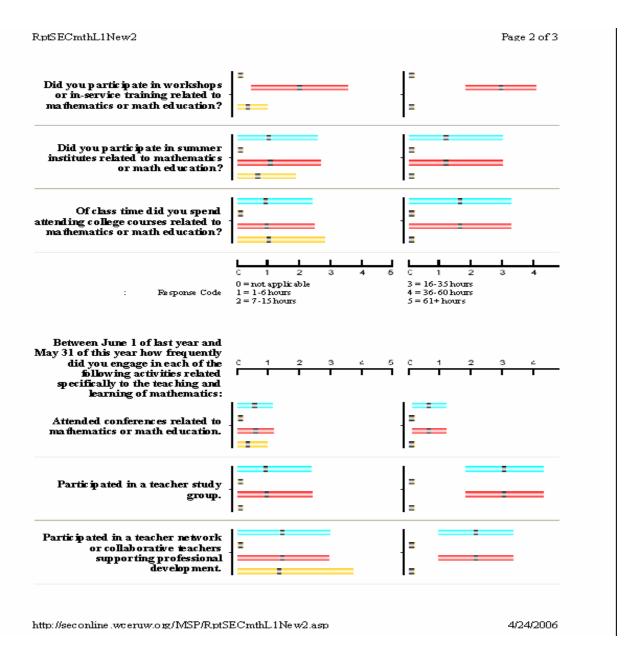


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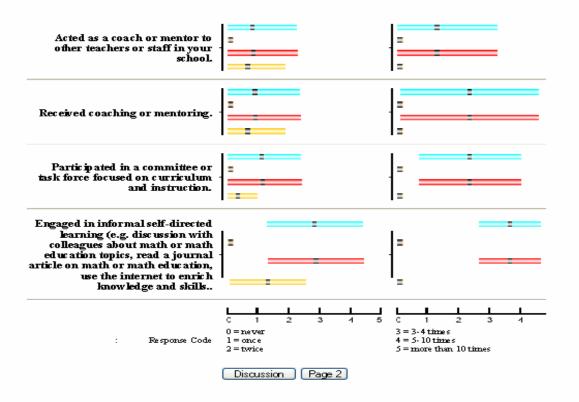




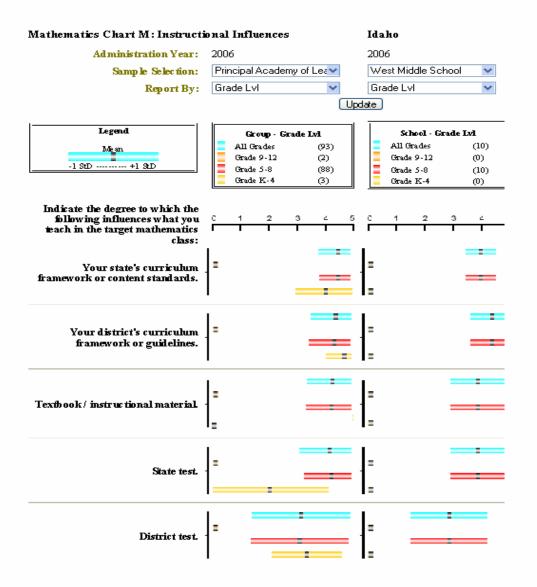
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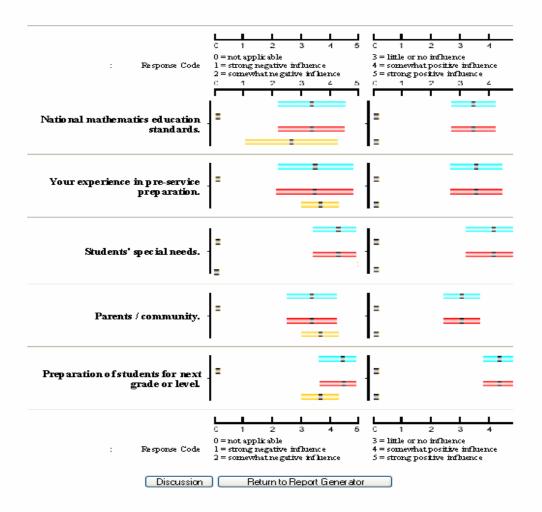
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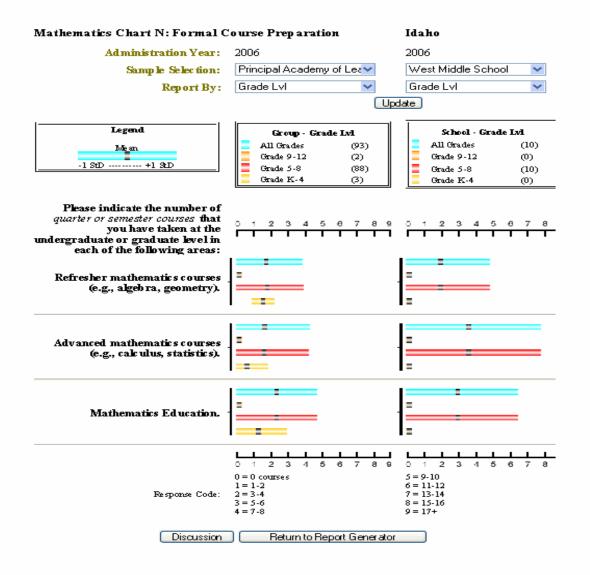
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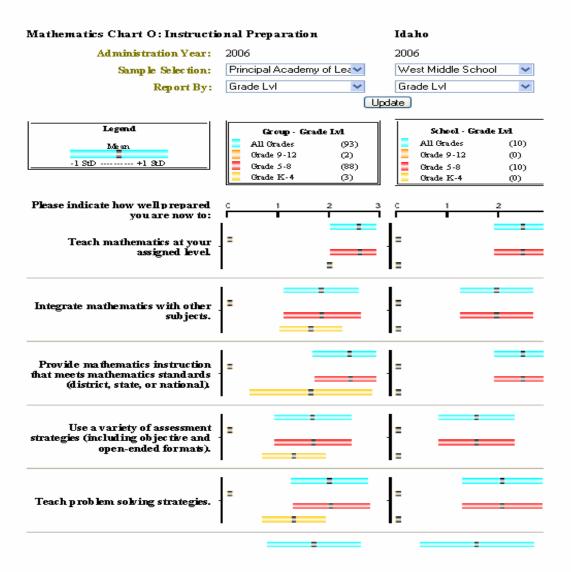
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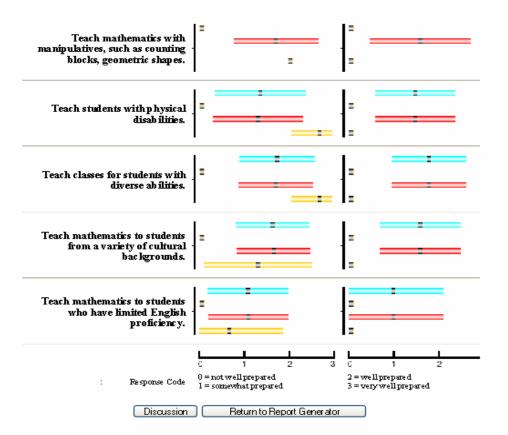
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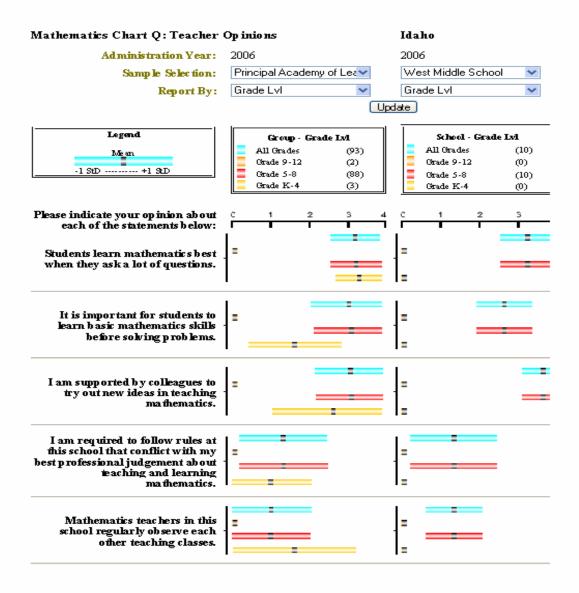
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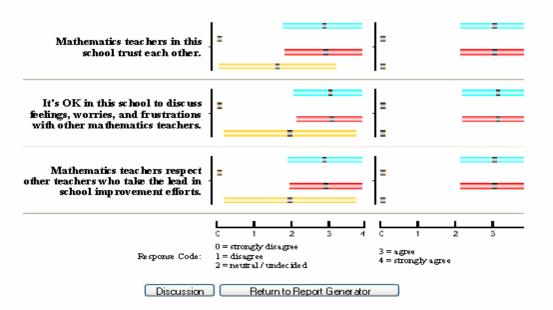
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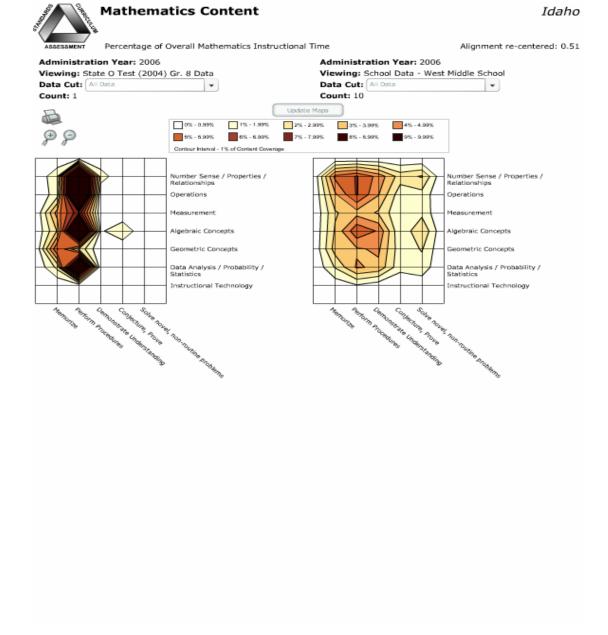


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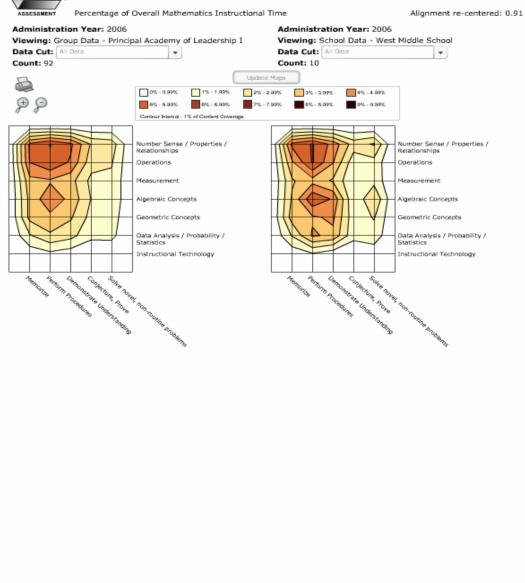
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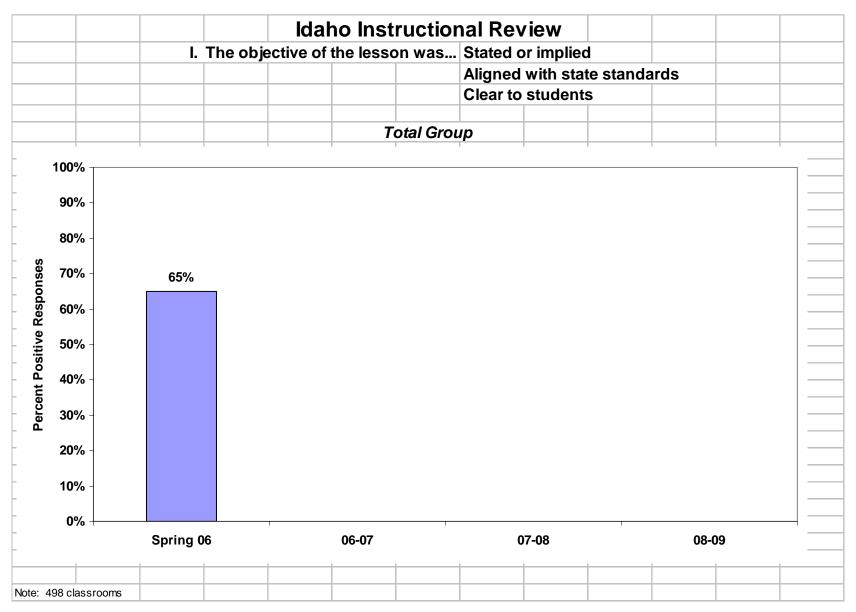
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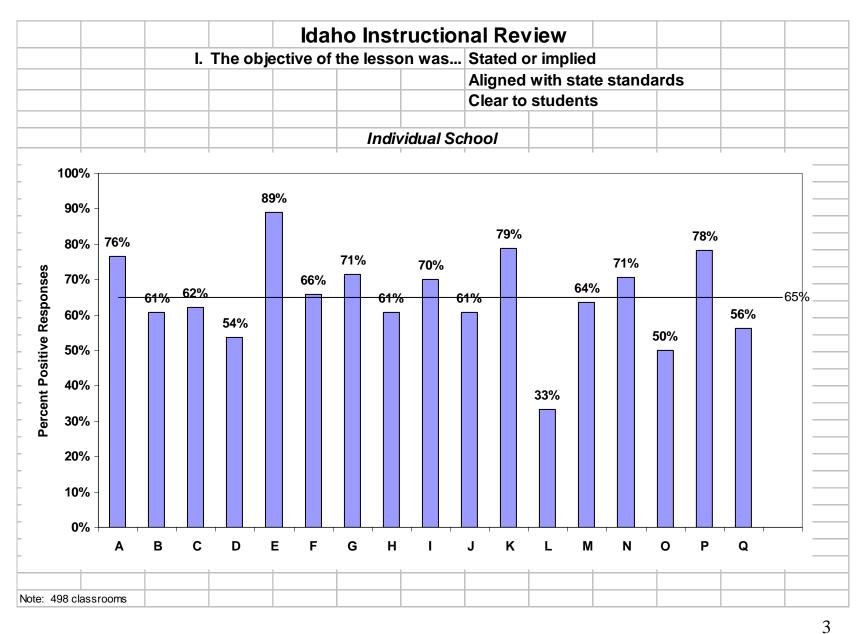


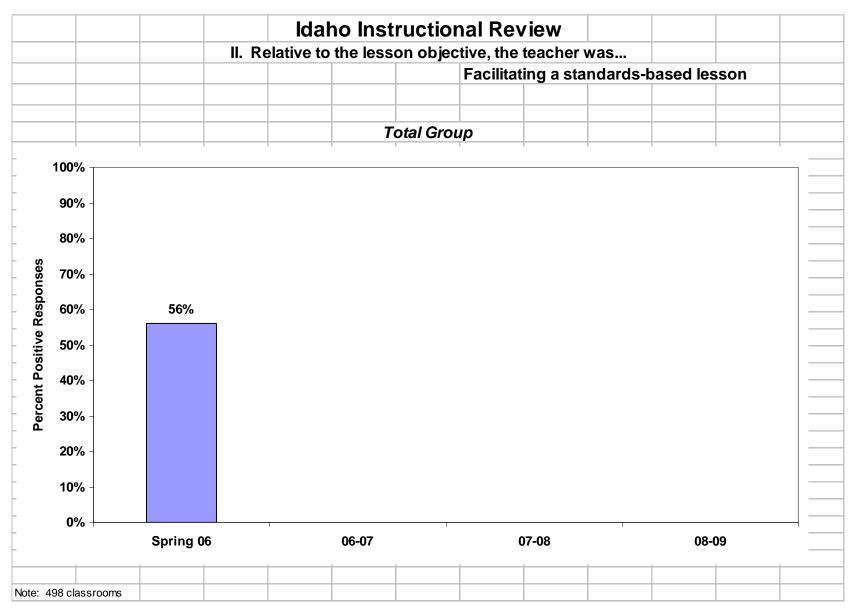


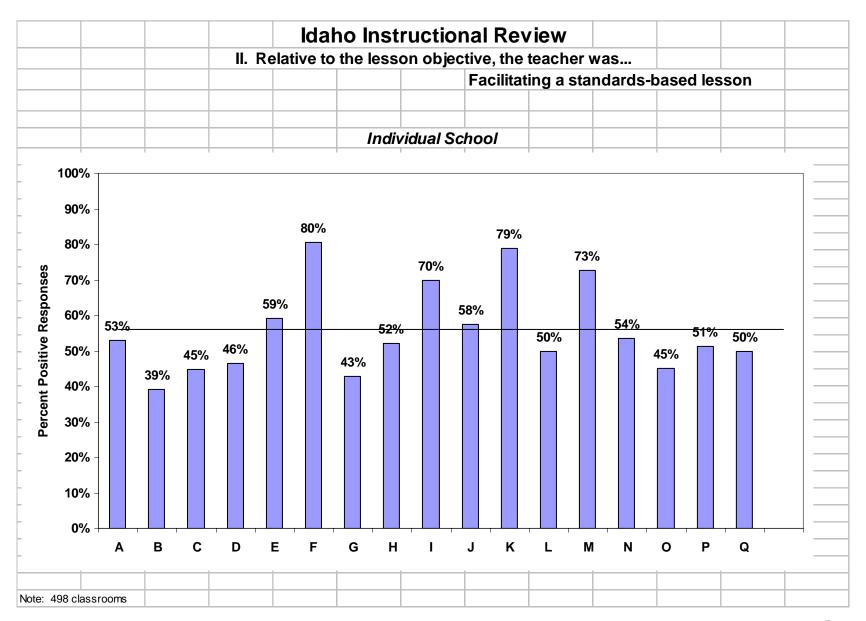
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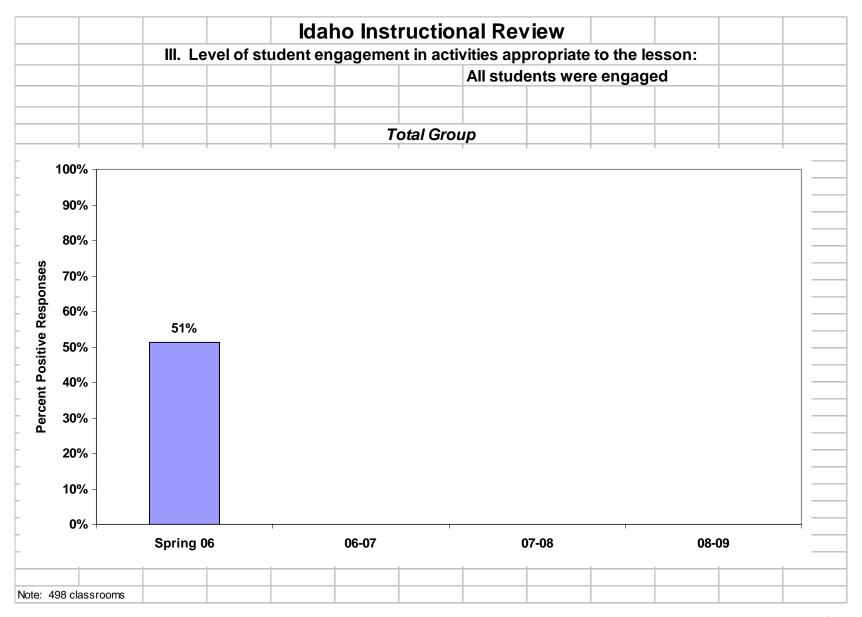
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Leadership I
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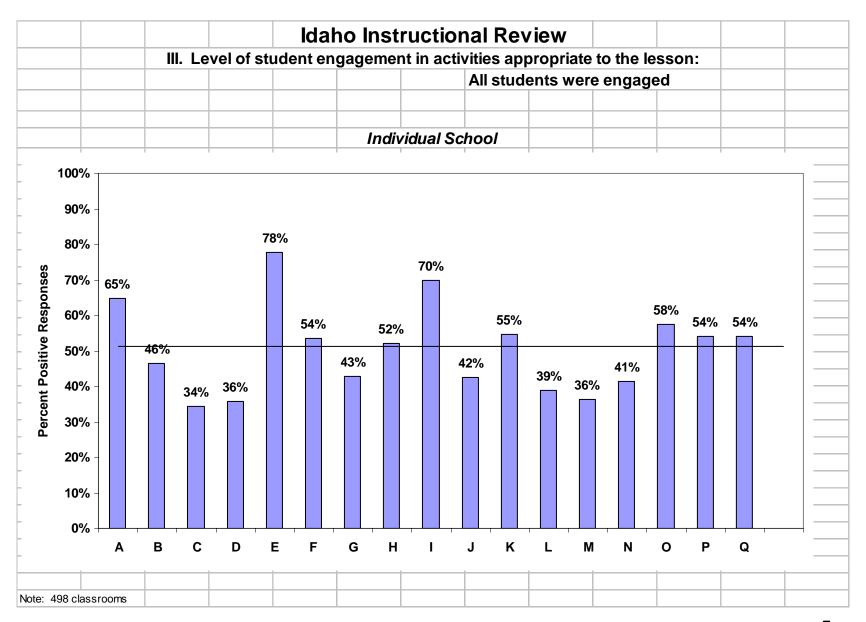


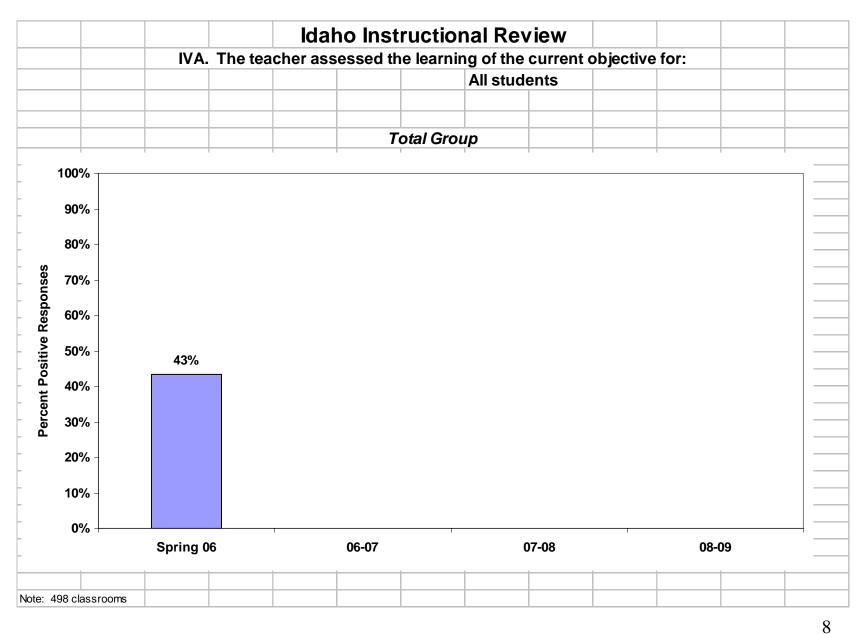


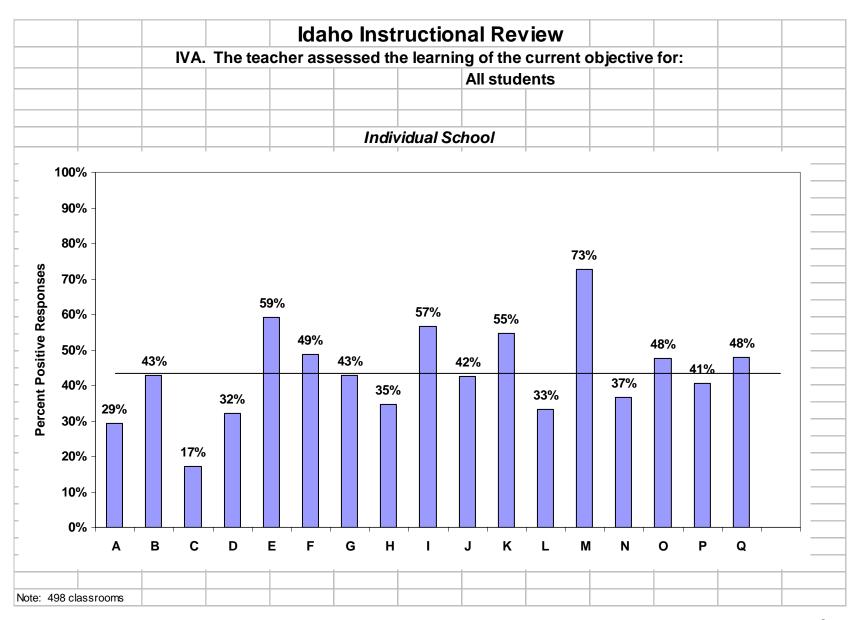


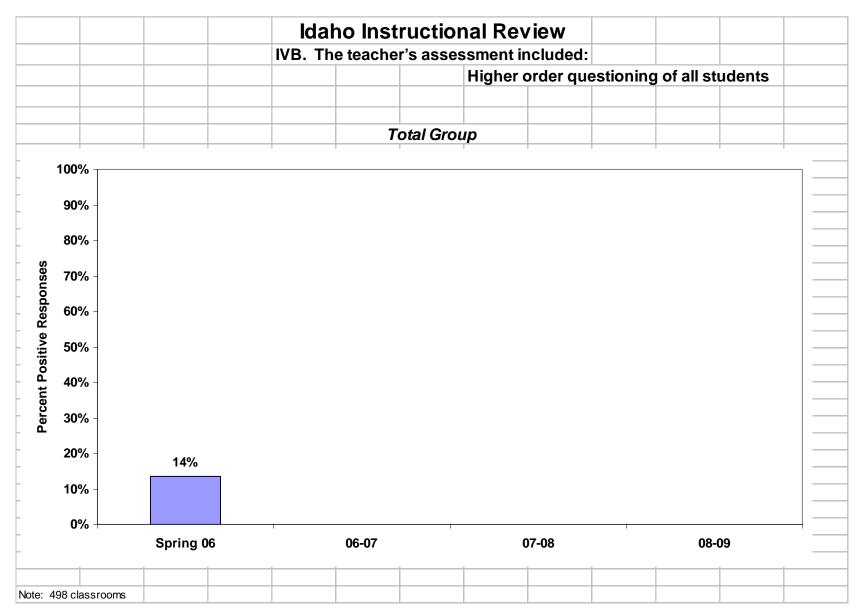


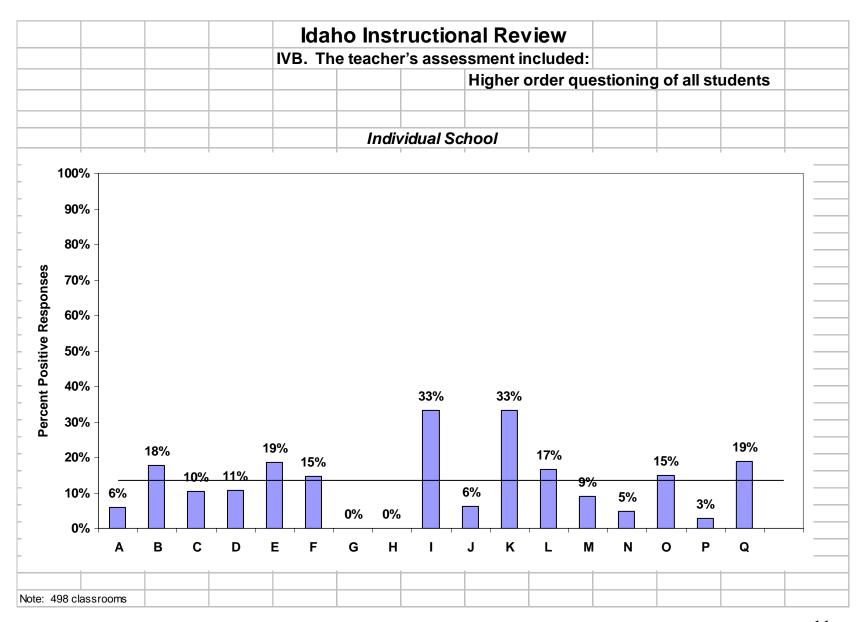


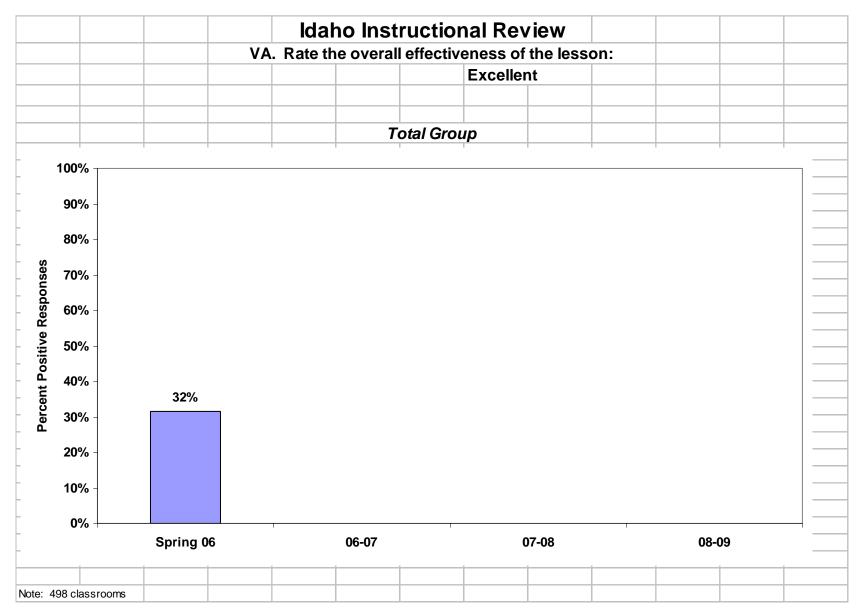


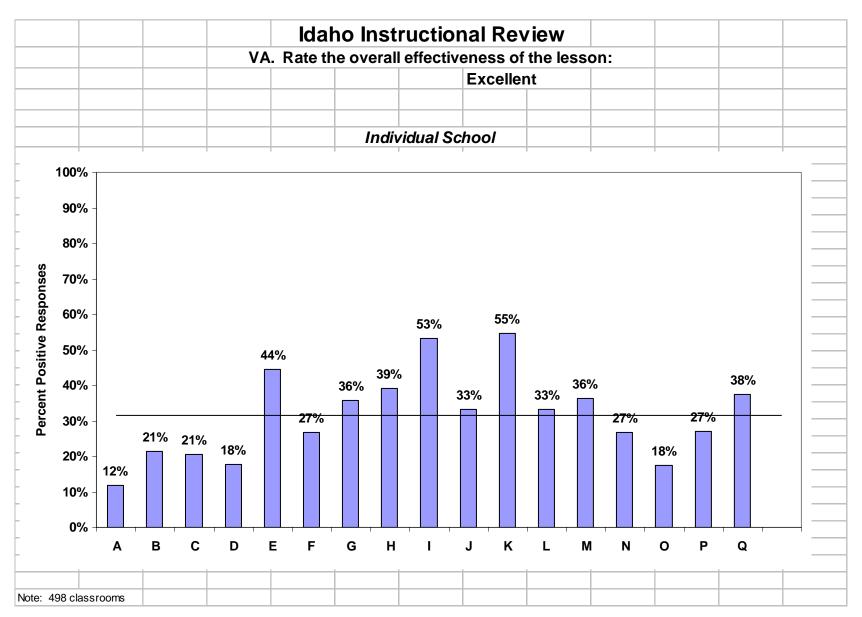


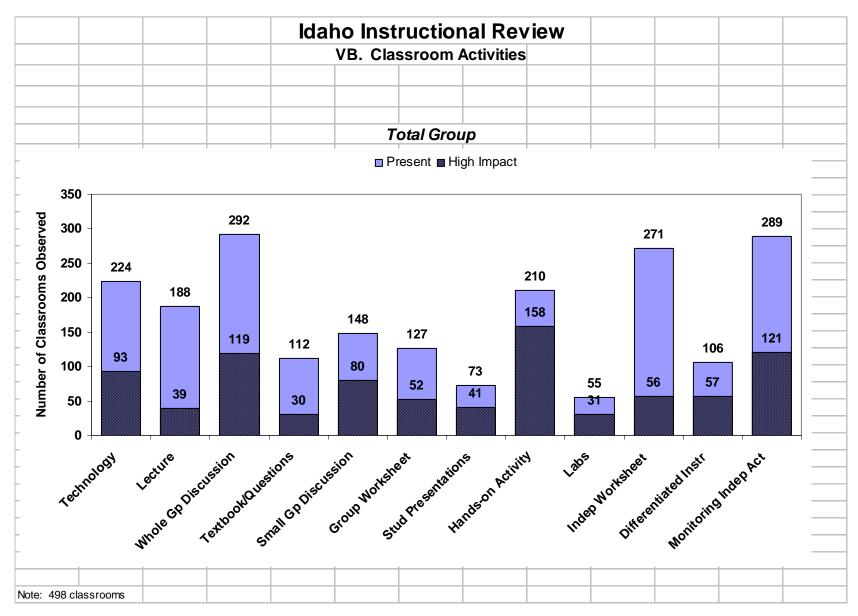


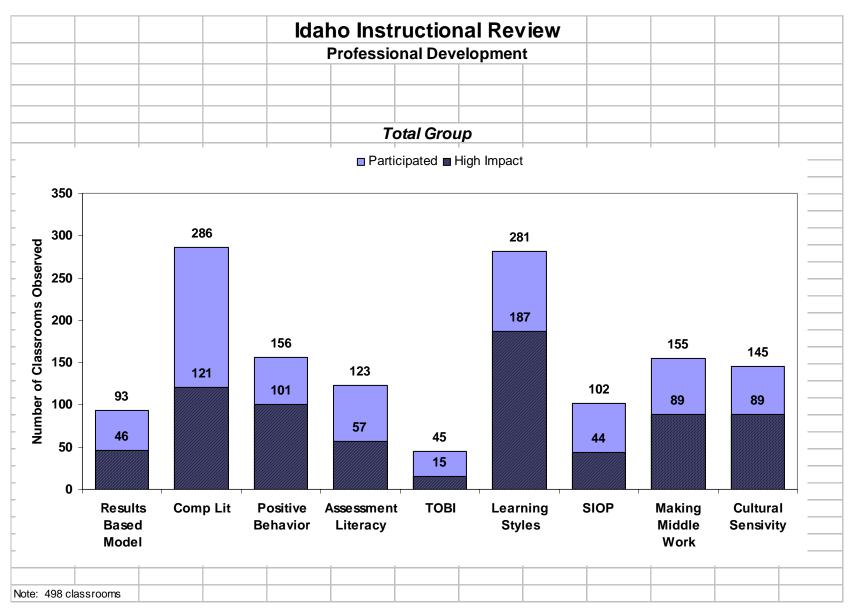


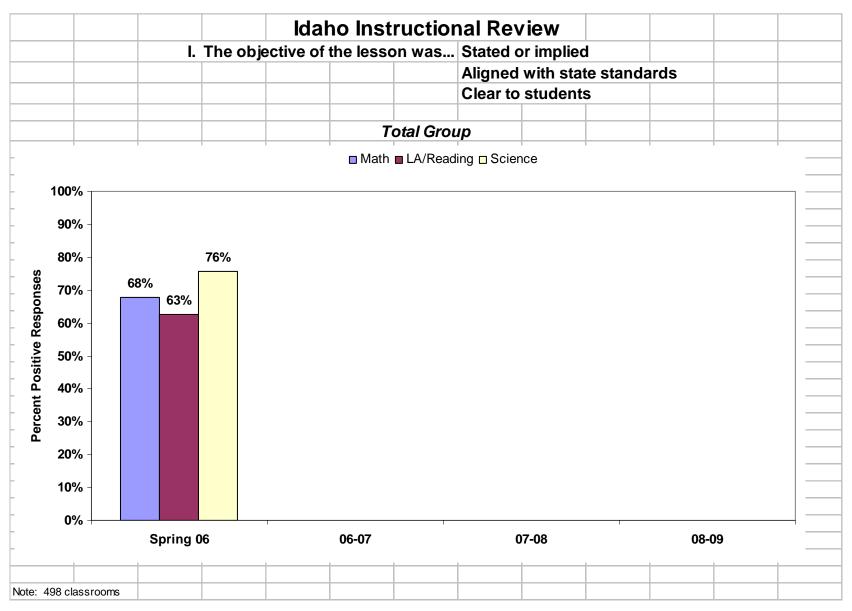


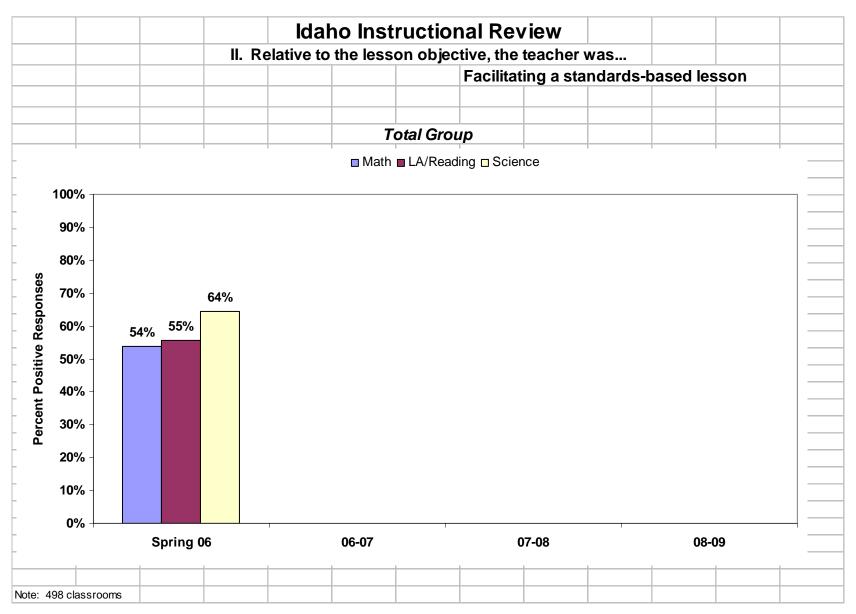


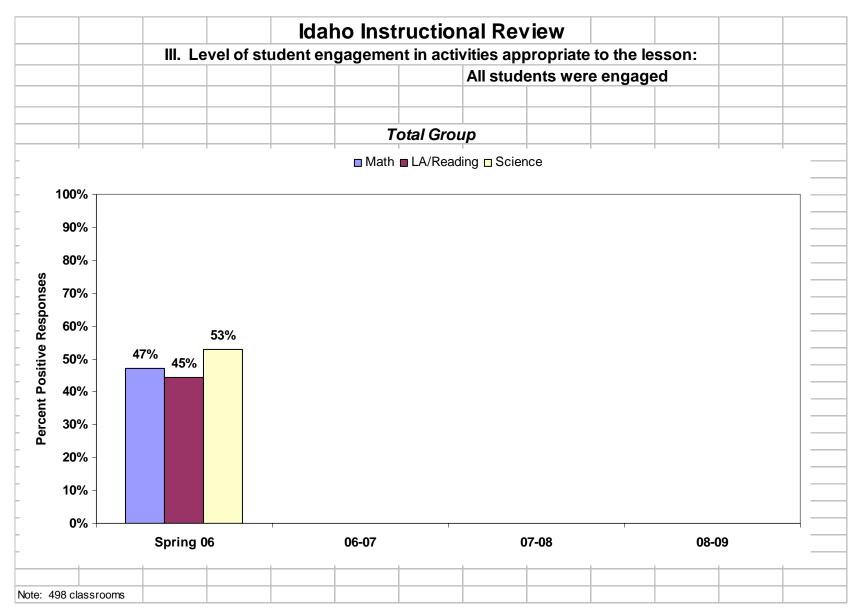


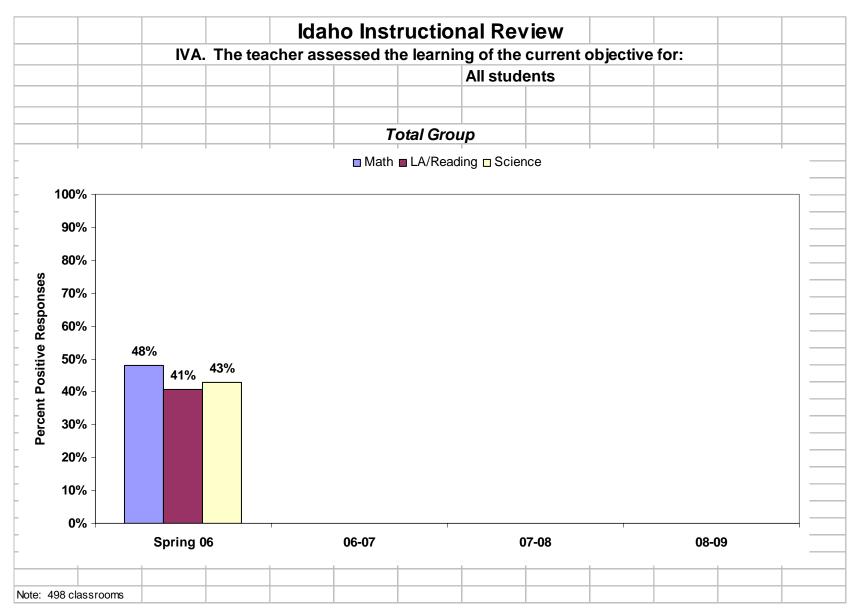


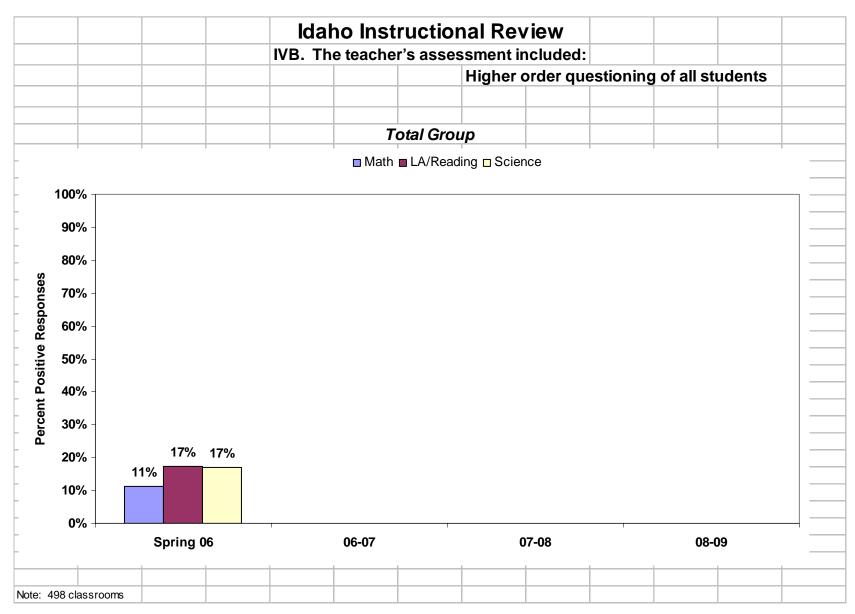


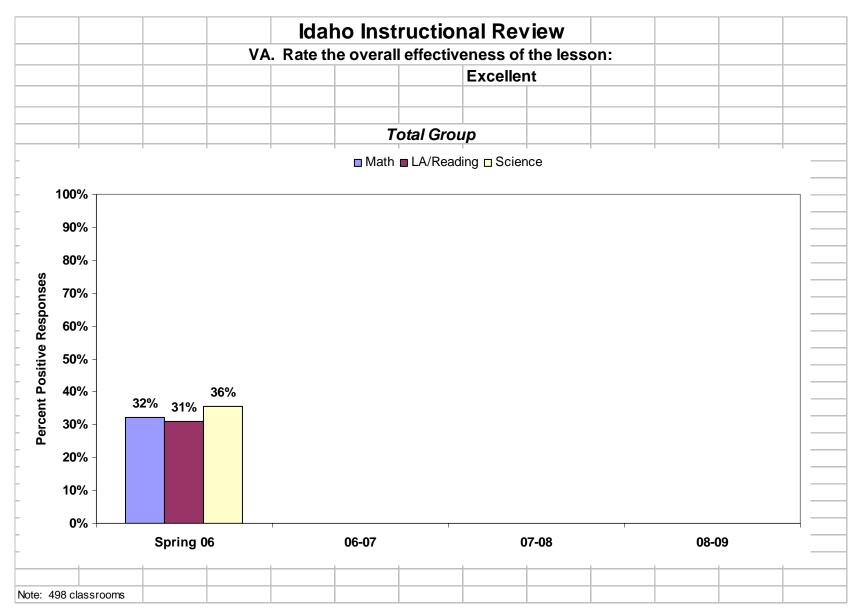












Project-Based Learning Regional Conferences Region I

Overview

Presenters:	Peggy Wenner Susan Harrington	Location:	Coeur d'Alene Inn Coeur d'Alene
# of Participants:	29	Dates:	April 6 - 7, 2006
# of Businesses:	1	# of Schools:	8

Budget Information			
Participant Binders	\$	449.14	
Mailings	\$	198.60	
Meeting Room/Catering	\$	1,337.56	
Participant Travel	\$	492.66	
Presenter Travel	\$	911.62	
Handbooks	\$	211.50	
Substitute Reimbursement	\$	1,584.00	
Conference Expenditure Total	\$	5,185.08	

"I've learned what 'Project-based Learning' involves rather than 'teaching using projects'"

- A.H. from Avery School

"The rubrics are great. Thank you!"

- L.L. from Lakeland Junior High School

"Student motivation for projectbased learning makes it all worth while."

- S.P. from Avery School

"The templates for planning the process are helpful."

- J.W. from Sandpoint Charter School

"I like the idea for project-based learning - we use it all the time in my department."

- V.S. from Lake City High School

Project Examples

School: St. Maries High School

Project Title: "Paving the Way to a Better Community"

Driving Question: How could a better State Highway Three lead to a more prosperous

community?

Subjects: History, Government, Economics, Marketing, English, and Math

School: Avery School

Project Title: "Cultural Roots of Avery Citizens"

Driving Question: How did immigration and cultural diversity influence the current and

past residents of Avery?

Subjects: History, Science, Mathematics, Technology, and Language Arts

School: Sandpoint Charter School Project Title: "The Rocket Kids"

Driving Question: Where did rockets come from? Why are they important in modern

society?

Subjects: Science, Art, Math, Social Studies, Language Arts, and Communication

Project-Based Learning Regional Conferences

Region II

Overview

Presenters:	Peter Kavouras Sherawn Reberry	Location:	Red Lion Hotel Lewiston
# of Participants:	52	Dates:	May 11 - 12, 2006
# of Businesses:	1	# of Schools:	15

Budget Information			
Participant Binders	\$	819.02	
Mailings	\$	259.82	
Meeting Room/Catering	\$	2,424.78	
Participant Travel	\$	2,780.41	
Presenter Travel	\$	941.50	
Handbooks	\$	564.00	
Substitute Reimbursement	\$	3,220.00	
Conference Expenditure Total	\$	11,009.53	

"This is the way I teach and I love that I now know I can 'back it up' as a great way to teach."

- H.F. from Sacajawea Junior High School
 - "I like the idea of having teachers collaborate to teach a topic throughout all of the subject areas.
 - D.G. from Moscow High School

"It always amazes me how subject areas can 'see' their curriculum in seemingly unrelated projects."

- J.D. from Moscow School District
- "Mapping the Project' will help me further develop what I'm already doing."
 - P.K. from Priest River High School

Project Examples

School: Potlatch Junior/Senior High School

Project Title: "Clear-Cutting the Clearwater: Are Forests a Renewable Resource?" **Driving Question**: How do you balance the economic benefits of timber harvest and

environmental protection of the Clearwater Forest?

Subjects: Earth Science, English, and Idaho History

School: Moscow High School

Project Title: "Immigration Between Mexico and the U.S."

Driving Question: If you were designing the immigration policy between Mexico and

the United States, what would it include and how would it impact

our community?

Subjects: Spanish, Art, Applied Science, Information Literacy, English, Social Skills

Project-Based Learning Regional Conferences Region III

Overview

Presenters:	PBL Action Team	Location:	Owyhee Plaza Boise
# of Participants:	70	Dates:	November 4 - 5, 2005
# of Businesses:	22	# of Schools:	19

Budget Information			
Supplies	\$	18.06	
Mailings	\$	64.63	
Meeting Room/Catering	\$	3,313.20	
Participant Travel	\$	7,293.77	
Substitute Reimbursement	\$	2,148.26	
Conference Expenditure Total	\$	12,837.92	

"Well organized and well done!"

- B.Q. from Mackay High School - Region VI

"I enjoyed hearing from the alternative school from Spokane. Some of the things they discussed may seem beyond our current means, but we could use some of their ideas on a smaller scale."

S.A. from Post Falls Middle School
 Region I

"This workshop gave me insight into using the 'Driving Questions' to help drive the unit and help students and myself understand what needs to be done."

- A.P. from Jenifer Junior High School

Region II

Project Examples

School: Buhl High School

Project Title: "Career Development"

Driving Question: How can I use my personal interests and skills to find a career that

will fulfill my personal and financial needs and help me be a

contributing member of society?

Subjects: English, Speech, Careers, Technology, Counseling, and Community

Region IV

School: Pocatello High School

Project Title: "The Other Side of the Lottery"

Driving Question: How can we use the laws of probability to design and implement a

school "scratch" lottery program?

Subjects: Mathematics (Algebra I)

Region V

Project-Based Learning Regional ConferencesRegion IV

Overview

Presenters:	Peter Kavouras Sherawn Reberry	Location:	New Hampton Inn Twin Falls
# of Participants:	26	Dates:	April 24 – 25, 2006
# of Businesses:	1	# of Schools:	17

Budget Information			
Participant Binders	\$	805.81	
Mailings	\$	148.15	
Meeting Room/Catering	\$	2,022.00	
Participant Travel	\$	1,035.69	
Presenter Travel	\$	724.56	
Handbooks	\$	376.00	
Substitute Reimbursement	\$	3,426.27	
Sign Language Interpreters	\$	2,050.00	
Conference Expenditure Total	\$	10,588.48	

"The mapping portion gave me a better idea of how to plan."

- R.G. from Idaho School for the Deaf & Blind
 - "I just really enjoyed learning how projectbased learning is so inter-curricular. I didn't realize how much the students would actually learn by just going one project."
 - K.W. from Declo Junior High School

"I won't just forget about what I learned and put away the information, but will use and internalize it."

- M.R. from Idaho School for the Deaf & Blind
 - "I was impressed by the cross-curricular opportunities available when using PBL."
 - T.C. from Jerome High School

"I appreciated the High Order Thinking tool. It is a good aid to use with staff in planning and implementing PBL ideas for the Community Partnership Components."

- J.S. from Idaho School for the Deaf & Blind

Project Examples

School: Castleford School

Project Title: "Distance in the Solar System"

Driving Question: With space discoveries happening everyday, our solar system is

more involved that once thought. Is our current model of the solar

system complete?

Subjects: Math and Science

School: Idaho School for the Deaf & Blind

Project Title: "Challenges in Diverse Biospheres"

Driving Question: How do we use human ingenuity and resources to overcome

adverse environments?

Subjects: Science, Language Arts, Math, and Social Studies

Project-Based Learning Regional Conferences

Region V

Overview

Presenters:	Peggy Wenner Gail Rochelle	Location:	Holiday Inn Pocatello
# of Participants:	62	Dates:	February 16 - 17, 2006
# of Businesses:	4	# of Schools:	16

Budget Information			
Participant Binders	\$	911.49	
Mailings	\$	325.14	
Meeting Room/Catering	\$	2,838.21	
Participant Travel	\$	969.06	
Presenter Travel	\$	806.28	
Handbooks	\$	493.50	
Substitute Reimbursement	\$	2,892.00	
Conference Expenditure Total	\$	9,192.90	

"I loved having the project planning guide created for me. Great for starting (new projects)."

- G.T. from Preston Junior High School

"The project examples were very exciting and inspiring."

- C.S. from Pocatello High School

"What a wonderful resource I will use!"

- A.A. from Highland High School

"The rubrics are wonderful."

- J.G. from Preston Junior High School

"As the Earth Science teacher, I am planning to get some partner projects in place."

- C.L. from Marsh Valley Middle School

Project Examples

School: Pocatello High School

Project Title: "The History of the United States' Railroads"

Driving Question: How did railroad travel affect life in the United States?

Subjects: History, Math, Science, and English

School: Highland High School

Project Title: "Violence and Society"

Driving Question: How does the hypocrisy of violence impact society?

Subjects: History, Choir, Art, English, and Science

School: Pocatello High School

Project Title: "Bring a Touch of Japan to Sister City Park"

Driving Question: How has art influenced the Japanese culture in comparison to the

influence of art on American life?

Subjects: Art and Japanese

Project-Based Learning Regional Conferences Region VI

Region vi

Overview

Presenters:	Sally Harris	Location:	Red Lion Hotel
	Kristi Enger		Idaho Falls
# of Participants:	92	Dates:	March 2 - 3, 2006
# of Businesses:	13	# of Schools:	24

Budget Information			
Participant Binders	\$	1,307.79	
Mailings	\$	139.18	
Meeting Room/Catering	\$	3,969.34	
Participant Travel	\$	934.26	
Handbooks	\$	705.00	
Substitute Reimbursement	\$	3,531.97	
Conference Expenditure Total	\$	10,587.54	

"I was so impressed by the amount of enthusiasm and interest generated by the students and how much they willingly learn by projects."

- C.P. from Bonneville High School

"I'll use this to revise and strengthen my assessment."

- J.K. from Hillcrest High School

"I have been a PBL teacher in the past but I have also put it on the back burner with ISAT emphasis. I think that by using string assessments and good planning, I can get back in the swing of things."

- V.J. from Bonneville High School

"It seems so so-able with these guidelines."
- A.M. from Rocky Mountain Middle School

Project Examples

School: Westview High School

Project Title: "Healthy Foods in the Vending Machines"

Driving Question: Given the fact the state is mandating healthy food guidelines, what

snacks would students be willing to purchase within these

quidelines?

Subjects: School Wide

School: Salmon High School **Project Title**: "From Scow to Now"

Driving Question: What information, planning, and actions are necessary to plan and

execute a successful and entertaining river trip?

Subjects: Math, Social Studies, and Economics

Problem-Based Economics Workshop

Overview

Presenters:	Peter Kavouras	Location:	Doubletree Riverside Boise
# of Participants:	13	Dates:	December 5 – 6, 2005

Budget Information				
Participant Manuals		2,890.00		
Supplies		46.47		
Meeting Room/Catering		876.00		
Participant Travel Stipends		245.00		
Presenter Training Fee		1,000.00		
Mailings		24.20		
Conference Expenditure Total		5,081.67		

"Students are actively involved in solving problems while at the same time learning important concepts."

- D. L. from Cassia High School

"This is not only valuable for social studies teachers but also for Business Education teachers."

- D. J. from Glenns Ferry High School

"I am excited about teaching economics again."

- G. M. from Sacajawea Jr. High School

Workshop Description:

Problem-based education is built around realistic, engaging scenarios that require students to master academic content before they can solve the problem. Students collaborate to define the problem and identify gaps in their knowledge, investigate and learn essential content knowledge, discuss potential problem solutions, and finally agree upon their group's own answer to the problem.

In this training, teachers learned how to conduct problem-based learning and implement eight problem-based economics curriculum units by actually experiencing several units just as students will do in their classrooms.

CONSENT – INSTRUCTION, RESEARCH & STUDENT AFFAIRS JUNE 14-16, 2006

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